

"The Importance Of Using Small Games In Training Units From The Perspective Of Coaches - A Field Study At The Level Of Regional League Teams In Batna Football Association."

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ABSTRACT

The aim of the study is to identify the use of small games in the training process, particularly in constructing the daily training unit. It examines how the use of small game exercises by coaches contributes to the success of the training session and identifies the main requirements for using small game exercises, such as effort and various educational tools during the training session. The study sample consisted of 40 coaches (from teams active in the Batna Regional Football League). We relied on a questionnaire directed to the coaches in our research. We reached the following conclusions: the use of small game exercises helps the coach to succeed in the training session - the use of small game exercises requires effort from the coach and various educational tools during the training session. The study recommended conducting similar studies on the importance of using small games in training processes to develop training, especially at the level of national leagues.

Keywords: small games, training unit, football.

Introduction and Problem Statement:

Sports practice receives significant attention from all countries around the world, whether this practice touches on the educational, recreational, or competitive aspect. Sports practice is a unique style structured on coordinated cultural and social foundations. Football, which adapts to all segments of society, is the most exciting for spectators because of the joy and enthusiasm it provides to the athlete and the love of the game. As Roumi Jamil mentioned, "Football is above all a team sport that adapts to all segments of society." (Roumi Jamil, 1986, p. 50). Modern sports training has become a standalone science; it is impossible to engage in the training process and supervise athletes without planned training programs based on scientific foundations in the field of sports training.

The training unit is the foundation upon which training is built, and the training process cannot succeed if the curriculum is weak in achieving its goals. Each training unit must have a specific goal that the main part of the unit aims to achieve (Sami Al-Saffar, 1990, p. 154). The training unit is the primary basis for the planning process and the essential cell for the training process, not only for the micro training cycle but also for the intermediate and major cycles. Thus, the success of the training plan depends on the good formation of training units in each training season, which various cycles contain. This primarily relies on the regulation of training load in each unit. Therefore, success in preparing and shaping the training load during a single training unit is the primary basis for the success of the sports planning for the entire season, in addition to the good coordination of content between each training unit and another (Hamdan Rahim Al-Kubaisi, 2008, p. 214).

To build the training unit, the coach must pay attention to the training tools and devices for preparing the training session. Small games are among the most modern and effective training methods. Al-Sadiq and Al-Hashemi define small games as "selected games that do not require large fields and can be implemented with simple tools that are easy to use. They introduce excitement and enthusiasm in physical education lessons, as well as the enjoyment an individual gains from practicing them." (Al-Sadiq and Al-Hashemi, 1988). The current situations and structures are clearly present in their various forms according to the characteristics of the set goals. Therefore, most educators prepare their players in small squares and spaces. Small games have great importance in achieving community goals to develop physical qualities and simultaneously improve the technical skills of the child to form a motor memory for the child in the future (Wadi Yassin Al-Tikriti, 2013, p. 308.)

From the researcher's review of previous studies and theoretical literature and through their work in the field of training and teaching, they observed a lack of use of small games in training sessions by coaches. The researcher also noted that sports team coaches rely on traditional methods in delivering the training unit, which may reduce players' acquisition of various important physical and skill attributes in football.

****Hence, the problem emerged as the researcher decided to study this topic to contribute to providing scientific and practical solutions by using small game exercises as one of the modern methods in the training process (daily training unit). Thus, the research question of this study was formulated as follows:**

1-1 General Question:

- Does the use of small games play a role in the success of the training session from the perspective of coaches of the regional league teams in Batna football?

Sub-Questions:

- Does the use of small game exercises help the coach in making the training session successful?
- Does the use of small game exercises require effort and means during the training session?

1-2 Research Hypotheses:

1-2-1 General Hypothesis:

- The use of small games plays a role in the success of the training session.

1-2-2 Sub-Hypotheses:

- The use of small game exercises helps the coach in making the training session successful.
- The use of small game exercises requires effort from the coach and various educational means during the training session.

1-3 Research Objectives:

It is certain that every serious study has specific objectives set by the researchers to reach satisfactory and convincing results that satisfy their curiosity towards scientific knowledge. Through this study, we aim to achieve the following:

- Identify the nature of small games.
- Identify the contribution of small games to the training process.
- Identify the uses of small game exercises in training sessions.
- Identify the most used small game exercises in training and sports sessions.

1-4 Research Importance:

The importance of this research lies in benefiting the Algerian library in general and specialists in particular, especially football coaches, in understanding the role and contribution of small games in training sessions. Additionally, there is a scarcity of studies that address the aspect of small games and their use in the sports field, especially in the training process.

1-5 Definition of Concepts and Terms:

1-5-1 Small Games:

- **Theoretical Definition:** "Small games are selected games that do not require large fields and can be executed with simple tools that are easy to use. They introduce excitement and enthusiasm into physical education classes, in addition to the enjoyment the individual gains from practicing them." (Sadiq and Al-Hashimi, 1988).

- **Operational Definition:** Small games are "simple organized games involving more than one individual competing according to rules that are not limited to a specific age, gender, or physical level. They are mainly recreational and entertaining and may use tools or devices or none at all."

1-5-2 Football:

- **Theoretical Definition:** As pointed out by Romijamil, "Football is primarily a team sport that all segments of society can adapt to." (Romijamil, 1986, p.50).

- Operational Definition: Football is a game played between two teams, each consisting of eleven players who use an inflated ball on a rectangular field. Each end of the field has a goal (net), and each team attempts to score by getting the ball into the opponent's goal to earn points or goals and outscore the opponent.

1-5-3 Training Unit:

- Theoretical Definition: "The training unit is the foundation on which training is built, and the training process cannot be successful if the curriculum is weak in achieving its goals. It is necessary for each training unit to have a specific goal that the main section of the unit aims to achieve." (Sami Al-Saffar, 1990, p.154).

- Operational Definition: A training unit is defined as (a set of physical activities through which some educational or practical goals, or both, are achieved via a number of exercises organized in a compatible manner.)

Sure, here's the English translation of your text:

1-6- Previous and Similar Studies: After reviewing previous studies and those related to the topic, among the topics that have focused on small games and their use in training units, which are close to the study's topic

1-6-1- Study of Guiri Abd Ghani, Issa Ibrahim, entitled The Importance of Using Prepared Games to Develop Psychological and Motor Skills for Second Stage Students) 9-12 (years old, the study aimed to study the actual practice of the mini-games method during the physical education class. It was found that using the mini-games method is important in developing psychological and motor skills, and the results of the study - mini-games are present in the educational program for physical education. - The mini-games method develops psychological and motor skills for second stage students. - The mini-games method is a very popular method for second stage students.

1-6-2- Study of Alali Talib and others with the title: The importance of using the elementary school teacher's quasi-sports games to develop motor coordination in the physical education and sports lesson for students (9-11 years old) The study aims to identify the formation of elementary school teachers in the physical education and sports subject and their ability to develop motor coordination for students using quasi-sports games. For this purpose, we used the descriptive approach on a sample of 28 teachers and used the questionnaire tool to collect data. After collecting and statistically processing the results, it was concluded that some teachers were not sufficiently trained in physical education and sports, in addition to the existence of obstacles largely in the lack of training leading to neglect for the development of motor coordination in the absence of quasi-sports games important for the child in the learning process, on this basis, the study recommended the necessity of allocating training courses and continuous and regular training for teachers in the physical education and sports subject with an increase in the seeking to focus more on this subject in elementary schools.

Certainly! Here's the English translation of your text:

2- Theoretical Studies:

2-1 Small Games: Play is considered "a social phenomenon that has historically emerged and is an independent type of activity for children. Play can be a means of self-discovery, amusement, physical education, general socialization, and a sporting activity, as well as an element of cultures" (Majid, & Bellows, 2000, p. 11). It is also a modern physical education method practiced by both children and adults, aiding in the development of motor skills for sports games. It is conducted according to easy and flexible playing rules that can be gradually changed and made more challenging. Small games do not require extensive preparation, many tools, or a specific place. There are games that develop the love of competition and the desire to overcome others (Alawi, 1976, p. 156). Moreover, children need to engage in these games because they help them gain social experience through interaction with other children in an environment characterized by playfulness. Many children living in urban areas reside in deprived neighborhoods where delinquency prevails, and the environment does not foster clean social growth. In such cases, schools or kindergartens become places where children find opportunities for clean social interaction. They provide a clean environment conducive to physical, psychological, and social education, allowing children to play together. Social experiences are numerous to the extent that they cannot be fully enumerated, and plans can be drawn to create them in games. Collaboration cannot occur unless each participant performs their share of the work alone (Saleh & Al-Tikriti, 1981, p. 96)

2-1-1 Objectives of Small Games: Small games are considered among the modern and most effective training methods. The current formations and compositions are clearly present in various forms according to the characteristics of the set objectives. Therefore, the majority of educators prepare their players in small squares and small spaces. Small games also hold great importance in achieving community objectives for

developing physical qualities and simultaneously enhancing children's technical skills to form a motor memory for the child in the future. Among these objectives are:

1. Developing and improving physical qualities.
2. Enhancing skill performance in children.
3. Developing volitional qualities in children such as determination, perseverance, and self-confidence.
4. Introducing fun and joy into children's lives.
5. Instilling positive character traits in children such as teamwork, cooperation, obedience, and responsibility (Wadee Yassin Al-Tikriti, 2013, p. 308).

2-1-2 Characteristics of Small Games:

1. They do not require adherence to internationally recognized rules and regulations. There are no fixed time limits, number of players, playing area size, equipment specifications, or any international standards.
2. Rules and regulations of the game can be easily modified to suit different circumstances and occasions, or to achieve specific recreational objectives. Often, players can determine or choose the rules they wish to apply during play.
3. There are no fixed motor skills or plans for each game (Al-Khattab, 1990, p. 63).

2-1-3 Importance of Small Games:

Here, the importance of small games emerges in providing opportunities for children to develop their motor skills. At this stage, it is crucial to increase focus on performance in terms of skill form and precision. This phase is also suitable for gaining and refining more complex skills, using them in specific sporting activities through small games. The development and enhancement of motor skills are achieved through sessions that include exercises, games, and sports activities, which small games facilitate even under challenging conditions such as limited space and a defined number of participants. Moreover, small games primarily rely on fundamental attributes (strength, speed, flexibility, agility, etc.) and basic movements and their common patterns. Engaging in these games enables participants to acquire motor skills and capabilities during these activities (Abd Ghani et al., 2004, p. 41).

2-2-1. The Nature and Definition of Training Units:

The training unit is considered the cornerstone of the planning process and the fundamental cell of the training operation, not only for small training cycles but also extending to medium and large cycles. Therefore, the success of the training plan depends on the effective structuring of training units in each season of training, which are primarily based on regulating the training load within each of these units. Success in preparing and structuring the training load within each training unit is crucial for the overall success of the sports season's planning. Additionally, good coordination of content between each training unit is essential (Hamdan Rahim Al-Kubaisi, 2008, p. 214).

The training unit is defined as the foundation upon which training is built, and the training process cannot succeed if the curriculum fails to achieve its objectives. It is essential for each training unit to have specific goals that the main section of the unit strives to achieve (Sami Al-Saffar, 1990, p. 154).

Training units are known by various names, including daily training unit (training lesson).

Training units can be differentiated based on their distinctive characteristic derived from their primary objective, whether physical, skill-based, or strategic (Mufti Ibrahim Hammad, 1998, p. 314).

2-2-2. Objectives of Training Units:

A daily training unit aims to achieve one or more of the six main objectives, which are:

- Skill-based
- Physical
- Tactical
- Psychological
- Cognitive
- Ethical

It is preferable for a daily training unit not to exceed two objectives for youth and three objectives for adults (Mufti Ibrahim Hammad; as previously cited, p. 314).

A training unit may be oriented towards achieving individual duties that are either repetitive in content (single-direction approach) or diverse in content (compound-direction approach). Both approaches differ based on the training unit's objective and its perspective on greater construction or formation.

First . Single-direction approach of the training unit: This refers to the content of the training session being focused in one direction only. It could be aimed at developing anaerobic capacity such as speed or power characterized by speed, relying on anaerobic energy supply systems. Alternatively, it could be directed towards developing aerobic capacity such as endurance, relying on the oxygen system for energy supply, or aimed at developing specific skills, and so on.

Second . Compound-direction approach of the training unit: This refers to the developmental direction. The training unit may include both previous training forms together with a single-direction approach (aerobic and non-aerobic), and when the purpose of the training unit (the compound direction) is

related to different duties, the linking and sequencing of its content becomes of utmost importance (Amr Allah Ahmed Al-Basati, 1998, p. 127).

2-2-3. Types of Training Units:

A. Educational Training Units: The primary duty of these units includes teaching and acquiring new skills or tactical performances.

B. Additional Training Units: These units are dedicated to additional education where athletes attempt to improve their technical skills. They are more commonly used by beginner athletes.

C. Planned Skill Mastery Training Units: These training units are designed specifically for athletes who have reached a reasonable level of skill performance. They are frequently used in training for high-level athletes.

D. Evaluative Training Units: These units are established to conduct assessments for athletes, aimed at evaluating the achieved preparation level in a specific training phase (Mohamed Reda Ibrahim Ismail, 2008, pp. 226-227).

Additionally, Al-Bastawi adds two more types to these units: Recovery Training Unit and Competition Unit.

2-2-4. Requirements for Building a Training Unit:

Training units in sports vary based on their functions and objectives, encompassing diverse forms of content and elements targeting different areas of focus. Training cycles, particularly weekly cycles that include a series of units, are repeated multiple times within a regular plan. This includes monthly, quarterly, and annual cycles to ensure consistent daily training. Daily plans should be derived from these quarterly or annual plans. The training unit serves as the core of daily planning in sports training organization, viewed as the smallest unit in the organizational scale of sports training planning. A training unit should include:

- * Specification of the preparation method and its dosage.

- * Arrangement of the main exercise sequence.

- * Determination of exercise loads.

- * Identification of key teaching points in movement and tactical performance during training.

The first step in building a training unit is to recommend the curriculum, method, and approach.

2-2-5. Essential Components for Structuring a Training Unit:

The structuring of a training unit varies depending on several factors, including:

1. Objectives and Duties: Clearly defined goals and tasks that the training unit aims to achieve.
2. Type of Physiological Changes: Understanding the physiological adaptations related to the content structure of the training unit.
3. Training Loads: Determining the intensity and volume of exercises included in the training unit.
4. Selection of Exercises: Choosing appropriate exercises that align with the objectives and physiological demands.
5. Work-Rest System: Establishing a balanced work-rest ratio within the training unit to optimize performance and recovery (Tarek Rizk, n.d., p. 25).

At the beginning of a training season, the daily training unit serves as the cornerstone of training, sometimes referred to as a "training dose." It is through this unit that incremental goals of sports training are achieved. While structurally similar to physical education lessons, the training unit differs in its objectives, content, and duration. Physical education lessons typically last around 45-50 minutes, whereas training units can range from 30 minutes to 120 minutes or longer.

The components of a training unit include:

A. Preparation Phase (Warm-up): Aimed at preparing athletes physically, functionally, and psychologically for the training session. Some suggest the warm-up should last approximately 1:5 of the total training unit time. However, the duration and type of warm-up depend on the nature of the sport. For speed and power-based activities or those relying on anaerobic energy systems, warm-ups may extend up to 45 minutes. Endurance sports or those relying on aerobic energy systems may require warm-ups of 20-30 minutes.

B. Main Phase: This is the core part of the training unit where the main training objectives are pursued.

C. Final Phase: Essential for cooldown and initial recovery. Athletes should not leave the training area without completing this phase, which typically lasts 5-10 minutes and includes calming exercises and muscle stretching. Emphasis should be placed on this phase, especially for younger age groups, integrating elements of fun and enjoyment.

These components ensure that the training unit is structured to optimize performance, prevent injury, and facilitate effective recovery.

2-1- Methodological Approaches:

2-1-1 Survey Studies: Survey research refers to studies that explore new topics not previously researched, where data or information is scarce or unknown, and aspects of the topic are not well understood (Nasser Thabit, 1984, p. 47).

In this study, which addresses the topic: "The Importance of Using Small Games in Training Units from the Coach's Perspective - A Field Study at the Regional League of Football -Batna," we approached clubs within the Regional League of Batna to interview some of the coaches. This was aimed at diagnosing and gathering information and ideas related to our research topic and focus.

2-1-2 Scientific Methodology in Research: Methodologies vary from one research study to another based on the specific objectives the researcher aims to achieve. To study, discuss, and analyze the problem at hand and respond to the nature of the proposed research topic, the researchers employed a descriptive approach. Descriptive methodology involves "investigating a phenomenon as it exists in its current state to diagnose it, reveal its aspects, and determine relationships among its elements or with other phenomena" (Al-Azzawi, 2008, p. 97).

2-1-3- Community and Study Sample

2-1-3-1. Research Community: Grawitz defines the community as "a finite or infinite set of pre-defined elements on which observations are based" (Maurice, 2006, p. 298). As the original community for this study, it includes all coaches of teams active in the Regional League of Batna Football.

2-1-3-2. Study Sample: The study sample is considered a subset of the whole or a part of it, where "it is a group of individuals taken from the original community to be a representative sample" (Boudaoud, 2009, p. 68). To ensure more accurate and objective results aligned with reality, we selected our research sample randomly, consisting of 40 coaches from teams active in the Regional League of Batna Football.

2-1-4. Research Fields:

2-1-4-1. Human Field: The study sample comprised 40 coaches from teams active in the Regional League of Football Batna.

2-1-4-2. Temporal Field: The field study was conducted between September 12, 2023, and December 15, 2023.

2-1-4-3. Spatial Field: The study was conducted on some of the coaches from teams active in the Regional League of Batna Football.

2-1-5. Study Variables Adjustment: Adjusting study variables is essential in any field study to control them as much as possible, aiding in the interpretation and analysis of study results without encountering obstacles. The variables were adjusted as follows: the independent variable represented small games, and the dependent variable represented the training unit.

2-1-6. Study Tools: The steps we followed in our study included developing tools to help us distribute aspects of the research, such as collecting information from various sources and references to grasp the theoretical aspect, and the questionnaire.

2-1-6-1. Questionnaire: It is defined as a set of diverse questions and inquiries interconnected to achieve the goals that the researcher seeks in light of his topic and the problem chosen for his research (Bousalah et al., 2014, p. 502). The questionnaire we used to gather information from teachers consists of 13 questions divided into two main axes, each with a set of questions:

- Questions 01 to 07 address the first hypothesis.
- Questions 08 to 13 address the second hypothesis.

2-1-6-2. Scientific Conditions of the Tool:

a. Validity: Validity is one of the most important characteristics of educational and psychological tests and measures. The validity of a scale relates to the purpose for which the scale was constructed and the decisions made based on its scores (Alam, 2000, p. 186). Validity is considered the most important factor for scales and tests.

b. Reliability: This questionnaire, directed at coaches of teams active in the regional football league in Batna, was reviewed by several professors and researchers known for their academic level and scientific experience in the field of study and research methodologies. Some adjustments were made during the discussion, and the questions that received consensus agreement were relied upon at a rate of 85%.

c. Internal Consistency Reliability using Pearson's correlation coefficient : Using internal consistency reliability, based on Pearson's correlation coefficient, aims to assess how well each set of axis statements measures what it intends to measure within its overall axis clearly.

After confirming the face validity of the study tool, the researcher applied it to a survey sample consisting of 4 coaches selected randomly to determine the extent of internal consistency reliability of the scale.

-Results of internal consistency for statements in the first axis:

Table (01): Illustrates the results of internal consistency for statements in the first axis.
Here is the English translation of the table:

Statement Number	Statements	Correlation Coefficient	Significance Level
01	Do you use small games during training sessions?	0.592	0.020
02	Do you consider small games suitable for training sessions and players?	0.670	0.006
03	Do you believe that small games achieve your annual general and specific goals?	0.615	0.015
04	Does the diversity of small games help achieve training session goals?	0.582	0.020
05	Are small games used in all stages of the training session?	0.660	0.007
06	Does the use of small games align with the training session objectives?	0.550	0.011
07	Do you notice acceptance by players of small games during training sessions?	0.570	0.013

Source: Prepared by the researcher based on the outputs of SPSS V22.

Comment: From the results of the pairwise correlations shown above, we observe that most of the items in the first factor exhibit internal consistency. The correlation between the total score of the factor and its items is statistically significant, as indicated by the SIG (significance level) values of the Pearson correlation coefficients for each item of the factor being less than the significance level of 0.05. Therefore, the items of the first factor are valid and consistent.

- Results of internal consistency for items of the second factor:

Table (02): Shows the results of internal consistency for items of the second factor.

Item Number	Statement	Correlation Coefficient	Significance Level
08	Do you use learning aids during training sessions to present small games exercises?	0.670	0.006
09	Are learning aids and devices available for conducting training sessions involving small games?	0.580	0.024
10	Is sufficient time available to implement small games exercises during training sessions?	0.650	0.010
11	Does using small games exercises during training sessions require effort from you?	0.660	0.007
12	Does the abundance and variety of learning aids help in the success of the training session?	0.662	0.008
13	Does using small games during training sessions require significant concentration and explanation?	0.740	0.001

Source: Prepared by the researcher based on the outputs of SPSS V22.

Comment: From the results of the pairwise correlations shown above, we observe that most of the items in the second factor exhibit internal consistency. The correlation between the total score of the factor and its items is statistically significant, as indicated by the SIG (significance level) values of the Pearson correlation coefficients for each item of the factor being less than the significance level of 0.05. Therefore, the items of the second factor are valid and consistent.

2-1-7. Field Implementation Procedures: We distributed the questionnaire to coaches of active teams in the regional football league of Batna, totaling (43) forms distributed. Upon collection, we obtained (40) completed forms.

2-1-8. Statistical Tool: The main objective of the statistical study is to attempt to identify functional quantitative indicators. The researcher used SPSS V22 software,

1. Pearson correlation coefficient, chi- square (coefficient of determination)

2-2. Presentation, Interpretation, and Discussion of Results.

2-2-1. Presentation and Analysis of Results for the First Hypothesis.

Table (03): Does the use of small games exercises help the coach in the success of the training session?

Statement	Chi²	Degrees of Freedom	Sig	Significance of Chi²
1. Do you use small games exercises during training sessions?	22,400a	2	0.000	Significant
2. Are small games exercises suitable for training sessions and players?	21,400a	2	0.000	Significant
3. Do small games exercises achieve your annual general and specific goals?	29,800a	2	0.000	Significant

4. Does the variety of small games help achieve the training session goals?	22,400a	2	0.000	Significant
5. Is the use of small games exercises integrated throughout the training session stages?	19,400a	2	0.000	Significant
6. Does the use of small games exercises align with the session's objectives?	25,400a	2	0.000	Significant
7. Is there acceptance by players for small games exercises during training sessions?	22,800a	2	0.000	Significant

Source: Prepared by the researcher based on the outputs of SPSS V22.

From the results of the table above, which pertains to the differences in the frequencies of the study sample for the first axis, we can see that they are statistically significant. The Chi-square value for each statement is significant because the Sig value is less than the adopted significance level (0.05). This demonstrates that there are statistically significant differences in the responses of the study sample regarding their affirmation that the use of small games exercises helps the coach in making the training session successful, according to the opinions and directions of the team coaches.

Conclusion:

According to the opinions of the study sample, most team coaches agree that the use of small games exercises helps the coach in making the training session successful. This is evident from their responses to the questions in the first axis, particularly in statements such as "Do you use small games exercises during the training session?" and "Do small games exercises achieve your annual general and specific goals?" as well as "Does the use of small games exercises align with the session's objectives?" and "Is there acceptance by players for small games exercises during training sessions?"

2-2-2. Presentation and Analysis of Results for the First Hypothesis.

Table (04): Does the use of small games exercises require effort and resources during the training session?

Statement	Chi ²	Degrees of Freedom	Sig	Significance of Chi ²
8. Do you use learning aids during training sessions to present small games exercises?	22,400a	2	0.000	Significant
9. Are learning aids and devices available for conducting training sessions involving small games?	29,400a	2	0.000	Significant
10. Is sufficient time available to implement small games exercises during training sessions?	21,800a	2	0.000	Significant
11. Does using small games exercises during training sessions require effort from you?	22,400a	2	0.000	Significant
12. Does the abundance and variety of learning aids help in the success of the training session?	19,400a	2	0.000	Significant
13. Does using small games during training sessions require significant concentration and explanation?	25,400a	2	0.000	Significant

Source: Prepared by the researcher based on the outputs of SPSS V22.

From the results of the table above, which pertains to the differences in the frequencies of the study sample for the second axis, we can see that they are statistically significant. The Chi-square value for each statement is significant because the Sig value is less than the adopted significance level (0.05). This demonstrates that there are statistically significant differences in the responses of the study sample **regarding their affirmation that using small games exercises requires effort from the coach and various learning aids during the training session.**

Conclusion: According to the opinions of the study sample, using small games exercises requires effort from the coach and various learning aids during the training session. This is evident from their responses to the questions in the second axis, particularly in statements such as "Are learning aids and devices available for conducting training sessions involving small games?" and "Is sufficient time available to implement small games exercises during training sessions?" as well as "Does the abundance and variety of learning aids help in the success of the training session?" and "Does using small games during training sessions require significant concentration and explanation?"

2-2-3. Discussion of Results in Light of the Hypotheses:

After analyzing and discussing the questionnaire questions to obtain the necessary information and data specific to the coaches of the active teams in the regional football league of Batna, we aimed to reach some truths that we were striving for, which were previously outlined in our study hypotheses: The use of small games plays a role in the success of the daily training session.

We found that most coaches use small games exercises in building the daily training unit. These exercises help the coach achieve his daily training goals by reducing effort and time, due to the ease of use of small games in terms of the simplicity of the exercises and the excitement they contain. Small games are used instead of physical exercises to achieve the same purposes and goals. A single small game can develop one or more physical attributes by changing the balance of the tool, increasing its height, lengthening the distance, decreasing or increasing the number of players, or reducing rest periods between games. This is consistent with (Alawi, 1986), who stated some principles provided when choosing small games, as follows:

- They require little preparation and setup.
- They are easy to learn with clear rules.
- They allow the participation of as many individuals as possible.
- They ensure a fair distribution of activity and rest periods.
- They should not only develop one or two physical attributes but should benefit multiple physical attributes.
- Their practice requires a degree of skill and agility.
- There should be variety in repetition to increase motivation towards practice.
- They should bring joy, relaxation, and comfort.

Sharaf (2005) pointed out that they are "simple games that are easy to perform, accompanied by joy and pleasure, and contain fair competition while not requiring complex motor skills, with rules that are flexible and simple."

Based on the above, using small games in a training session helps the coach ensure the success of the daily training session.

Using small games exercises requires time from the coach and also necessitates the use of educational and training tools. This places a burden on the coach during the daily training session due to the following reasons: the variety of small games exercises, which sometimes requires additional tools, and the lack of concentration of some players during the performance of the programmed training exercises, leading to a misunderstanding of the content of the exercises. Consequently, the coach has to explain and repeat either the programmed exercises or the required sports movements, which burdens the coach and consumes the maximum possible time. In conclusion, we deduce:

2-2-4. Conclusions and Recommendations:

2-2-4-1. Conclusions:

Based on the results of this study, the researcher reached the following conclusions:

- The use of small games plays a role in the success of the training session.
- Using small games exercises helps the coach succeed in the training session.
- Using small games exercises requires effort from the coach and various educational tools during the training session. Thus, the proposed hypotheses were achieved.
- The necessity of using small games in physical education and sports sessions, especially during the training session.
- Small games have multiple exercises, forms, and goals (physical and skill exercises, psychological, skill, and tactical goals, etc.) and diverse uses.

2-2-4-2. Recommendations:

In light of the results of the study, the researcher recommends the following:

1. The necessity of applying small games exercises in training sessions.
2. The necessity of preparing the educational environment with the necessary training tools and facilities for applying small games.
3. Developing small games exercises aimed at training to assist the coach in accomplishing the training session.
4. Conducting similar research and studies on different samples using a set of small games exercises.

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