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A comparative study at the level of the physical determinants of the selection of football players in the secondary school teams according to the lines of play

دراسة مقارنة في مستوى المحددات البدنية الخاصة بانتقاء لاعبي كرة القدم بالفرق المدرسية بالطور الثانوي وفق خطوط اللعب

Gouami abderrahmen[1], Guemini hafid[2]

[1] Larbi Ben Mehidi University of Om el Bouaghi, biological and psychological reactions laboratory , abderrahmen.gouami@univ-oeb.dz

[2] Larbi Ben Mehidi University of Om el Bouaghi , hafidguemini@gmail.com

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Abstract :

The current study aims to find out the nature of the differences at the level of the physical determinants of the selection of football players in school teams according to the lines of play. We used the descriptive method and applied the study on a sample of 60 players in the City of Constantine. Members of the sample were selected by simple random sampling. The following physical tests were used: 20 meters of standing, Penta jump, 4×10 m shuttle run, bottom and side touch, and 20 m shuttle run.

After statistical analysis, we found that there were no differences in the level of physical determinants of the selection of football players in school teams according to the lines of play.

Keywords: Physical determinants; selection; football; school teams; lines of play.

الملخص :

تهدف الدراسة الحالية إلى معرفة طبيعة الفروق في مستوى المحددات البدنية الخاصة بانتقاء لاعبي كرة القدم بالفرق المدرسية وفق خطوط اللعب، حيث قام الباحثان باستخدام المنهج الوصفي، وطبقت الدراسة على عينة قوامها 60 لاعبا بثانويات مدينة قسنطينة اختيروا بالطريقة العشوائية، وتم استخدام الاختبارات البدنية التالية: 20 متر من الوقوف، الخمس وثبات متتالية، 4×10 أمتار، اللمس السفلي والجانبي، الجري المكوكي 20 متر.

وبعد التحليل الإحصائي توصلنا إلى: عدم وجود فروق في مستوى المحددات البدنية الخاصة بانتقاء لاعبي كرة القدم بالفرق المدرسية وفق خطوط اللعب.

- **الكلمات المفتاحية :** المحددات البدنية؛ الانتقاء؛ كرة القدم؛ الفرق المدرسية؛ خطوط اللعب.

Corresponding author **Gouami abderrahmen** e-mail: abderrahmen.gouami@univ-oeb.dz

Theoretical chapter

1- Introduction and problematic of the study

Extracurricular activities are part of the educational curriculum in its modern concept where the concepts of "method and school life" are equivalent. The extracurricular activities have an important role in building and shaping the character of the learner (Al Bazam, 2010, p.05). In the same context, Bougharbi (2005) sees that the extracurricular activity is crucial in discovering the gifted learners and those who have special abilities in order to shape their abilities in the sportive clubs and forming national teams which are the reserve of the sportive talents (Bogharbi, 2005, p. 16).

Bendahbia (2014) defines the extracurricular activity as a competitive practice in the school context and the activities of the school clubs that need special preparation before participation in competitions. This preparation includes selected players to form the school clubs, training them, and preparing to achieve sport results (Bendahbia, 2014, p. 04). Among the specialties included in the program of the extracurricular activities, we find football which is among the most popular activities in the world thanks to its effective role in recreation in spare time (Hamrit & Maqaq, 2020, p. 38). This made it the most practiced amid students mainly in the field of the school sports. Onadi (2008) confirms that football now copes with the technological advance thanks to the efforts made by the researchers in this field and the interaction of various disciplines (biomechanics, anatomy, psychology…) which contributed to sportive achievements and to lifting up the level of the game (Onadi, 2008, p. 01).

Moreover, Fethi (2017) sees that the physical determinants are among the most important requirements of football as they determine the efficiency of the skills and planning performance because the skills performance cannot be executed properly without the physical characteristics that serve the motor performance

of the sportive skill. In addition, a tactic plan may fail even if it were the right choice if the coach does not take the physical abilities into consideration (Fethi, 2017, pp.30-31). This is confirmed by al Waqad (2003) who said that reaching high levels in all the technical phases and achieving the required sportive results depend on the physical preparation the player and the team achieved (qtd. in Sharaab, 2011, p.03).

The football players are distributed in football pitch lines according to specific positions which determine each one's duties and tasks. This helps organizing the play and avoiding contradictory tasks by the players and allows a good exploitation of the play areas. Each position has specific characteristics that must be found in the player who takes it. Moreover, the priority of these characteristics differs according to the priority of the defensive and attacking duties in the various zones of the stadium (Laamori, 2015). In a study by Djabbar et al. (2018), it was found that the middle field players have higher resistance because they are the most who move inside the stadium and are considered the link between the defense and attack lines. In addition, they need muscular force to outperform in the individual struggles when crossing the ball or moving with it in counter-attacks. As for the players of the defense and attack lines, they outperform in the following physical characteristics: fitness, transitional speed, and explosive power of the lower limbs due to the nature of their missions and the direct confrontation between them. The defenders try to take the ball from the attackers who try to dribble to overcome the defenders. This results in many movements of fast abrupt direction change. Furthermore, the defenders need speed more than the attackers to prohibit them from scoring. As for the attackers, they need speed to get rid of the defenders and open surfaces for the players coming from the back. Besides, they need the explosive power mainly when

jumping to hit the ball and outperform in the aerobic struggles (Djabbar et al., 2018, pp. 721-722).This pushes us to raise this question:

Are there any statistically significant differences in the level of the physical determinants used in selecting football players of the school teams at the secondary education according to the lines of play?

1-1- Study hypothesis:

-There are statistically significant differences in the level of the physical determinants used in selecting football players of the school teams at the secondary education according to the lines of play.

1-2- Aims of the study:

This study aims at knowing the nature of the differences in the level of the physical determinants used in selecting football players of the school teams at the secondary education according to the lines of play.

1-3- Procedural determination of the study concepts:

1-3-1- Physical characteristics: Harrson Clarck, from the University of Oregon, defines them as the ability to perform the daily tasks actively without much tiredness and with an amount of energy that allows the continuity of the work, the performance, and facing the physical pressures in emergencies (Abu Al Ala & Nasrudin 2003, p.67).

Moreover, they are defined as the ability of the player, the blood veins, the lungs, and the muscles to work with the optimal efficiency (Bassam & Salama, 2020, p. 20).

1-3-2- Selection: Abu Zayd (2007) defines it as selecting the best elements characterized with specific determinants and characteristics, either hereditary or acquired, to practice a specific sportive game, and predicting the effect of the long training process on the abilities and readiness of the elements in a way that enables them to reach higher levels (Abu Zayd, 2007, p.63).

1-3-3- School teams: Hakouz defines them as a group of individuals having motor interaction together in the context of specific standards to achieve a common sportive game (Hakouz, 2016, p.17).

1-3-4- Football: Rahmoun et al. define it as a game by two teams of 11 players for each. They use a ball in a rectangular stadium. Each team attempts to get the ball inside the goal of the competitor to get a point or goals to outperform the competitor in the end (Rahmoun et., 2021, pp. 48-49).

1-3-5- The three lines of play: This refers to the line of defense, middle line, and attack line. Each line has defensive and attack roles, organization, and functions that have collective and individual natures to face the competitor according to his nature and the nature of the match through the use of the optimal abilities of the players (Sherif, 2021, p. 221).

1-3-6- Adolescence: It is the period of transition from childhood into youth. It includes a set of organic, psychological, and mental changes (Berbouche é Fenouche, 2021, p. 77).

1-4- Previous studies:

1-4-1- The study of Rouam (2017): It is a PhD thesis entitled "building physical and skill standards for the selection of players of Algeria's elite football teams"**.**

It aimed at:

1. Building physical and skill standards of the 15-16 years old players of the regional leagues clubs of the Algerian football.

The author used the descriptive method. The sample included 100 players aged between 15 and 16 who had been chosen at random. He applied a set of physical and skill tests. After statistical analysis, he found how to:

1. Build physical and skill standards of the 15-16 years old players of the regional leagues clubs of the Algerian football.

1-4-2- The study of Zaroual (2017): It is a PhD thesis entitled "building a battery of tests of selection for high school football teams".

It aimed at:

1. Building a battery of tests according to scientific bases to be used for selection by high school football teams.

The author used the descriptive method. The sample included 48 players of secondary school teams who had been chosen on purpose. He applied a set of physical and skill tests. After statistical analysis, he found 3 factors of the physical tests of the school teams:

1. The visual reaction test is the 1st factor (reaction speed).
2. CMJ test is the 1st factor (force of the down limbs, explosive force).
3. The 30 m speed test is the 2nd factor (transitional speed).
4. T fitness test is the factor of the ability to change the direction (fitness).

1-4-3- The study of Dahbazi (2015): It is a Magister thesis entitled "determining standard levels of some skillful and physical characteristics of football players according to the centers of play". The study aimed at knowing some physical and skill characteristics of each of the different centers of play, and at determining standard levels to know the level of the skillful and physical characteristics that characterize the study sample.

It aimed at:

1. Knowing the nature of the differences in the physical and skill characteristics between the various centres of play of the footballers.
2. Knowing the level of the physical and skill characteristics of the study sample through determining standard levels.

The study used the descriptive method and was carried out on a sample of 104 senior players who had been chosen on purpose from 05 teams of the 1st regional league of Batna League.

The author applied a set of physical and skills tests. After the statistical analysis, he found that:

1. There are no statically significant differences in the studied physical characteristics between the various centers of play of the study sample.
2. There are statically significant differences in the skills characteristics between the various centers of play.

1-4-5- The study of Haouar Abdullatif (2015): I t is a paper entitled "Etude comparative entre quelque indices morphologiques et les attributs de l'aptitude physique et technique des jeunes footballeurs par poste du jeu".

It aimed at :

1. Determining the differences between the football players of 15-16 years old according to their centers in some morphological, physical, and skill indices and suggesting a database that helps in orienting the players according to their centers of play.

The author used the descriptive method with a sample of 60 players aged 15-16 years old who had been chosen on purpose. Moreover, he took a set of morphological measurements and applied a set of skill and physical tests.. After statistical analysis, he found that:

1. There are no statistically significant differences in the morphological indices and the skill and physical characteristics according to the 06 centers of play. (Beqechiche et al., 2021, p. 525).

The practical chapter

1- Followed Methodologies:

1-1- Method of the study:

We used the descriptive method with the comparative style because it suits the study. The descriptive method is defined as a method that describes and interprets exactly what exists, and expresses it qualitatively in a way that

describes the phenomenon and shows its characteristics. Or, it can be a quantitative expression that gives a digital description that shows the amount of the phenomenon, its size, and its degree of correlation with the other phenomena (Hallis, 2014, p.157).

1-2- Sample of the study and the sampling method:

The study sample included 60 football players from school clubs of the secondary education in the City of Constantine, Algeria. They represent 26.29% of the population of the study who had been chosen at random. The following table shows the distribution of the sample according to the lines of play:

Table 01: **The distribution of the study sample according to the lines of play**

Lines of play	Number of the players
Defense players	24
Middlefield players	18
Attack players	18

Source: prepared by the researchers

1-3- Study limitations:

1-3-1- Spatial limitations:

The study took place in the secondary schools of the City of Constantine.

1-3-2- Temporal limitations:

The study took place from 10/10/2021 to 05/12/2021.

1-4- Choosing the physical determinants for selecting the football players of the school teams at the secondary education:

According to Fethi (2017), football experts agreed that the physical characteristics according to which the football players are selected are 5: endurance, force, speed, fitness, and agility (Fethi, 2017, p.31).

1-5- the physical tests used in the research:

To choose the physical tests used in the research, we had a look on the previous studies that tackled the same age category (15-18 years old) in addition to the theoretical studies that dealt with evaluation and measurement in general, and in football in particular. From these studies we mention that of Zeroual (2017), Mezyan (2012), Benaama (2018), Harizi (2007), Raouam (2017), Gasmi (2013), Husain et al., (2011), Darwiche et al., (2012), Addiwane (2011), and Hassanine (2001). The following table shows the physical tests used in the research and the order of their application which is according to the order of energetic resources consumption by the players:

Table 02: the physical tests used in the research

Physical determinants	Physical tests
Speed	20 m of standing
Force	Penta Jump test
Fitness	4x10 m shuttle run test
Agility	Bottom and side touching
Endurance	20 m shuttle run test

Source: prepared by the researchers

1-6- Description of the used physical tests

1-6-1- The 20 m of standing test:

Aim of the test: measuring the transitional speed.

Tools: a stopwatch, whistle, a distance of 20 meters specified with 02 parallel lines (the first is the start line while the second is the finish line), pots.

Descriptions of the performance: the athlete stands behind the line of start taking the standing start position. When he hears the start whistle, he runs as fast as he can till the finish line.

Performance conditions: Many athletes take up the test at the same time.

Recording: The time spent by the athlete is recorded in seconds (Addiwane, 2011)

1-6-2- Penta Jump test:

Aim of the test: measuring the force characterized with speed of the legs muscles.

Tools: start line, pots, measuring tape.

Descriptions of the performance:

-The athlete stands behind the start line.

- When the referee gives the start signal, the athlete makes 5 big steps

Recording: the distance achieved by the athlete after 5 jumps is recorded (Darwiche et al., 2012, p. 51)

1-6-3- The 4x10 m shuttle run test:

Aim of the test: measuring the agility.

Tools: a stopwatch and a distance of 10 meters specified by two parallel lines.

Descriptions of the performance: The athlete stands behind the start line. When the referee gives the start signal, he runs as fast as he can to the next line to overcome it with his two feet then turns to go back again to the start line with the same style. Then, he repeats this another time, i.e., he runs 40 meters back and forth.

Conditions of the performance: The athlete must overcome the start line and the next line with his two feet.

Recording: The time spent by the athlete in running the specified distance is recorded since the start signal until overcoming the start line after running 40 meters back and forth (Hassanine, 2001, pp. 283-284).

1-6-4- Dynamic agility test:

Aim of the test: measuring the dynamic agility (bending, extending, and turning the backbone).

Tools: a stopwatch and a wall.

Descriptions of the performance: An X mark is drawn on two points which are:

1. On the land between the feet of the athlete.
2. On the wall behind his back (in the middle).

When the start signal is given, the athlete bends his trunk forward down to touch the land with his finger tips at the X mark between his feet. Then, he extends his trunk higher turning left to touch the X mark behind his back with his fingers. Then, he turns his trunk and bends it down to touch the X mark between his feet another time. Then, he extends his trunk and turns right to touch the X mark behind his back.

He redoes this as many times as he can in 30 seconds, touching the X mark on the wall one time from the left side and one time from the right.

Performance conditions:

1. Feet should not move when turning.
2. The specified sequencing for touching must be followed according to the descriptions.
3. The knees should not be fully bent during the performance.

Recording: The touches of X marks made by the athlete during 30 seconds are recorded **(**Hassanine, 2001, p. 270).

1-6-5- The 20 m shuttle run test:

Aim of the test:

Measuring the efficiency of the respiratory and the circulatory systems.

Tools of the test:

A tape containing the test program, a stopwatch, and 20 meters.

Descriptions of the performance:

The athlete runs from the first pot after hearing the beep till the second pot and comes back after the next beep. The process is repeated until tiredness. If the athlete reaches the target pot before the specified time, he waits the next beep to start running again. If he hears beep before reaching the target pot, he increases his speed and goes back to the specified pot. If he fails in reaching the target pot in the specified time, he gets 02 to 03 trails to make up before getting excluded from the test.

Recording: The number of the level where the athlete stops is recorded (Al Chihab et al., 2011, p.19)

1-7-The psychometric properties of the tool:

1-7-1- Consistency:

To measure the coefficient of consistency, we used the method of testing and retesting on 10/10/2021 and 17/10/2021 on a pilot sample that included 15 players. The coefficient of consistency between the two applications had been calculated using Pearson correlation coefficient.

1-7-2- Validity:

To know the validity of the used physical tests, we calculated the square root of the consistency coefficient. Table 03 shows the coefficients of consistency and validity of the used physical tests:

Table 03. The suitable tests for the chosen physical characteristics

Physical tests	Coefficient of consistency	Coefficient of validity
20 m of standing test	0.99	0.99
Penta Jump test	0.94	0.97
4x10 m shuttle run test	0.99	0.99
Bottom and side touching	0.93	0.96
20 m shuttle run test	0.98	0.99

Source: prepared by the researchers

From table 03, we see that the coefficients of consistency and validity of the used physical tests are high as the value of the 1st ranged between 0.93 and 0.99 while the value of the latter ranged between 0.96 and 0.99. This indicates the consistency and validity of the used tests.

1-8-Statistical tools:

We analyzed data with SPSS. We used the following statistical tools: the arithmetic mean, the standard deviation, Shapiro Wilk test, Pearson correlation coefficient, and ANOVA test.

2- Exposure, analyses and result exam :

2-1- Presenting the results of the differences in the level of speed of the football players in the school teams of the secondary education according to the lines of play:

Table 04. The results of the differences in the level of speed of the football players in the school teams of the secondary education according to the lines of play

Lines of play	Descriptive analysis		ANOVA test probability
Defense players	Arithmetic mean	3.96	0.36
	Standard deviation	0..37	
	Shapiro Wilk test probability	*0.96	
Middlefield players	Arithmetic mean	3.80	
	Standard deviation	0.40	
	Shapiro Wilk test probability	*0.22	
Attack players	Arithmetic mean	3.95	
	Standard deviation	0.41	
	Shapiro Wilk test probability	*0.33	

Source: prepared by the researchers. *Significant at error rate of 0.05.

From table 04, we see that the probabilities of Shapiro Wilk test for the school teams' players according to the three lines of play (defenders, middlefielders, and attackers) in the test of 20 m of standing which reached 0.96, 0.22, and 0.33 respectively are bigger than the error rate 0.05. This indicates that their results are distributed naturally. Furthermore, we notice that the probability of ANOVA test that reached 0.36 is bigger than the error rate 0.05. This indicates that there are no significant differences in the speed level of the school teams' players according to the lines of play.

2-1- 2- Presenting the results of the differences in the level of fitness of the football players in the school teams of the secondary education according to the lines of play.

Table 05. The results of the differences in the level of fitness of the football players in the school teams of the secondary education according to the lines of play.

Lines of play	Descriptive analysis		ANOVA test probability
Defense players	Arithmetic mean	11.76	0.11
	Standard deviation	0.41	
	Shapiro Wilk test probability	*0.20	
Middlefield players	Arithmetic mean	11.80	
	Standard deviation	0.71	
	Shapiro Wilk test probability	*0.99	
Attack players	Arithmetic mean	11.41	
	Standard deviation	0.74	
	Shapiro Wilk test probability	*0.10	

Source: prepared by the researchers. * Significant at error rate of 0.05.

From table 05, we see that the probabilities of Shapiro Wilk test for the school teams players according to the three lines of play (defenders, middlefielders, and attackers) in the test of 4x10 m shuttle run test which reached 0.20, 0.99, and 0.10 respectively are bigger than the error rate 0.05. This indicates that their results are distributed naturally. Furthermore, we notice that the probability of ANOVA test that reached 0.11 is bigger than the error rate 0.05. This indicates that there are no significant differences in the fitness level of the school teams' players according to the lines of play.

2-1- 3- Presenting the results of the differences in the level of force of the football players in the school teams of the secondary education according to the lines of play.

Table 06. The results of the differences in the level of force of the football players in the school teams of the secondary education according to the lines of play.

Lines of play	Descriptive analysis		ANOVA test probability
Defense players	Arithmetic mean	10.70	0.32
	Standard deviation	0.94	
	Shapiro Wilk test probability	*0.06	
Middlefield players	Arithmetic mean	11.09	
	Standard deviation	0.59	
	Shapiro Wilk test probability	*0.83	
Attack players	Arithmetic mean	10.93	
	Standard deviation	0.90	
	Shapiro Wilk test probability	*0.24	

Source: prepared by the researchers. * Significant at error rate of 0.05.

From table 06, we see that the probabilities of Shapiro Wilk test for the school teams players according to the three lines of play (defenders, middlefielders, and attackers) in the Penta Jump test which reached 0.06, 0.83, and 0.05 respectively are bigger than the error rate 0.05. This indicates that their results are distributed naturally. Furthermore, we notice that the probability of ANOVA test that reached 0.32 is bigger than the error rate 0.05. This indicates that there are no significant differences in the force level of the school teams' players according to the lines of play.

2-1- 4- Presenting the results of the differences in the level of agility of the football players in the school teams of the secondary education according to the lines of play.

Table 07. The results of the differences in the level of agility of the football players in the school teams of the secondary education according to the lines of play.

Lines of play	Descriptive analysis		ANOVA test probability
Defense players	Arithmetic mean	38.29	0.21
	Standard deviation	4.78	
	Shapiro Wilk test probability	*0.09	
Middlefield players	Arithmetic mean	37.72	
	Standard deviation	5.29	
	Shapiro Wilk test probability	*0.38	
Attack players	Arithmetic mean	40.33	
	Standard deviation	3.66	
	Shapiro Wilk test probability	*0.37	

Source: prepared by the researchers. * Significant at error rate of 0.05.

From table 07, we see that the probabilities of Shapiro Wilk test for the school teams players according to the three lines of play (defenders, middlefielders, and attackers) in the bottom and side touching test which reached 0.09, 0.38, and 0.37 respectively are bigger than the error rate 0.05. This indicates that their results are distributed naturally. Furthermore, we notice that the probability of ANOVA test that reached 0.21 is bigger than the error rate 0.05. This indicates that there are no significant differences in the agility of the school teams' players according to the lines of play.

2-1- 5- Presenting the results of the differences in the level of endurance of the football players in the school teams of the secondary education according to the lines of play.

Table 08. The results of the differences in the level of endurance of the football players in the school teams of the secondary education according to the lines of play.

Lines of play	Descriptive analysis		ANOVA test probability
Defense players	Arithmetic mean	6.55	0.29
	Standard deviation	0.90	
	Shapiro Wilk test probability	*0.22	
Middlefield players	Arithmetic mean	6.34	
	Standard deviation	1.26	
	Shapiro Wilk test probability	*0.61	
Attack players	Arithmetic mean	6.86	
	Standard deviation	1.26	
	Shapiro Wilk test probability	*0.30	

Source: prepared by the researchers. * Significant at error rate of 0.05.

From table 08, we see that the probabilities of Shapiro Wilk test for the school teams players according to the three lines of play (defenders, middlefielders, and attackers) in the 20 m shuttle run test which reached 0.22, 0.61, and 0.30 respectively are bigger than the error rate 0.05. This indicates that their results are distributed naturally. Furthermore, we notice that the probability of ANOVA test that reached 0.29 is bigger than the error rate 0.05. This indicates that there are no significant differences in the force endurance of the school teams players according to the lines of play.

3-Finding and propositions results:

From tables 4, 5, 6, 7, and 8, we see that there are no statically significant differences in the level of the physical determinants of selecting the football players of the secondary school teams according t o the lines of play. This goes

with the study of Dahbazi (2015) who attributed the absence of differences between the lines of play in the level of the physical determinants to the absence of specify in the centers training. Moreover, he confirmed that the study sample trains in a general manner and with the same style in all the centers (Dahbazi, 2015, p. 109). As for our study, we attribute the obtained results to many factors such as the good preparation for the training programs, continuity in training, the frequency of training, and gradation in increasing the training load.

Al Haiti (2011) confirms that the success of the training process depends on the principle of continuity of training by the players with different training loads for many years. It is necessary to start the following training unit before the effects of the previous training disappear so as to achieve the principle of continuity which is one of the main principles to reach a high level, and so that the process of adaptation, which requires the positive relation between rest and adaptation, can happen. The adaptation means improving or developing the various body systems (the heart, the circulatory system, muscles...etc) thanks to the training process (Al Haiti 2011,, pp. 49-50)

Moreover, al Hadj (2017) sees that the irregular sport practice results in the principle of reflectivity because the athlete loses the acquired adaptations. Many studies in the sport domain proved that the positive development resulting from practicing the physical activities is lost if the training is stopped (Al Hadj, 2017, pp. 11-12). When the process of adaptation happens, the trainer must gradually increase the degree of load in order to push the parts and systems of the body to achieve more requirements and, thus, increase the level of the athlete. We can increase the training load through the regular change of the main load components (density, load, rest). Furthermore, we must choose the suitable timing so as not to negatively affect the athlete (Mahmud, 2018, p 47).

In addition, according to Rachef (2015), the absence of statistically significant differences in the physical determinants related to selecting the football players of the secondary school teams according to the lines of play is due to the insufficiency of the training sessions as the average of 2 sessions of 2 hours weekly does not have a palpable effect on the physical state because the effective improvement starts from 3 sessions a week (Rashef, 2015, p. 215).

In conclusion, we can say that the topic of selecting the football players of the school teams according to the lines of play is one of the most important contemporary issues. Each center of play has its requirements and physical characteristics. Therefore, we conducted a comparative study about the level of the physical determinants of the selection of football players in the school teams in the secondary level according to the lines of play. Findings show that there are no statistically significant differences in the level of the physical determinants used in selecting football players of the school teams at the secondary education according to the lines of play.

Based on the obtained results, we recommend:

1. Selecting football players of the school teams at the secondary education based on the physical characteristics required by the centers of play.
2. Respecting the principles of individuality and specificity in training football players of the school teams at the secondary education according to the centers of play.

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