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The Role of Feedback in Evaluating the Skilled Performance of Youth Football Players and their Implications on Sports Competition

A Descriptive Study of Some Youth Footballers' Trainers

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Abstract

The objective of this study is to identify the effective role that the feedback method plays in developing and evaluating the skills of youth football players. Yet, we focused on the descriptive approach by taking a sample of 18 coaches being chosen from Blida regional association's teams. To conduct this research, we dealt with a questionnaire as an appropriate tool. After collecting the results and having treated them statistically, we have found that it is necessary to refer to the method of feedback in order to develop diverse training aspects. On this basis, this work recommends that one should rely on the feedback method for the purpose of developing various training aspects.

Keywords: feedback; evaluating; the skilled performance; football players; emerging categories; sports competition.

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1. Introduction

The process of sports training acquires its meaning from its connection with the physical and skill preparation of the player, both planned and psychological, in order to achieve the possible level in sports competitions.

Kamal Magag (2007) indicates that "Sports competition is nothing but a test and evaluation of the results of the multi-faceted sports training and preparation processes"(Kamal Magag,2007, 47). As Nabil Muhammad Ibrahim (2004) sees it "It is a means of assessing the level and effectiveness of training and thus it is possible to assess the extent to which technologies acquired during competition are preserved" (Nabil Muhammad Ibrahim,2004,22). In fact, Hakoumi believes in (2018) "Choosing how to use attractive playing styles." This maybe leads us to talk about feedback which is considered one of the most important educational methods used in the educational field, as it has proven impressive results. More importantly (Hakoumi, 2018,89). Abbas Mahmoud al-Samarrai explained that (1999) "It is the information that is given to the learner during his response to the performance of a skill for the purpose of achieving a good achievement or improving a position or correcting a movement path"(Abbas Mahmoud al-Samarrai,1999,93). Besides, Wechersky (2005) proclaimed, "The concept of feedback is mainly related to a major problem in motor learning, which is the learner's evaluation of his behavior and performance." Along the same lines, the study of Ata Allah Ahmad (2008) proved that "The use of immediate feedback has a positive effect on learning some skills in many competitive sports"(Ata Allah,2008,68). Yet, Ben Naajah (2019) emphasized "the necessity to diversify the use of different types of feedback"(Ben Naajah, 20019,144). In addition, Al-Aoun and Ismail (2017) clarified that "Feedback can also be provided in the form of instructions, phrases, signals, and gestures to improve performance." Interestingly enough, Rafiq exhibited that "audiovisual feedback affects the development of total motor skills (Al-Aoun and Ismail,2017,123). Mufti Ibrahim Hammad (2002) also added, "The feedback the player receives from an external source such as the coach or the videotape."(Mufti Ibrahim Hammad,2002,150).

Through previous theoretical studies, a fundamental problem arises which is as follows:

- To what extent does the training method that is represented by the feedback and applied by the trainer develop and evaluate the skill performance of youth players individually and collectively through sports competition?



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2. Method and tools

2.1 The sample and the method of its selection:

We selected a sample from the training community representing the trainers of the youth groups, and accordingly, this group consisted of 18 coaches who were chosen from teams in the first and the second regional sections of the Blida League belonging to the geographical sector of Chlef city. In fact, those individuals were deliberately chosen.

2.2 Study procedures

Curriculum

In our study, we relied on the descriptive approach, considering that it is one of the most used approaches in the social, educational and training sciences.

2.3 Defining the variables

- The independent variable: feedback.
- The dependent variable: the skillful aspect of football.

2.4 The study tool

The nature of the research problem and its assumptions compel the researcher to choose the tool to help him in his research. In accordance with the nature of this research, the questionnaire was chosen as a model that enables to know as much information as possible about the truth of the players' attitudes regarding feedback and as well as the coaches' opinions over this method and its role in developing the training aspects, particularly the skills.

Questionnaire Material

After determining the role of the feedback method in evaluating the skills aspect of the youth in theory, it is very important to be verified in the field through a questionnaire.

- **Questionnaire for Coaches:** The questionnaire for coaches consists of two questions related to the personal data of the trainer in addition to three axes.
- **The First Axis:** Questions from 03 to 10 attempt to reveal the reality of the actual application of the feedback in the field of sports training for the youth,
- **The Second Axis:** Questions from 11 to 15 have to do with the effect of



feedback on the skill formation of players in the emerging groups during the football competition.

- **The Third Axis:** The remaining questions focus on considering feedback as an appropriate method for evaluating the skills of younger players.

2.5 Scientific Transactions of Research Tools

- **The validity of the arbitrators:** The validity of the test means making sure that it will measure what was prepared for it, i.e. the subject under study represented in the hypotheses (Fatima Awad Saber, Mervat Ali Khafaja, 2002, p. 167). To verify the validity of the research tool, we used the validity of the arbitrators when we distributed the questionnaire to a group of professors and doctors working at the Institute of Physical Education at Chlef University where it met a high acceptance rate.

Self-validity: We calculated the reliability coefficient of the questionnaire. This has been done by distributing the questionnaire form to the trainers of the junior category concerned with the study, and we are keen that the answer is convincing enough and credible, and after two weeks the questionnaire was redistributed with the calculation of the correlation coefficient between the first and second total degrees of the questionnaire in its three axes.

2.6 Statistical Tools

- Calculation of frequencies and percentages as well as sufficient squared test for statistical significance.

3. Results

3.1 The first axis: The reality of actual application of feedback in the field of sports training for emerging groups.

Question 01: Do you have an idea about the method of feedback in the educational field?

answers	Yes	somewhat	No	Ca2	Ca2	degree of freedom	level of significance	of Significance
Duplications	05	09	04	3.4	1.11	02	0.05	D
Percentages	27.77%	50%	22.22%					

Table No. 01: represents the extent of having an idea about the method of feedback in the training process.



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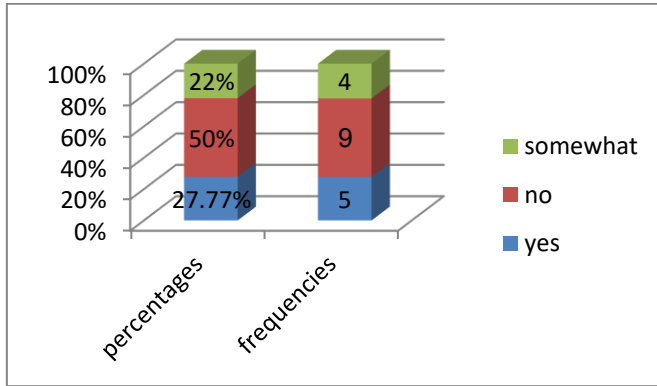


Figure 01: shows the frequencies and percentages of trainers' opinions about having a clear idea of feedback in the educational field.

The table shows that the number of trainers who have a clear idea of the feedback method as a training method, the results showed that most of the trainers of the sample under study do not have the slightest idea about the feedback method and its uses, representing 50% of the trainers, equivalent to 09 trainers from the general sample who are ignorant of this method and what Contained from styles.

3.2 Question 02: Do you consider that there is an actual effect of the feedback method in the field of training, especially on the formation of skills during the football competition specifically?

Answers	Yes	No	to some extent	Ca 2	Ca 2	degree of freedom	level of significance	of Significance
Frequencies	11	05	02	1	11	02	0.05	D
Percentages	61.11%	27.77%	11.11%					

Table No. 02: represents the actual effect of the feedback method on skill formation.

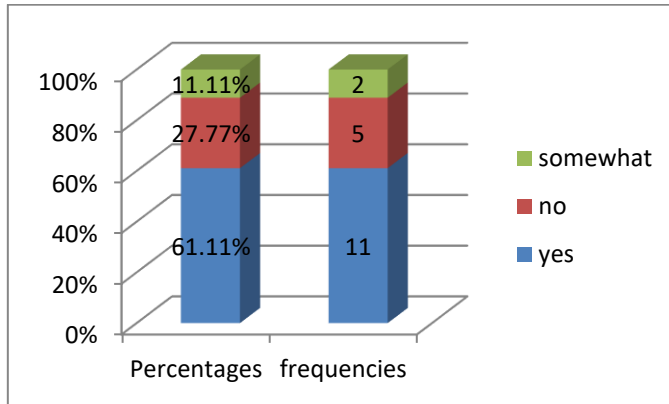


Figure No. 02: represents the percentages and frequency of trainers on the actual effect of the feedback method on the formation of skills.

The previous table shows that a large number of managers, which is estimated at 63% of the total sample of managers, have acknowledged the effectiveness of feedback in the field of sports training, especially the formation of young people in the skillful aspect, and this is after realizing the meaning and the true concept of feedback, which some of them admitted that they had adopted without understanding the meaning. The real thing is, in addition to not applying it according to a scientific method.

3.4 Question 03: What forms of feedback do you rely on during the skills training of junior players?

Answers	Promotional	Immediate	External	I don't approve of it	Ca 2	Ca2	Freedom	Level of significance	Significance
Frequencies	04	09	03	02	2.17	1.11	03	0.05	D
Percentage	22.22%	50%	16.66%	11.11%					

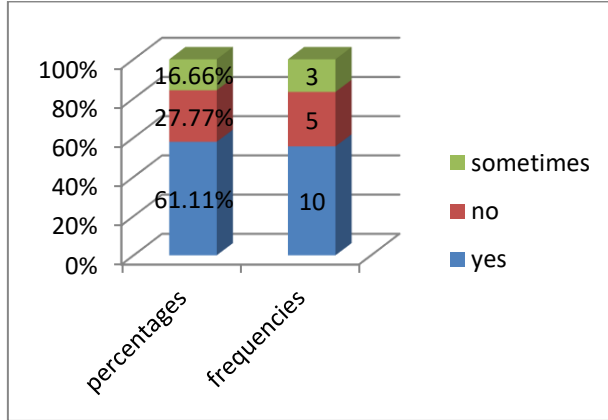
Table No. 03: represents the forms of feedback adopted by coaches in skill training for emerging players.

The previous table shows us that a large percentage of trainers, estimated at 50%, indicated that the distinctive and approached form of the majority of trainers for the feedback method is immediate feedback.



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Figure 03: Represents the rates and frequency of coaches on the feedback relied upon during skill training for emerging players.

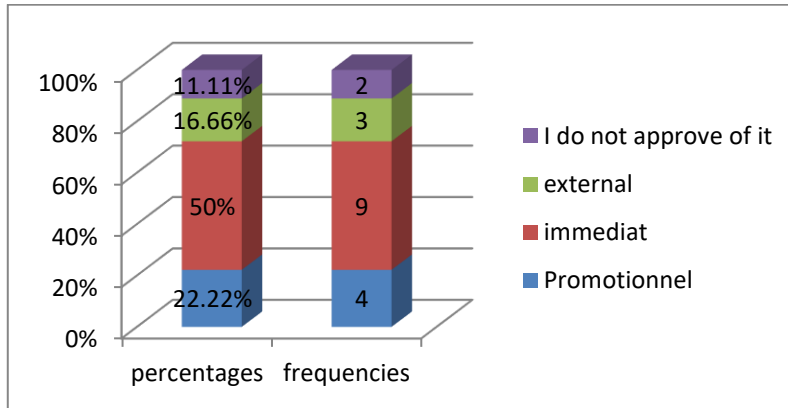


3.4 Question 04: According to the educational process, do you think it is possible to adopt a feedback method in evaluating the skills side of emerging groups' players?

Answers	Yes	No	to some extent	Ca 2	Ca 2	degree of freedom	level of significance	Significance
Frequencies	10	05	03	1.50	1.11	02	0.05	D
Percentages	61.11%	27.77%	16.66%					

Table No. 04: represents the possibility of adopting a method of feedback in evaluating the skills side of emerging groups' players.

Figure No. 04: represents the rates and frequency of coaches regarding the possibility of adopting a feedback method in evaluating the skills side of emerging groups of players.



The previous table shows us that a large percentage of trainers (61%) are fully convinced of the possibility of adopting a method of feedback in the training field to evaluate the skills side, and this is based on the successes achieved in the educational field in an applied manner.

4. Discussion

After presenting the results obtained through the questionnaire, it appears that most of the statements of the first axis related to the actual application of feedback in the field of sports training for youth groups have statistical significance at a significance level of 0.05 when the calculated Ca2 result exceeds the tabular in all of them. Indeed, this proves the presence of significant differences in terms of statistics among all the answers of the study sample. This means that there are differences in the sample answers in favor of the value more frequent in the authorized answers. In fact, this indicates that the feedback method is marginalized and not actually applied by many coaches of youngsters, especially in the field of basic training in all aspects, i.e. the skill's side. This is often due to ignorance of the feedback method in addition to the lack of coaching supervision and inefficiency. According to many coaches of youth football players, one should follow randomness in training instead of a clear strategy. This is all evidenced by the 50% percentage of trainers who do not have a clear and explicit idea of the feedback method. The reasons for its use and the areas where it can be employed may be known by taking a look at the results of the trainers' answers obtained from the second axis, which revolves around the effect of the feedback method on the formation of the skills aspect of the youth players during the competition phase and the presence of statistical significance at a level of 0.05. This indicates the existence of discrepancies in the answers in favor of the most frequent value in the answers that were provided. This mostly states that the



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feedback method has an actual effect on the development of the skill side during the competition. This represented a percentage of more than 61% as confirmed by most of the coaches interviewed by a rate of more than 50 % that the effect of immediate feedback is the most productive on the skill level of the youth during their training. Through the answers resulting from the third axis of the questionnaire, one can notice the existence of statistically significant differences in favor of the most frequent value in the answers that have been submitted. These were mostly confirmed by the possibility of using the feedback method in evaluating the formation of all aspects of sports training among players of emerging groups, which represented 61% of the total trainers' answers.

This research exhibits that the feedback approach has a positive effect and an effective role in the basic formation of youth groups in all aspects, specifically their skills. This is consistent with the study of Mime Al-Mukhtar (2013) who confirms that the development of football results depends on modern educational and training methods such as the technological means that play a fundamental role in providing various sources of education and training (Mime Al-Mukhtar,2013,77). This has been proven to be successful in the field of training in case it is used in a modern way, and this eventually is what meets with the study of Bushentov Abdel Hafeez and (2019). He is impressed by modern techniques, confirmed by Hamzawy Hakim (2013), that the trainer's reliance on observation is an incomplete measure. Yet, it must be used according to its various scientific foundations(Hamzawy Hakim,2013,114). The study of kacimi Bachir (2010) confirms the necessity of diversification in the use of feedback methods and the need for the trainer to control the recipient's provision of feedback as feedback is an effective means to improve competitive skill performance(kacimi Bachir,2010,58). The study of Senouci Abdul Karim and others (2017) shows that the skill test designed to measure skill performances is based on foundations that are scientifically correct. This requires attention to the complex skill performance being in line with what happens in the competition. It also gives many indications of the development of sports performance levels among the youth groups(Senouci Abdul Karim ,2007,177), which is confirmed by Kniwa Mouloud and others (2018) (Kniwa Mouloud,2018). Amer Hussain (2020) proclaims that “The level of achievement motivation of the player is high, which raises the ambition of the Algerian player, and this is all evident through the competitive performance. He also focused on “How important competition is in highlighting the athlete’s



physical and skill abilities”. This enables the coach to take an effective tool to evaluate the skill performance by modifying the previously planned training programs while raising the level of attention of the player(Amer Hussain,2020,151).

Interestingly enough, Ben Amiroche Slimane (2017) said that “Feedback contributes to raising the concentration of attention(Ben Amiroche Slimane ,2017 ,112).

5. Conclusion

Finally, this research came up with some recommendations, which are as follows:

- The need to expand the use of feedback by all coaches of youth groups and in all training periods in general and competition in particular.
- Training of trainers on the latest methods of training indoctrination, including the feedback method that has been proven to be effective.
- Granting more freedom for coaches to implement specific methods that can be fruitful in the field of sports training.



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