The effect of twenty-four weeks coerver coaching training program on developing technical skills' performance of U15 BSBatna Football team.

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Abstract

The study aims to know the effect of the Coerver Coaching training program on developing technical skills of juggling (head and instep), dribbling (fig 8 and control speed), passing (pass and receive, long balls), and shooting the ball.

After collecting and treating statistically the results, it was concluded that there is a significant statistical difference between the pre-test and post-test scores in the technical skills of juggling (head and instep), dribbling (fig 8 and control speed), passing (pass and receive, long balls) and shooting the ball.

The purpose is also to propose a training program in a Coerver coaching method to develop technical skills for football players under 15 years old.

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I. Introduction

The sports world has experienced spectacular development in the recent years. All of that is due to the efforts of researchers in various fields: biomedical, psychological, social, etc., in order to achieve the best performance and to provide football specialists (Boukazola, 2016)

Football has evolved a lot in the recent decades according to Houiller (Mohamed, and Salim, 2018), we see the level of global sports teams progressing day by day, whether physically, plans, skills, or even psychologically and mentally. Skill performance has become characterized by strength, speed, and high technical performance, and its importance appears in various sports (football in particular). The player cannot perform the match in its required form unless he has good skill and is proficient in what helps him to perform the requirements of the match because of modern football, and the accompanying changes in the style of play, the speed and the sudden movements imposed by the nature of the game require the player to be prepared and skilled. Preparation that enables it to meet the requirements of the game. A player who is unable to perform ball hitting or handling the ball properly is an obstacle to his team (Moafak,2016).

The current football knows a very big evolution, it is based on new technologies, in the fields of training, evaluation and analysis (Houar, Bengoua, and Zerf , 2020). Also it is mainly based on two elements, the first is the ability to pass correctly when the ball is in your possession, and the second is to control it when your colleague passes it to you, if you do not have the ability to control the ball you will not succeed in passing on the green rectangle. These are the most important concepts about Playing football, because we can never forget that in football, whether it is about mistakes or right decisions, it will always have important results (Kruyff,2019).

The skillful performance in football has the peculiarity of being a game of changing situations that requires the players' continuous cooperation by controlling the ball and not losing it to the players of the opposing team. In addition, the modern football game is characterized by outstanding skill performance and fast play in sports competitions. Players' performance of basic skills With very high efficiency; with or without the ball; and being prepared in a way that serves the planning duty , so the technical skills of the football player is one of the main rules in the game as it takes a lot of time and effort of coaches, while teaching or training for the purpose of improving and developing the level Mastered (Saleh, and hachem,2013), but

in the last decade, Football has moved away from achieving coronations and only to reach and participate in African and international championships and intermittently. The reason for this, according to specialists and technical experts in both countries (Algeria and Tunisia) is the decline in the level of performance of the local player (Guemini, 2019), and knowing mastering the basic skills of the game is one of the most important factors that achieve victory for the team (Belfritas, Nabi, and Ghanam, 2019).

Through reviewing the codified training programs that are based on scientific foundations and according to modern training methods, this study aims to show the effectiveness of a coerver coaching training program on developing the technical skills in footballers under 15 years old. It demonstrated its importance in revealing the extent of the impact of coerver coaching method on developing technical skills in football and also uncovering the large role of the method in the field of player formation (especially sports schools), as a way for the players to gain various physical, skills and planning capabilities, which contribute to raising their level to the maximum degree and this can only be done through preparing codified and sound training programs in accordance with modern training methods.

So as to conduct this study, it is attempted to answer the question below:

Are there statistically significant differences between the pre-tests and post-tests in Juggling (head - instep), Dribbling (Fig8 - control speed), passing (pass and receive - long balls) and shooting?

In this research it is hypothesized that:
There are statistically significant differences between the pre-tests and post-tests in Juggling (head - instep), Dribbling (Fig8 - control speed), passing (pass and receive -long balls), and shooting.

-Literature Review

1. The effect of dribble exercise using of circuit training method to improvement driblling skill football player coerver coaching U15.

The method used in this study is the experimental method. The population in this study were students Coerver Coaching Bandung. The sample in this study were taken by the authors through the purposive sampling technique. The sample used in this study consisted of 14 Coerver Coaching Bandung U-15 students that have mastered the expected dribbling skills. The research instrument used was a slalom dribble test 2 meters, based on the processing and analysis of data for the improvement of the experimental group from the

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beginning of the test results obtained by the average value of 10.36 and the final test to obtain the value of 8.34, the difference between the initial test and final test by 2.02. The control group the average value of the initial test is 10.41 and 9.41 for the final test, the difference between the initial test and final test control group is 0.99. While the hypothesis test with a significance test on average two (pairs) obtained t 10.27> t_{tab} 2.45 for group training thus Circuit Ho is rejected, which means there is a significant increase. The authors conclude as follows; exercise circuit training leads to a more significant impact on the improvement of dribbling skills (*Agung Hilmi Wahdi*,2019)

More specifically, experimental studies:

2. The effect a training program using the coerver coaching method on the development of some basic skills for footballers under 14 years old.

The aim of this research was to identify the impact of a proposed training program in the manner of Coerver Coaching in developing some basic skills of football (juggling, passing accuracy, accurate shooting, dribbling), and the researcher used the experimental approach to its suitability and nature of the research, while the research sample Of the 16 footballers under 14 years of age from the BSB as a test sample, the proposed training program was applied to it, and 12 players from the MSPBatna team as a control sample, the goal behind this is to propose a training program in the manner of the Coerver coaching method in the development Some basic soccer skills (juggling, passing accuracy, accurate shooting, dribbling, where the researcher concluded the following:

• There is a statistically significant difference between the pre and post measurement scores of the experimental group and in favor of the post measurement

• The proposed training program in the manner of Coerver Coaching has a positive effect in developing some basic football (juggling, passing accuracy, accurate shooting, dribbling) (riadh zouita ,2016)

3. The effect of ten weeks mixed football training program on dribbling, passing and shooting performance of Jimma University and Jimma Tesfa male football project

The purpose of this study was to examine the effect of ten weeks' football training on dribbling, passing and shooting performance of Jimma University and Jimma Tesfa football project. To achieve this, twenty-eight (N= 28) male football players were selected using purposive sampling technique. Project players' age ranged from 12 to 15years. Pretest and posttest were conducted in-between mixed football training program was

given to them. The recorded data of pre and posttest of football dribbling, passing and shooting were presented by descriptive statistics using tables and graphs and also paired t-test was performed to explore the significance difference between pretest and posttest due mixed football training sessions. The results indicate that there was significant difference between pre and posttest mean value of football dribbling, passing and shooting performance of football players after the training intervention $p < 0.05$. In conclusion, mixed youth football training program is an effective method in football to enhance dribbling, passing and shooting performances of players. It is better to recommend that various specific youth training programs applied for youth soccer players to develop their soccer technical and tactical capabilities (Samson Wondirad and Dawit Atomsa,2019).

4. Impact of Coever Coaching Program on Learning Basic Skills of Football players under 15 years' old

The study aimed to reveal the impact of use of Coever Coaching Program to develop some basic skills of football (Passing and Receiving, running of the ball, shooting) among players under 15 years old.

To achieve this research was conducted on a sample core of 20 players, were divided into two groups (experimental group and control group). The researchers used the experimental method. They used pre and post test for two sets. They used tests standardized measure basic skills of football players under 15 years.

The researchers recommended in the light of what has been deduced from the results, attention should be paid to conduct scientific research through which the work of training programs related to improving and developing various basic skills of football players and link them to a high level, specially using the Coever Coaching Program on basic skills of football players under 15 years (Chreriet, and Bensalem, 2020).

II. Method and Materials

- Coerver coaching method:

In the late 1970s, Dutch European Championship winning coach Wiel Coerver led a revolution in soccer coaching. He was dissatisfied with the lack of individual skills and emphasis on defensive play in the professional game; an emphasis that many thought, was stifling the more exciting, attacking style of play necessary to score goals and attract fans, up to that point, little attention had been given to individual skill development, because no one knew quite how to teach these skills. It was also, then,

widely assumed that the great players of the game were innately gifted far beyond the capabilities of the average player.

Coerver's early focus was on teaching ball mastery and 1 v 1 skills by encouraging players to emulate the "moves" of soccer's all-time greats, such as Sir Stanley Matthews, Cryuff, Beckenbauer and Pele.

- The Coerver Session Planner:

The outcome of many games is often decided by individual players' special skills, speed or strength.

However, coaches often use practices that focus mostly on team performance and results rather than individual player development.

The new Coerver Session Planner enables coaches to focus on individual kills and develop the strong all round technical foundation that all teams need to be successful.

- Planner Segments: Under 12 and Under 16's

● Warm Up: Drills and Games to Improve Ball Control (Fun & Competition).

● Speed: Drills & Games to Improve Speed with and without the Ball (Fun & Competition).

● 1 v 1 Attack & 1 v 1 Defence: Drills & Games to improve the "How, When, where" of 1 v 1 (2 v 2 included).

● Small Group Play: Drills and Games that focus on Receiving & Passing and finishing).

● Small Sided Games: Free & Conditioned Games 3 v 3 to 6 v 6.

● Home Assignments: Coerver Skills for practice outside Team Sessions.

-**Recommended % of practice time:**

Table 1. practice time per session.

UNDER 16 YEARS	PRACTICE TIME %
Warm up ball mastery and fun games	15%
Speed with and without ball	15%
1v1 Attack/Defence (1v1 – 2v2)	20%
Small Group Play {Attack/Defence}	20%
Free & Conditioned SSG	25%
Warm down.	5%

 (Note percentages are calculated on actual practice time; calculated as Total Time minus Breaks (Suggested session time 75 to 90 minute).

- In order to construct a session, you must select one drill from each section. You can then note the drill numbers on the Coerver Session Matrix, provided on table below, creating a unique combination of six drills.

- Figure 1. the Coerver Planner Matrix.

Warm Ups	Speed	Moves	Small Group Play	Small Sided Games	Home Assignments
WU 1	S 1	M 1	SGP 1	SSG 1	HA 1
WU 2	S 2	M 2	SGP 2	SSG 2	HA 2
WU 3	S 3	M 3	SGP 3	SSG 3	HA 3
WU 4	S 4	M 4	SGP 4	SSG 4	HA 4
WU 5	S 5	M 5	SGP 5	SSG 5	HA 5
WU 6	S 6	M 6	SGP 6	SSG 6	HA 6

-Coach's Essential Tip:

The coach can also adapt each drill to suit the level of player by adjusting the following variables:

- Area: make bigger or smaller.
- Speed: make quicker or slower.
- Number of Touches: increase or decrease.
- Degree of Pressure: no/limited/full pressure.
- Duration : increase/decrease.

II.1.Participants

To reveal the impact of the coerver coaching method on developing basic skills in football.

We identified this sample of our research by selecting a football team that is active in Batna state.

The tests were conducted on (18) players:

- Sample 01: We applied the Coerver Coaching program to develop basic football skills.

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This sample was chosen as a homogeneous sample in terms of age, and they belong to a group of under 15 years old, and they have the same capabilities, in addition to that the trainers responsible for training are colleagues and they have agreed with the researcher on everything related to the necessary research procedures and facilities as well as agreeing on the content training program.

Table 2. Representation of the experimental population by age (category).

Categories	CCM sample 14 years old	Pratical age
Goolkeeper	1	6
Defenders	5	6
Midfilders	5	6
Strikers	7	6
Groupe	18	/

II.2. Technical tests:

The tests, designed with U12 to U20 players in mind, are geared towards motivating players to spend time on their own, improve their ball control, short range passing, speed and agility with the ball, and, the use of their instep for driven balls and shooting.

1-Head Juggling – Test.
2-Instep Juggling – Tests.
3-Figure 8 Dribbling – Test.
4-Controlled Speed Dribbling – Test.
5-Passing & Receiving – Test.
6-Power Shooting – Test.
7-Driven Long Ball – Test.

(Tests require only: balls, cones, tape measure, stop watches, score cards and pencils).(April,H & Jill,E,. 2013).

II.3.Statistical Analysis

The statistical analysis was performed using SPSS (Version 24), to determine if there was a significant difference between pre and posttest on technical skills: Dribbling (Fig8 and control speed), Pass and receive, driven (Long balls), Shooting.

III.   Results:

In order to choose the appropriate test, we have to test if the five differences between pre-test and post-test scores are normally distributed or not.

We set the hypothesis. The results are given in the table below
Test value: $\alpha = 0.05$.

Table 3. Tests of Normality.

Tests of Normality						
	Kolmogorov-Smirnov			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Head-dif	0,155	18	0,200*	0,958	18	0,563
Instep-dif	0,103	18	0,200*	0,955	18	0,505
Fig8-dif	0,181	18	0,121	0,932	18	0,208
Control speed-dif	0,225	18	0,017	0,919	18	0,123
Pass and receive-dif	0,257	18	0,003	0,768	18	0,001
Shoot-dif	0,197	18	0,064	0,919	18	0,123
Driven-dif	0,214	18	0,029	0,887	18	0,034

Since the sample's size is 18 (lower than 50), we choose Shapiro-Wilk test.
Results indicate that the differences in Juggling (head and instep), Shooting, Dribbling (Fig8 and control speed) are statistical significant (Sig > 0.05). So these fundamental skills are normally distributed.
The remaining variables Pass and receive and Long Balls (driven) are not statistical significant (Sig < 0.05). So these fundamental skills are not normally distributed.
Consequently, we have to use "The Paired Sample T Test" to compare means between pre-test and post-test scores for the variables: Juggling (head and instep), Shooting, Dribbling (Fig8 and control speed): (Hypothesis a), and "Wilcoxon Test" to compare means between pre-test and post-test scores for the variables: Pass and receive and Long Balls (driven): (Hypothesis b).

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Table 4. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Head-pré	18,3889	18	11,53072	2,71782
	Head-post	21,6667	18	11,43267	2,69471
Pair 2	Instep-prés	53,1667	18	24,10577	5,68178
	Instep-post	76,5556	18	26,61318	6,27279
Pair 3	Shoot-pré	5,5556	18	1,54243	0,36355
	Shoot-post	6,4444	18	1,29352	0,30489
Pair 4	Fig8-pré	21,0556	18	1,21133	0,28551
	Fig8-post	22,5000	18	1,46528	0,34537
Pair 5	Control speed-pré	7,7778	18	0,64200	0,15132
	Control speed-post	7,5978	18	0,65325	0,15397

The above table indicates that the Results show that the means of scores in the variables before the intervention was lower than the scores after our intervention except the variable Control Speed where the mean of scores has decreased.

Besides, the next table shows that the correlations between the pairs of variables are generally very strong, the coefficients of correlation are between 0.547 and 0.988, and they are statistical significant (Sig < 0.05).

Table 5. Paired Samples Correlations

Paired Samples Correlations				
		N	Correlation	Sig.
Pair 1	Head-pré & Head-post	18	0,988	0,000
Pair 2	Inste-prés & Inste-post	18	0,840	0,000
Pair 3	Shoot-pré & Shoot-post	18	0,753	0,000
Pair 4	fig8-pré & Fig8-post	18	0,547	0,043
Pair 5	Control speed-pré & Control speed-post	18	0,832	0,000

The next table shows that the means of differences between the pairs of variables are statistical significant except the pair Control and Speed.

Indeed, the statistic |T| values in the majority of variables are upper than $t_{17;0.05} = 1.740$, and the p-values Sig < 0.05 except for the variable control Speed we have |T|= 1.03 < $t_{17;0.05} = 1.740$, and Sig = 0.058 > 0.05, so we reject the null hypothesis and we accept the alternative one that the means of differences in Juggling (head and instep), Shooting, Dribbling (Fig8) between the scores are different from zero in the total population. And we accept the null hypothesis that the mean of differences in Dribbling (control speed) are equal to zero in the total population.

Besides, the confidence interval of the differences in the significant variables indicate that on one hand the differences are different to zero and on the other hand the post-test scores are upper than the pre-test scores, this proves that there is an improvement in the results of Juggling (head and instep), Shooting and Dribbling (Fig8) after the intervention of coerver coaching.

Table 6. Paired Samples Correlations

Paired Samples Test								
Pairs		Paired Differences				t	df	Sig. (2-tailed)
		Mean	Std. Deviation	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	headpré-headpost	-3,28	1,81	-4,18	-2,38	-7,69	17	0,000
Pair 2	instepré-instepost	-23,39	14,56	-30,63	-16,15	-6,81	17	0,000
Pair 3	shootpré-shootpost	-0,89	1,02	-1,40	-0,38	-3,69	17	0,002
Pair 4	fig8pré-fig8post	-1,44	1,42	-2,15	-0,74	-4,31	17	0,000
Pair 5	contspeedpré contspeedpost	0,18	0,38	-0,01	0,37	1,03	17	0,058

We notice that the p-value 0.058 is not significant at $\alpha = 0.05$, but it is significant at $\alpha = 0.10$.

We rerun the T test at $\alpha = 0.10$, the results are given in the table below:

Table 7. Paired Samples Test

Paired Samples Test						t	df	Sig. (2-tailed)
		Paired Differences						
		Mean	Std. Deviation	90% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	Contspeed-pré - Contspeed-post	0,18	0,38	0,026	0,33	2,033	17	0,058

It's clear that the statistic |T| value is equal to 2.033 which is upper than $t_{17;0.10} = 1.33$, and the p-value Sig = 0.058 < 0.10, so, we reject the null hypothesis and we accept the alternative one that the mean of differences in Dribbling (control speed) between the scores are different from zero in the total population at the level 0.10.

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Here, the confidence interval of differences [0.026; 0.33] indicate that the mean is different from zero and the scores have decreased after the intervention

Table 8. ranks.

Ranks		N	Mean Rank	Sum of Ranks
Pass and receive-post – Pass and receive-pré	Negative Ranks	0	0,00	0,00
	Positive Ranks	28	14,50	406,00
	Ties	8		
	Total	36		
Driven-post – Driven-pré	Negative Ranks	1	3,50	3,50
	Positive Ranks	25	13,90	347,50
	Ties	10		
	Total	36		

First, we notice that the mean ranks of positive ranks in both of Pass and receive and Driven are greater than the mean ranks of negative ranks proving that there is an improvement in the results in the total sample after the intervention.
The next table shows the results of the test:

Table 9. Test Statistics

Test Statistics		
	passrepost - passrepré	drivenpost - drivenpré
Z	-4,653	-4,433
Asymp. Sig. (2-tailed)	0,000	0,000

As we can see, the variables Pass and receive and Driven are statistically significant because p-values are inferior than 0.05. So we reject the null hypothesis and we accept the alternative one that both of the means of differences between the scores in Pass and receive and Driven is different from zero in the total population.

IV.   Discussion:

So, we reject the null hypothesis and we accept the alternative one that the medians of differences between the scores in Pass and receive and Driven are different from zero in the total population.
Thus, there is a significant statistical difference between the pre-test and post-test scores in Juggling (head and instep), Shooting, Dribbling (Fig8 and control speed), Pass and receive and Driven in the group of coerver coaching

Following the results obtained, from the results of the first hypothesis, it is clear on what we revealed previously that there are statistically significant differences between the pre and post-tests. This is what achieves the validity of the first hypothesis and that there are statistically significant differences between the pre and post tests on basic skills in football (Juggling (head and instep), Dribbling (Fig8 and control speed), Pass and receive, driven (Long balls), Shooting) and in favor of the post-test.

The researcher attributes that positive impact to the effectiveness of the proposed training program in the manner of coerver Coaching, which contributes effectively and positively to the development of basic skills in football (Juggling (head and instep),Dribbling (Fig8 and control speed), Pass and receive, driven (Long balls),Shooting) , During the "Training to Train" stage Build the aerobic base, build strength towards the end of the phase and further develop sport-specific skills (build the "engine" and consolidate sport specific skills) The "Learn to Train" and "Training to Train" stages are the most important phases of athletic preparation. During these stages 'we make or break an athlete!'(Istvan Balyi,2003).

Training program according to the principles and scientific basics in terms of the diversification of exercises and methods and principles of modern training reached the athlete to the highest levels and the most important suggestions are the need to pay attention to the development of basic skills in football, especially cubs under 17 years old (Noairi,2018).

Coerver Coaching is now widely recognized as the world's leading Skills teaching Program, especially suited to young players between 5 and 16 years old and the Coaches and Teachers who work with these age groups (Alfred Galustian,Charlie Cooke,2010) . Therefore, it is obviously noticed that Mini Games have proved their effectiveness in increasing the level of motivation with the help of motivational terms by which the coach calls his players during the training, it's so important through this stage of age (Nabi, Nadjh and Bchir,2019).

V. Conclusion

This study shows that twenty-four weeks football training with coerver coaching method could be a useful and effective tool for improving (Juggling (head and instep), Dribbling (Fig8 and control speed), Pass and receive, driven (Long balls), Shooting) of football players. Thus, coerver coaching method training is an effective method to enhance technical qualities.

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