

# Establishing Normative Levels for Testing the Skill Performance of Fustal Athletes

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## **Abstract:**

The research problem was that the game of futsal suffers from some obstacles, including the adoption of non-scientific methods in evaluating performance and relying entirely on the personal experience of the evaluator morning and evening studies at the Faculty of Basic Education - Mustansisiyah University for the academic year (2024-2025). 2025), of which 128 students constituted a percentage of (63, 34%) of the original population of the research and the researcher concluded that the results of the achieved standard levels of the research sample.

The researcher recommends the need to adopt the scores and normative levels reached by the research when evaluating the skill performance of third stage students in the subject of futsal

## **Chapter One**

### **1. Introducing the research:**

#### **1-1 Introduction and importance of the research:**

Knowing the skill performance of futsal athletes, whether they are students or players, has a fundamental and important role for good preparation that ensures their performance continues effectively and accurately throughout the duration of the competition.

The process construction of importance, which ensures the correct performance process alike in order to refine and trim the level of their skill performance.

The process of measuring skill performance and determining its levels is one of the basic matters that must be focused on the basis that it is the true indicator of the application of the curriculum followed, whether educational or training.

‘evaluation should not be subjective, that is, dependent on the views of the evaluators, results that are reliable and accurate.’ (8,yarab,2010)

The importance of the research lies in establishing their performance level can be identified determine the effectiveness of the educational curriculum used in teaching basic skills of futsal.

### 1.2 Research Problem:

standardized scores to evaluate to identify the levels of learners and players accurately and show what can be achieved in attempts to improve their performance and try to explain and diagnose the strengths and weaknesses and work to remedy them.

Therefore, the research issue was determined by the lack of standardized levels of skill performance as it is an important means of knowing and evaluating the progress obtained by the learner or player as well as evaluating the weaknesses and strengths of the educational or training curricula developed.

### 1-3 Research Objectives:

1- Finding standardized of the Department of Physical Education and Sport Sciences at the Faculty of Basic Education - Al-Mustansisiyah University.

2- Identify the normative levels of skill performance of students in futsal.

### 1-4 Fields of research:

**1-4-1 Human domain:** The human field was represented by (128) students of the third stage students of the Department of Physical Education and Sports Science - Faculty of Basic Education - Al-Mustansisiyah University.

**1-4-2 Spatial domain:** Futsal outdoor stadium of the Department of Physical Education and Sport Sciences, Faculty of Basic Education, Al-Mustansisiyah University.

**1-4-3 Temporal domain:** The research took place from 16/2/2025 to 23/2/2025.

## Chapter Two

### 2- Research Methodology and Field Procedures:

#### 2.1 Research Methodology:

The researcher used the descriptive survey method to suit the nature of the issue.

#### 2-2 Research sample:

The research sample included (128) students from the third stage students in the Department of Physical Education and Sport Sciences for the morning and evening studies for the academic year (2024-2025) at the Faculty of Basic Education - Al-Mustansisiyah University, and constituted a percentage of (63.34%) of the original population of the research.

#### 2.3 Homogeneity of the sample:

the research sample with the variables of height, weight and age, the researcher used the warp coefficient, which showed sample, (5,qayss,1987) as shown in Table (1).

**Table (1) Homogeneity of the sample members**

Torsion coefficient	Medium	Standard Deviation	The arithmetic mean	Unit of measure	Variants
2,3-	175	5,87	170,5	cm	Length
0,0135-	68	8,84	67,96	kg	Weight
0,798	235	6,39	236,7	Month	Age

## **2-4 Research tools and auxiliary devices:**

### **2-4-1 Data collection tools:**

- 1- Data collection form and transcription of information for the research.
- 2- Assistance team.-
- 3- Tests and measurements.

### **2-5 Devices and auxiliary tools used in the research:**

- 1- Five-a-side footballs (10)
- 2- Five-a-side football field.
- 3- Colored adhesive tape to plan and identify the test areas.
- 4- Length measuring tape (leather) (meter and its parts) with a length of (30) meters.
- 5- An electronic scale (Sanyo) of Japanese manufacture with a unit of measurement (kg)
- 6- Timing clock (2) type (SEWAN) of Chinese origin.
- 7- Whistle (2)

### **2-6 Specifications of the test used:**

Name of the test: Timed scoring from a distance of (10) meters.

Purpose of the test: Measuring skill performance.

Scientific coefficients : Stability (0.76), Reliability (0.87)

### **Possibilities and tools:**

- (5) Five-a-side footballs.
- Stopwatch.
- A whistle.
- Lower centre part (1) degree.
- The upper centre part (2) degrees.
- A line 2 meters wide and 10 meters away from the target.
- How to play: The player stands behind the scoring line with (5) balls on the line in front of him and on the signal he hits the balls placed on the line to the goal as quickly as possible.

Scoring: the time taken for the five attempts. The total score is then divided by the performance time and the output is extracted, which represents the skill performance measured in (degrees/second).

### **2-7 Statistical methods:**

the research data, in addition to the formula of Yarub to calculate the skill performance, which the researcher calculated manually, which is as follows: Skill Performance = Total Accuracy Score / Performance Time.

## **Chapter Three**

### **3- Presenting, analyzing and discussing the results:**

After the researcher obtained the raw scores through the application of the research sample to the test used, and for the purpose of achieving the research objectives of finding standardized scores for skill performance, the researcher required converting the raw scores into standardized scores

because ‘raw scores are of limited usefulness without converting them into standards or levels’ (6,hasanen ,1984 ).

After the results were processed statistically, as shown in Table (1)

**Table (1) The number of sample members, mean, standard deviation, coefficient of variation, highest value, lowest value, and standard error of the raw scores.**

Lowest value	Highest value	Standard error	Torsion coefficient	Standard Deviation	The arithmetic mean	Number of sample members
0,25	2,94	0,217	1,069	0,39	1,0104	125

The researcher also extracted the adjusted standardised scores (t-scores) when he treated the raw scores with the statistical package system (spss) in Table (2).

**Table (2) limits of the adjusted standardized scores of skill performance in the research sample.**

Raw score	Adjusted standardized score								
0.558	38.40	0.859	46.12	1.021	50.27	1.227	55.55	2.94	99.47
0.552	38.25	0.857	46.07	1.011	50.02	1.225	55.50	1.965	74.47
0.513	37.25	0.831	45.40	1.004	49.84	1.216	55.27	1.764	69.32
0.494	36.76	0.805	44.74	1.002	49.79	1.210	55.12	1.761	69.24
0.473	36.22	0.800	44.61	1.00	49.73	1.204	54.96	1.713	68.01
0.438	35.33	0.800	44.61	0.985	49.35	1.203	54.94	1.694	67.53
0.421	34.89	0.799	44.58	0.985	49.35	1.201	54.89	1.677	67.09
0.401	34.38	0.786	44.25	0.981	49.25	1.20	54.86	1.605	65.24
0.391	34.12	0.775	43.97	0.967	48.89	1.174	54.20	1.602	65.17
0.390	34.10	0.749	43.30	0.967	48.89	1.154	53.68	1.578	64.55
0.309	32.02	0.746	43.22	0.963	48.79	1.154	53.68	1.527	63.24
0.260	30.76	0.739	43.04	0.953	48.53	1.149	53.55	1.524	63.17
0.254	30.61	0.711	42.33	0.943	48.27	1.140	53.32	1.522	63.12
		0.709	42.27	0.939	48.17	1.129	53.04	1.504	62.65
		0.709	42.27	0.936	48.09	1.119	52.79	1.503	62.63
		0.707	42.22	0.934	48.04	1.107	52.48	1.490	62.30
		0.699	42.02	0.925	47.81	1.10	52.30	1.378	59.42
		0.683	41.61	0.918	47.63	1.099	52.27	1.369	59.19
		0.659	40.99	0.916	47.58	1.088	51.99	1.335	58.32
		0.654	40.86	0.914	47.53	1.087	51.96	1.332	58.25
		0.647	40.69	0.909	47.40	1.085	51.91	1.326	58.09
		0.640	40.51	0.899	47.15	1.084	51.89	1.310	57.68
		0.633	40.33	0.897	47.09	1.070	51.53	1.282	56.96
		0.591	39.25	0.886	46.81	1.067	51.45	1.272	56.71
		0.578	38.92	0.881	46.68	1.055	51.14	1.267	56.58
		0.572	38.76	0.876	46.56	1.050	51.02	1.260	56.40
		0.560	38.46	0.864	46.25	1.049	50.99	1.237	55.81
		0.560	38.46	0.861	46.17	1.029	50.48	1.233	55.71

The goal of determining the adjusted standardized scores is to know the degree or rank that the student or learner deserves, which can be obtained by comparing his raw score with the corresponding adjusted standardized scores because their construction is done on the basis of percentages (1,saad.2004)

Since the arithmetic mean of the adjusted standardized scores (T) is (50) and each of the three standard deviations on the right and the same on the left is away from the arithmetic mean by (10),(4,fuaad,1986) the sample scores were distributed as follows as in Table (3).

**Table (3) The standardized levels of skill performance for the research sample**

Percentage	Number of players	Level	Minimalist	Maximum limit
% 0,8	1	Very good	2,94	Above
% 0,8	1	Good	1,8	2,93
% 11,2	14	Medium	1,4	1,799
% 33,6	42	Acceptable	1,225	1,399
% 39,2	49	Weak	0,909	1,224
% 14,4	18	Very weak	And below	0,900

From Table (3) and Figure (2), it is clear that the research sample achieved different levels of skill performance to the ideal ratios in the normal distribution, as we find that the standard level (very good) achieved by the research sample was (0.8%), which is different from the standard ratio in the normal curve which is (2.14%), This matter is not limited to the mentioned level only but includes all other levels as we find that the level (good) was (0.8%) while the standard ratio is (13.59%), also the level (average) was (11.2%) while the standard ratio is (34.13%), while we find that the level (acceptable) was (33.6%) close to the standard ratio of the normal distribution curve (34.13%) and the level (poor), (13%) and the level (weak) was (39.2%) while the standard level is (13.59%) and finally the level (very weak) was (14.4%) while its standard percentage in the normal distribution curve is (2.14%). Thus, it is observed that the sample's scores in the two levels (weak and acceptable) are reduced by (72, 8 per cent of their total scores, i.e. two thirds of the sample were between weak and acceptable levels, as shown in Figure 3. The researcher attributes the reason for the majority of the sample's scores falling within the two levels (weak and acceptable) to the fact that all members of the sample are beginners, and therefore they are in the acquisition stage, which represents the initial learning of the skill, as they represent.(3, furat ,1999)

## **Chapter Four**

### **4- Conclusions and Recommendations:**

#### **4-1 Conclusions:**

In light of the objectives of the research and through statistical analyses of the data obtained, the researcher reached the following conclusions: -

- 1- The members of the research sample achieved a level of skill performance in the intermediate and below levels more than the other levels, as there was one student in each of the (very good) and (good) levels, while there were (14) students in the (average) level, (42) in the (acceptable) level, (49) in the (weak) level and (18) in the (very weak) level.
- 2- Creating standardized scores to evaluate the skill performance of novice students in futsal.
- 3- Determining the normative levels of skill performance for third stage students in futsal.

#### **4-2 Recommendations:**

- 1- Presenting the scores and normative levels to the evaluated students so that they can identify the place of error and work to improve their level for the better.
- 2- Comparing the level of skill performance achieved by students with students from other universities.
- 3- The levels we reached represent the sample and therefore requires conducting such studies on larger samples.

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