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The Effect of Using Small-Sided Games in Developing Basic Skills and Possession among Football Players

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Abstract:

The study addressed *"The Effect of Using Small-Sided Games in Developing Basic Skills and Possession among Football Players"* under 13 years of age. The researcher adopted an experimental method with two groups (experimental and control) to compare performance before and after applying a seven-week training program. The results showed a significant improvement in the roll-dribbling, passing, control, and shooting skills of the experimental group compared to the control group. It was also found that the small-sided games approach contributes to raising performance efficiency under realistic playing pressure and increases both the duration and the number of possession passes. The study concluded that this method is effective and suitable for young age categories to develop technical and physical capacities in football.

Keywords: Small-sided games (SSGs), football training, skill development, ball possession, technical skills, player performance, tactical awareness, sports training methods

1. Introduction

Modern coaching is now obliged to pay attention to exercises aimed at mastering and consolidating basic skills, or to tactical exercises, performed at the same speed required during matches and under positive defensive pressure so that players become accustomed to the speed of execution and movement under the different conditions of play. Changing running speed and action speed has become one of the fundamentals on which players must train, so that any player can, at any moment automatically and consciously, know how to alter his running speed and action speed in order to adapt the pace of the game according to the match situation. Current football also demands that the player defend strongly in order to retain the ball or keep possession. This has made it incumbent upon the coach to guide his players to behave fairly

while maintaining a sense of sportsmanship, because there is no longer room for a timid player who will undoubtedly be of little help to his team and will represent a clear point of weakness (Mohamed Hassan, 2022).

Furthermore, training on basic skills is no longer the primary and independent objective in modern football training, **especially with players in under-13 squads**. Skill training has become closely linked to the learning of playing tactics. Nevertheless, tactical preparation has its own specific steps, which differ from technical preparation and must be followed by the coach so that he can progressively teach playing systems to his team. It is also important to distinguish between modern scientific sports training and other similar activities. Many activities are carried out under the label of sports practice without applying the scientific principles of training. These activities depend on improvised, spontaneous training units that are not derived from a scientifically planned training program, and the progress in the levels of players who perform them is usually due more to factors of maturation and physical and functional development than to the impact of the practiced activities.

Recently, training has been carried out under conditions resembling match conditions in order to accustom players to opponent pressure and to the speed and accuracy of skill execution. These sessions are typically short-sided matches played on small pitches whose dimensions are appropriate for each formation and within a specific time limit. The primary goal of these matches is to focus on the shooting process and placing the ball inside the opponent's goal. Such formats require players to perform skills correctly and quickly under the pressure of opposing players in a confined space of the pitch. In addition, these drills provide players with the experience needed to economize their effort during performance while maintaining the ability to make good decisions and remain calm-headed during play.

2. The Problem of the Study

Motor skills form the fundamental basis of football. Frequently, we come across uninteresting matches because the players do not perform basic skills well. Although basic skills are not everything in football—there is, without doubt, the tactical and physical side—basic skills remain the key factor in the game. Without proficiency in basic skills, the player cannot execute tactical schemes or fulfil concentrated duties to the fullest extent (Mahmoud Hanafi Makhtar, *Scientific Foundations of Football Training*, 2013). Training methods have varied according to the objectives set by the coach, and modern training relies essentially on the use of small-sided games. Small-sided football training is among the most recent and effective training methods, and most coaches now bring their players into small squares and confined spaces (Erick Batty, 1981, p. 21). Small-sided games constitute a good method for developing these skills, due to their advantages and because it is a highly attractive approach for players, especially for the youth category, who are drawn more to training through playing than to training through conventional drills.

The under-13 age group is one of the most important phases for skill acquisition, since children at this stage show greater readiness and aptitude for learning than other age groups, particularly in the motor dimension, movement coordination, and the speed of learning different skills. Football relies on multiple interacting skills to achieve optimal performance. Among the

most important qualities that players should possess is speed, which is a decisive factor on the field.

Based on our modest experience in sports coaching, we have observed a lack of interest in the small-sided games method and a significant deficit in the physical, technical, and tactical aspects of players, especially in the lower divisions. We therefore decided to shed light on this problem that hinders athletes in their performance.

The General Question:

Does the proposed training program based on the small-sided games approach have an effect on developing some basic skills and possession among under-13 football players?

Sub-questions:

- Are there statistically significant differences between the pretest and posttest measurements in the experimental group for the skill tests (roll-dribbling – passing – control – shooting) and possession?
- Are there statistically significant differences between the pretest and posttest measurements in the control group for the skill tests (roll-dribbling – passing – control – shooting) and possession?
- Are there statistically significant differences between the experimental and control groups in the posttest measurements for the skill tests (roll-dribbling – passing – control – shooting) and possession?
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3. Objectives of the Study

General Objective:

To design a proposed training program based on the small-sided games approach and to determine its extent of effect on developing some basic skills and possession among under-13 football players.

Specific Objectives:

- To identify the existence of differences between the pretest and posttest measurements in the experimental group for the skill tests (roll-dribbling – passing – control – shooting) and possession.
- To identify the non-existence of differences between the pretest and posttest measurements in the control group for the skill tests (roll-dribbling – passing – control – shooting) and possession.
- To identify the existence of differences between the experimental and control groups in the posttest measurements for the skill tests (roll-dribbling – passing – control – shooting) and possession in favor of the experimental group.

4. Hypotheses of the Study

General Hypothesis:

The proposed training program based on the small-sided games approach has an effect on developing some basic skills and possession among under-13 football players.

Specific Hypotheses:

- There are statistically significant differences between the pretest and posttest measurements in the experimental group for the skill tests (roll-dribbling – passing – control – shooting) and possession.
- There are no statistically significant differences between the pretest and posttest measurements in the control group for the skill tests (roll-dribbling – passing – control – shooting) and possession.
- There are statistically significant differences between the experimental and control groups in the posttest measurements for the skill tests (roll-dribbling – passing – control – shooting) and possession.
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5. Method of the Study

Scientific research that meets methodological conditions for the success of any study must adopt a method characterized by accuracy and objectivity, so that its results can be relied upon in the future and generalized to any similar study. In this context, the researcher adopted the experimental method using a pretest-posttest design with two groups—an experimental group and a control group—because it is appropriate to the nature of the study.

6. Population of the Study

The population of the study comprises under-13 football players active at the level of the wilayas of Sidi Bel Abbès and Oran.

7. Sample of the Study

The sample of the study was determined by selecting two football teams active at the level of the wilaya of Oran. The first team was the Associatif Sportif Hobbiste Arcesame Oran, and the second team was Al-Manar Amateur Sports Club IUSTO, University of Oran. This sample was chosen because of the similarity in level between the two groups regarding age, morphology, and training experience. The players belong to the “junior” category (11–13 years), and they have similar resources. Tests were conducted on 15 players in the experimental sample and 13 players in the control sample. The sample was selected purposively and consisted of two groups: the experimental sample included 15 players from the Associatif Sportif Hobbiste Arcesame Oran, and the control sample included 10 players from Al-Manar Amateur Sports Club IUSTO, University of Oran.

8. Fields of the Study

1. Spatial Field:

Maraval Castor Stadium – Oran

2. Temporal Field:

The pilot experiment was carried out on 08/12/2025 at 2:00 p.m. The main experiment was prepared on 15/12/2025 at the same time and under the same experimental conditions.

- The pre-tests were conducted on 19/12/2025 for the experimental sample and on 24/12/2025 for the control sample.
- The experiment was then applied from 05/01/2026 to 16/02/2026.

- Each training session lasted from 60 to 90 minutes. The control sample performed its training sessions under the supervision of its coach, and its training period coincided with that of the experimental sample.
- The post-test was conducted on 20/02/2026, applying the same procedures used in the pre-test.

3. Human Field: Players of the professional football club Arcesame Oran, U-13 category

9. Control of Study Variables

Controlling variables is an essential element in any field study and was carried out as follows:

Training-Program Protocol:

- Duration of the training program: 7 weeks.
- Total number of training units: 12 units, with the group training twice per week (2 units per week).
- Each training unit includes a set of small-sided exercises aimed at preparing the players in terms of physical, technical, tactical, psychological, and cognitive aspects.
- Duration of each training unit: 90 to 120 minutes.
- Intensity used in the training units: 65% to 100% of the player's maximum capacity. Intensity was determined according to the exercise duration, the degree of difficulty, the playing area, the number of players, and the time required for the player to return to his resting state.

During training, the following points should be observed:

- Take into account the characteristics and specificities of the age category under study.
- Ensure adequate warm-up before applying each training unit.
- Adapt the program to the nature of the formations and to the pitch dimensions.
- Respect general training principles such as the principle of progressive overload, the principle of individual differences, the principle of continuity of training, and the alternation between work and rest, among others.
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10. Pilot Study : Before starting the pilot study, a field visit was made to the the Amateur Sports Club Al-Jil Al-Sa'id Telagh in order to examine the methods used and to understand the team's training schedule. Subsequently, the available means, resources, and the team's level were studied in order to identify the best ways to conduct the tests. An agreement was then reached with the club officials on a date for administering the test.

The pilot sample was determined in order to calculate the reliability and validity of the tests.

Several tools were employed to collect information, which helped to reveal and delimit aspects of the study, namely:

Arabic and foreign references and sources, questionnaires, and tests.

1. Scientific Basis of the Instrument (Tests):

Validity and Reliability of the Tests: Through administering the tests and then re-administering them, it was observed that the reliability coefficients of all tests ranged between 0.73 and 0.83, approaching unity, which indicates that the tests are reliable. The researcher therefore confirmed that the set of tests enjoys a high degree of reliability. The

validity coefficients of all tests ranged between 0.85 and 0.91, coming even closer to unity, which indicates that the tests are also valid.

11. Tools of the Study

A. Tests Adopted by the Researcher:

1. Zigzag running with the ball between cones (Mohamed Ibrahim Sultan, 2014, p. 174).
2. Ball-control and stopping test from a distance of 6 meters into a square (Abdel-Mon'im Ahmed Al-Janabi, 2019, p. 253).
3. Passing accuracy test (Kroum Houssine and Ghoul Hicham, 2013–2014).
4. Shooting accuracy test on goal (Kroum Houssine and Ghoul Hicham, 2013–2014, p. 95).
5. Possession measurement criteria based on time (seconds).
6. Possession measurement criteria based on successful passes (Majid Al-Busafi et al., 2015).

B. Statistical Tools: The researcher relied on a set of statistical tools to process the data and present the results by using the Statistical Package for the Social Sciences (SPSS). The main calculations performed with this software were:

– Arithmetic mean, standard deviation, and the *t*-test for related and independent samples.

12. Presentation and Analysis of Results

1. Presentation and Analysis of the Skill-Test Results:

The "Student's *t*" test was used as a statistical tool to determine the significance of the difference between the means of two related samples.

Regarding Hypothesis 1, which states that there are differences between the pretest and posttest measurements in the experimental group for the skills (dribbling – passing – ball control – shooting), the "Student's *t*" test was used again to assess the significance of the difference between the means of two related samples.

Test	Measurement	Sample	Mean	SD	df	Significance Level	Calculated t	Table t	Statistical Significance
Dribbling	Pre-test	15	14,93	2,13	14	0.05	5.824	2.306	Statistically significant
	Post-test		13,61	1,75					
Ball control	Pre-test	15	2,88	1,36	14		3,776		Statistically significant
	Post-test		4,44	0,72					
Passing the ball	Pre-test	15	1,00	0,70	14		6,928		Statistically significant
	Post-test		3,00	0,50					
Shooting	Pre-test	15	1,33	0,66	14		5,657		Statistically significant
	Post-test		2,66	0,50					

Table (01): Comparative study between the pretest and posttest measurements of the experimental sample for the skills (dribbling with the ball, ball control, passing, shooting).

Through Table (01), which presents the comparative study between the pretest and posttest measurements of the experimental sample for the aforementioned skills, it was found that the arithmetic mean for the dribbling skill in the pretest amounted to (14.93 ± 2.13) seconds, and in the posttest it reached (13.61 ± 1.75) seconds. After statistical processing, the calculated *t* value was 5.824, and when compared with the table *t* value of 2.306, it was found that the calculated value exceeds the tabulated one; therefore, the difference is statistically significant between the pretest and posttest at the 0.05 level. The null hypothesis is therefore rejected, and the alternative hypothesis—that there are differences between the pretest and posttest in the experimental group for the "dribbling" skill—is accepted. The present study is consistent with that of Khadra Khaled Khouilidi Hwarri (2020).

For ball-control skill, the arithmetic mean in the pretest was (2.88 ± 1.36) seconds and in the posttest it was (4.44 ± 0.72) seconds. After statistical processing, the calculated *t* value was 3.776, and compared with the table *t* value of 2.306, the calculated value is higher; therefore, the difference is statistically significant at the 0.05 level. The null hypothesis is rejected, and the alternative hypothesis—that there are differences between the pretest and posttest in the experimental group for the "ball control" skill—is accepted. The present study is consistent with that of Khadra Khaled Khouilidi Hwarri (2020) and with that of Majeralli Ahmed (2023), whose results showed a significant improvement in favor of the posttest.

For passing accuracy, the arithmetic mean in the pretest was (1.00 ± 0.70) seconds and in the posttest it was (3.00 ± 0.50) seconds. After statistical processing, the calculated *t* value was 6.928, and compared with the table *t* value of 2.306, the calculated value is higher; therefore, the difference is statistically significant at the 0.05 level. The null hypothesis is rejected, and the alternative hypothesis—that there are differences between the pretest and posttest in the experimental group for the "passing" skill—is accepted. The present study is consistent with that of Khaled Nijmawi, Souleiman Belaroussi, Mourad Moulahmahi (2022) and with that of Majeralli Ahmed (2023), who confirmed that training through small-sided games has a positive effect on developing passing accuracy among football players.

For shooting skill, the arithmetic mean in the pretest was (1.33 ± 0.66) seconds and in the posttest it was (2.66 ± 0.50) seconds. After statistical processing, the calculated *t* value was 5.657, and compared with the table *t* value of 2.306, the calculated value is higher; therefore, the difference is statistically significant at the 0.05 level. The null hypothesis is rejected, and the alternative hypothesis—that there are differences between the pretest and posttest in the experimental group for the "shooting" skill—is accepted. The present study is consistent with that of Khaled Nijmawi, Souleiman Belaroussi, Mourad Moulahmahi (2022).

3. Through Hypothesis 2, which states that there are no differences between the pretest and posttest measurements in the control group for the skills (dribbling – passing – ball control – shooting)

The "Student's *t*" test was used as a statistical tool to determine the significance of the difference between the means of two related samples.

Test	Measurement	Sample	Mean	SD	df	Significance Level	Calculated t	Table t	Statistical Significance
Dribbling	Pre-test	13	13.96	1.49	12	0.05	1.518	2.365	Not Statistically significant
	Post-test		13,58	1,47					
Ball control	Pre-test	13	3.25	1.03	12		3.862		Not Statistically significant
	Post-test		4.12	0.64					
Passing the ball	Pre-test	13	1.62	1.18	12		0.683		Not Statistically significant
	Post-test		1.87	0.64					
Shooting	Pre-test	13	1.62	0.51	12		1.528		Not Statistically significant
	Post-test		1.37	0.51					

Table (02): Comparative study between the pretest and posttest measurements of the control sample for the dribbling skill with the ball.

Through the table above, for the dribbling skill, it was found that the arithmetic mean in the pretest was (13.96 ± 1.49) seconds and in the posttest it was (13.58 ± 1.47) seconds. After statistical processing, the calculated *t* value was 1.518, and when compared with the table *t* value of 2.365, the calculated value was smaller; therefore, the difference was not statistically significant between the pretest and posttest at the 0.05 level. The null hypothesis—that there are no differences between the pretest and posttest in the control group for the "dribbling" skill—was therefore accepted, and the alternative hypothesis suggesting the existence of such differences was rejected. The present study is consistent with that of Khadra Khaled Khouilidi Hwarri (2020).

For ball-control skill, the arithmetic mean in the pretest was (3.25 ± 1.03) seconds and in the posttest it was (4.12 ± 0.64) seconds. After statistical processing, the calculated *t* value was 3.862, and compared with the table *t* value of 2.365, the calculated value was higher; therefore, the difference was statistically significant between the pretest and posttest at the 0.05 level. The null hypothesis was rejected, and the alternative hypothesis—that there are differences between the pretest and posttest in the control group for the "ball control" skill—was accepted. The present study, however, did not match that of Khadra Khaled Khouilidi Hwarri (2020).

For passing skill, the arithmetic mean in the pretest was (1.62 ± 1.18) seconds and in the posttest it was (1.87 ± 0.64) seconds. After statistical processing, the calculated *t* value was 0.683, and compared with the table *t* value of 2.365, the calculated value was smaller; therefore, the difference was not statistically significant at the 0.05 level. The null hypothesis—that there

are no differences between the pretest and posttest in the control group for the "passing" skill—was accepted, and the alternative hypothesis suggesting the existence of such differences was rejected. The present study is consistent with that of Khadra Khaled Khouilidi Hwarri (2020).

For shooting skill, the arithmetic mean in the pretest was (1.62 ± 0.51) seconds and in the posttest it was (1.37 ± 0.51) seconds. After statistical processing, the calculated *t* value was 1.528, and compared with the table *t* value of 2.365, the calculated value was smaller; therefore, the difference was not statistically significant at the 0.05 level. The null hypothesis—that there are no differences between the pretest and posttest in the control group for the "shooting" skill—was accepted, and the alternative hypothesis suggesting the existence of such differences was rejected. The present study is consistent with that of Khadra Khaled Khouilidi Hwarri (2020).

2. Presentation and analysis of the ball-possession test results

Measurement		**Control group**		**Experimental group**	
Ball-possession test	Unit of measurement	Post-test	Pre-test	Post-test	Pre-test
In terms of time	second	114	150	98	211
In terms of successful passes	number of times	27	28	16	57

Table (03): Ball-possession measurement in terms of time and successful passes for the control and experimental groups.

It appears from Table (03) that there are differences in favor of the posttest measurements for both tests in the experimental group. During a 15-minute period, the number of passes in the pretest was 16, with a possession time of 98 seconds, whereas in the posttest it was 57 passes with a possession time of 211 seconds, indicating an improvement in the experimental group. The researchers attribute this improvement to the positive effect of the proposed mini-games training program aimed at developing ball possession. These results are in line with the study of Ayoub Saoudi (2019), which showed that there were differences between the two research groups in most of the tests as a result of using physical and sports activities in the form of small-sided games that effectively contribute to developing football skills, including passing.

When referring again to Table (03), it can be observed that there are no major differences in favor of the posttest measurements for the control group compared to the experimental group in both tests. The researcher recorded, during a 15-minute period, 26 passes in the pretest with a possession time of 114 seconds, whereas in the posttest there were 27 passes with a possession time of 150 seconds. The researcher attributes this outcome to the fact that this sample trains according to a conventional program that does not give great importance to the ball-possession approach within the training units.

These results are consistent with previous studies, and the table indicates that there are differences between the experimental and control groups in the posttest in favor of the

experimental group, which confirms the effectiveness of training using a small-sided games approach.

Matching the results with the hypotheses

Hypothesis 1: There are statistically significant differences between the pretest and posttest measurements in the experimental group for the skill tests (dribbling – passing – ball control – shooting)

First, through the statistical processing of the raw data of the pretest measurements for both the experimental and control samples, no statistically significant differences were found between the results of the two groups (experimental and control) in all the skill tests (dribbling with the ball, controlling it, passing, and shooting). This statistical analysis therefore confirms the degree of homogeneity between the two research samples at the pretest stage.

Through the statistical processing of the raw data for the experimental sample using small-sided games, between the pretest and posttest, statistically significant differences were observed between the pretest and posttest results in all the skill tests, all in favor of the posttest. The researcher attributes this improvement to the influence of the small-sided games training, which closely resembles what happens in matches in terms of running with the ball, passing, receiving, and shooting, as well as all other in-match situations. This means that the null hypothesis—that there are no differences between the two tests—was rejected, and the alternative hypothesis asserting the existence of statistically significant differences between the pretest and posttest in favor of the posttest for the experimental group in developing football skills was accepted. The reason is the effectiveness of the training method using small-sided games for the experimental sample and the impact of the proposed program aimed at developing basic football skills.

These results are consistent with most studies that have concluded that the proposed training program has a positive and effective effect on football skills. Many previous research works have shown that the movements performed by players during competition correspond closely to those practiced during training. These differences highlight the impact of the proposed program that aims to develop the basic skills of football, as emphasized by Jones et al. (2007), who stated that small-sided games are very important in sports training because they place players in the different situations they may encounter during matches, thus helping them acquire the required skills. Mohamed Kasheek and Amir-Allah El-Basati (2000) argue that training on small pitches or using competitive formats is among the best methods for stimulating player activity and increasing their motivation to perform. Many football experts and coaches agree that, during the constant exchange of playing situations, the importance of using offensive and defensive skills and the ability to select the most appropriate skills suitable to the specific and changing situation becomes evident, which serves the primary objective of football.

Hypothesis 2: There are no statistically significant differences between the pretest and posttest measurements in the control group for the skill tests (dribbling – passing – ball control – shooting)

Through the statistical processing of the control-sample results between the pretest and posttest, no statistically significant differences were found between the pretest and posttest measurements in all the skill tests, except for the ball-control test. The researcher attributes this

to the fact that the results were random and unstructured and that this sample trains according to a conventional program that does not give great importance to these skills within the training units. For example, the shooting skill is allocated only to the last minutes of training time, whereas training on the other skills is conducted in static situations that do not at all match the real-match performance contexts.

However, the ball-control test showed statistically significant differences, which the researcher explains by the fact that the program applied to the control sample focused specifically on this skill to the detriment of the others. This indicates that the null hypothesis—that there are no differences between the two tests—was accepted, and the alternative hypothesis stating that there are statistically significant differences between the pretest and posttest in the control group was rejected.

This was confirmed by numerous research studies, including the study (Ayoub, 2018–2019), which found no statistically significant differences between the two measurements in the control group across all tests, indicating that the standard training program employed did not develop these skills.

Hypothesis 3: The hypothesis that states there are differences between the control and experimental groups in the pretest and posttest measurements in the ball-possession test:

It appears from Table (03) that there are differences between the pretest and posttest measurements for both tests in the experimental group in favor of the posttest. The researcher attributes this to the effect of small-sided games training, which resembles what happens in matches in terms of running with the ball, passing, receiving, shooting, and all other in-match situations. Likewise, there are differences between the experimental and control groups in the posttest in favor of the experimental group, which confirms the effectiveness of the proposed training program based on small-sided games. The control sample, on the other hand, trains according to a conventional program that does not give great importance to possession within the training units.

As indicated by Amr Abu el-Majd and Jamal el-Din Al-Namki (2001), the small-sided games approach relies on moving away from the traditional training method, which in most cases is based on routine drills resulting from a belief in the principle of repetition as the main foundation of training programs. The approach presented here is thus an alternative and supportive means that aims not only at restoring psychological activity, motivation, and concentration, but also at achieving the same training objectives set out in the program and at helping to treat cases of fatigue and stress. From this point of view, planning acquires particular importance, and small-sided games take on a central role as a core element in the daily training units during the match period, during which the team interacts with the coach and faces other competing teams.

The researchers add that the apparent differences between the means of the pretest and posttest results at the level of the experimental group are statistically significant in favor of the posttest. These differences are attributed to the effect of small-sided games, which focus on the passing and receiving skills and on playing with one or two touches, thus contributing to an increase in ball-possession rate in terms of successful passes for the experimental group. This is consistent with the study by Perziale & Yates (2013), which confirmed that small-sided games have an effect on the ball-possession rate and passing success.

The researcher also attributes these differences to the pyramid-building style of small-sided games, which in its first stage focuses on developing basic skill games, particularly passing, and on playing with one or two touches, which facilitated successful passes and increased the ball-possession rate in the posttest for the experimental group. This is consistent with the study by Alexandre Dellal, Christophe V. Adam, O. Enrica N., & Vincent (2012), which likewise confirms that small-sided games have an effect on the ball-possession rate and passing success.

The researcher further attributes these differences to the effect of small-sided games, which contributed to an increase in the number of passes and the duration of ball possession in the posttest measurements for the experimental group.

The Effect of Small-sided Games on Developing Some Basic Skills and Possession among Football Players under 13 Years of Age, and Consequently the General Hypothesis is Confirmed.

Conclusion:

Small-sided games, as a method for learning basic football skills, belong among the most important modern approaches used, due to the major role they play in achieving the objectives of developing and enhancing the capacities and skills of the young player. This method is well suited to the age category under 13 years, which is considered fertile and appropriate for refining skills, because the child at this stage is characterized by activity, liveliness, and a strong inclination toward play. It has become one of the principal methods relied upon in the field of sports training and has been applied across different age groups and both genders, owing to its active nature, which supports learning in various sports, particularly the team ones, by placing the player in real-like conditions similar to those encountered in official competitions.

Given that the coach's application of small-sided games helps raise the performance level of his players and facilitates the achievement of the goals set out in his training program, it can be stated that small-sided games have a significant importance in developing player performance in football.

It is therefore recommended to rely on training using a small-sided games program to improve certain skills and ball possession among players at this age level, given their positive effect on developing and enhancing skills and physical capacities within a relatively short time span.

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