



## **The Impact Of Tactical Drills On Some Physical And Skill Abilities Of Futsal Players**

<sup>1</sup>Hassan Adi Abdel Razzaq\*

[hasanuday018@utq.edu.iq](mailto:hasanuday018@utq.edu.iq)

**College of Physical Education and Sport Science, University of Thi-Qar,  
Thi-Qar 64001, Iraq**

### **Abstract**

The modern demands of this game have necessitated a significant need for players to be well-prepared physically, technically, and tactically. This is especially true given that modern footballing achievements are linked to accelerating and perfecting both defensive and offensive game plans. This, in turn, means raising the physical, technical, and functional efficiency of players to ensure the success of these plans under the most challenging and competitive conditions during a match. Futsal is characterized by its numerous and varied game plans, which are fast-paced and surprising, allowing the team to achieve its goal of overcoming the opponent. This can only succeed when the players' functional abilities are at their best to execute the tactical duties accurately. This is evident when team members exchange positions in a tight space, with another player running freely without the ball, maintaining possession, and then accurately passing when opponents pressure the team to disrupt the tactical plan. Interconnected and which includes (individual - collective) work.

The research problem was manifested in the impact of tactical exercises and their role in developing physical and technical performance towards the ideal performance of football players, to know the extent of success in mastering game plans and thus the physical and technical performance of the players.

The main objective was to prepare tactical (offensive and defensive) exercises for futsal players. Therefore, the research sample included (30) players from Al-Nasiriya Futsal Club registered with the Iraqi Futsal Federation, Dhi Qar branch, for the 2024-2025 sports season. The researcher deliberately selected the sample, which was randomly divided (by lottery) into two groups. Two equal groups were formed, one a control group of (10) players and the other an experimental group of (10) players. Four players were excluded for failing to adhere to the training sessions. The pilot study sample consisted of (6) players, representing (20%) of the research population. Therefore, the actual sample size became (20) players, representing the main experimental sample and (66.67%) of the research population. The most important conclusion was that the tactical exercises used in the training program affected the physical variables of the experimental group. The most important recommendation was to adopt the tactical exercises used in the program, but in different ways, to develop physical abilities, other basic skills, functional variables, and performance effectiveness.

**Keywords: Tactical Exercises, Sports Training, Physical Conditioning, Skills Development)**

## **Introduction**

The modern demands of this game have necessitated a significant need for players to be well-prepared physically, technically, and tactically, especially since the changes in modern football performance are linked to accelerating and perfecting defensive and offensive game plans. This means raising the physical, technical, and functional efficiency of players to ensure the success of game plans in the most difficult competitive conditions and situations during a match. Futsal is characterized by its numerous and varied game plans, which are fast-paced and surprising, allowing the team to achieve its goal of defeating the opponent. This can only succeed when the players' functional abilities are at their best to execute the tactical duties accurately. This is what we observe when team players exchange positions in a tight space, allowing another player free movement. Without a ball, and the safety of retaining the ball, and then the accuracy of the player's handling when opponents are pressing to thwart the interconnected tactical work that includes (individual - collective) work.

### **1-2. Research Problem:**

The research problem lies in the impact of tactical exercises and their role in developing the physical and technical performance of football players towards optimal performance, in order to determine the extent to which mastering playing strategies and, consequently, the players' physical and technical performance are successful.

### **1-3. The research aims to:**

1. Developing tactical drills (offensive and defensive) for futsal players.
2. Identifying the differences between pre- and post-tests and measurements of certain physical and skill abilities in the experimental and control groups.
3. Identifying the differences between post-tests and measurements of certain physical and skill abilities in the two groups.

### **1-4. The researcher hypothesizes that:**

1. The tactical exercises used contribute to the development of the variables under study.
2. There are statistically significant differences between the pre-test and post-test measurements of some physical and skill abilities for the experimental and control groups.
3. There are significant differences between the post-test measurements of some physical and skill abilities, favoring the experimental group.

## **Research Areas**

Human Scope: Players of Al-Nasiriya Football Club

Temporal Scope: May 1, 2025 - August 1, 2025

Spatial Scope: Al-Nasiriya Sports Club Stadium

## **2- Research Procedures**

2-1 Research Methodology: The researcher used the experimental method as it was suitable for the nature and problem of the research.

#### 2-2 Research Population and Sample:

Therefore, the research sample included the players of Al-Nasiriya Football Club registered with the Iraqi Futsal Federation, Dhi Qar branch, for the (2024-2025) sports season, totaling (30) players. The researcher deliberately selected the research sample, which was randomly divided (by lottery) into two equal groups: a control group of (10) players and an experimental group of (10) players. (4) players were excluded for not adhering to the training units. As for the sample of the exploratory experiment, it consisted of (6) players and the percentage reached (20%) of the research population. Thus, the actual sample number became (20) players, representing the main experiment sample and the percentage of (66.67%) of the research population.

##### 2-2-1 Homogeneity of the research sample:

Controlling variables and attributing differences to the experimental factor are crucial matters that the researcher must pay attention to and take into account before starting to implement the program proposed by the researcher. This is necessary to verify the homogeneity of the two research groups (experimental and control) and to prevent extraneous influences that may affect the results of the experiment, and to ensure the absence of bias in the distribution of the two groups, the researcher resorted to verifying the homogeneity of the sample for the two research groups (experimental and control) in the variables related to morphological measurements, namely (height - mass - chronological age - training age) for each player within the framework of the research sample, and recording them in a special form, using the (skewness) coefficient, in order to know that all The sample members will be homogeneous and normally distributed across the research variables, and the results showed homogeneity between the two research groups (experimental and control).

Variables used in the research.

#### 2-3. Research Methods, Equipment, and Tools:

##### 2.3.1 Data Collection Methods:

- Arabic and foreign references and sources.
- Observation and experimentation.
- Personal interviews with experts and specialists.
- Tests and measurements.
- Questionnaire form to survey the opinions of experts and specialists.

##### 2-3-2 Equipment Used in the Research:

- Two (2) electronic stopwatches (1/100th of a second), German made.
- One (1) Ariston height and weight measuring device, Chinese made.
- One (1) HP laptop and one (1) Dell laptop.
- Three (3) Canon cameras, Japanese made, for documentation purposes.

## 2-6 Tests Used in the Research

### 2-6-1 Physical Tests

#### First - Skill Performance Speed Test

Test Name - Skill Performance Speed Test (Razzaq Hussein Awda, 2012)

Purpose of the Test - To measure skill performance speed

Equipment - Indoor football pitch, indoor footballs, whistle, stopwatch, 2 goalposts

Test Description - Draw a square (A) on the right side of the center line of one side of the pitch, with sides measuring 1 meter, for the coach or assistant coach to stand in. Draw another square (B) next to the center line on the left side and within the boundaries of the pitch. The coach or assistant coach stands in the penalty area, and the player taking the penalty stands on the penalty spot. Upon hearing the whistle, the player passes the ball to square (A), which is 10 meters away, and runs forward to receive a ball from square (B), which is 10 meters away from the center of the circle. The player then rolls the ball between two pillars 1.5 meters apart, with the first pillar 1.5 meters from the center of the circle, which represents The point of contact is where the ball is received, dribbled, and shot at the goal.

Scoring – Time is calculated from the whistle until the goal is scored.

#### Second – Skill Performance Endurance Test

Test Name – Skill Performance Endurance (Razzaq Hussein Awda, 2012)

Test Purpose – To measure skill performance endurance

Equipment needed:

8 futsal balls, whistle, stopwatch, goalpost, small goalpost.

Performance description: The player stands at the starting line and, upon hearing the whistle, runs to the halfway line to pass the ball (1) towards the small goal located in the opposite half of the field. The player then continues the movement to receive the ball (2) and performs a dribble and a shot. The player approaches the goal, then turns around the goalpost to retrieve the ball (3). This action is repeated with all eight balls.

Test conditions: The test is conducted with the goalkeeper present.

1. Time is calculated from the moment a player starts from the starting point until the last shot on goal.

2. A second is deducted for each goal scored.

### 2-6-2 Skills Tests

#### - Target Shooting Test

Test on a divided target from a distance of (10) meters. (Comprehensive Flash, 2012)

Test Name - Target Shooting Test on a divided target from a distance of (10) meters.

Test Objective: To measure target shooting accuracy.

Equipment used: (3) futsal balls, a goal divided into (5) sections by ropes, a whistle, a goalpost, and a scoring form.

Procedure: The participant stands (10) meters from the goal and, upon receiving the signal, scores.

Registration - The lab is given (3) attempts, and scores are calculated according to the location as

2- Handling test.

Handling a small target from a distance of 10 meters (Complete Flashlight, 2012).

Test Name: Handling a small target from a distance of 10 meters.

Test Objective: To measure handling accuracy.

Equipment used: 3 indoor footballs, measuring tape, and a small goal with the following dimensions: width (1.20 cm) and length (68 cm).

Procedure: The test subject stands with the ball 10 meters from the goal. Upon hearing the signal, the test subject passes the ball towards the goal.

Recording - Each test-taker is given (3) attempts, where two points are given for a successful attempt, one point for an attempt that touches the bar and the uprights, and zero for a failed attempt.

2-7 Exploratory Experiment:

The researcher conducted exploratory experiments on a sample of (6) players from Al-Nasiriya Futsal Club in Dhi Qar Governorate, who are part of the research population, to identify the negatives and errors encountered by the researcher in order to try to overcome them, and to ensure obtaining accurate and honest results, as shown below:

- Date: September 5, 2025 (Friday), 4:00 PM.

- Location of the experiment: Al-Nasiriya Club Stadium in Dhi Qar Governorate.

2-8 Field research procedures:

2-8-1 Pre-tests:

Pre-tests for the physical abilities variables were conducted on the research sample for the two groups (control and experimental), which are the players of Al-Nasiriya Futsal Club in Dhi Qar Governorate, at Al-Nasiriya Club Stadium at four o'clock in the afternoon, in order to obtain the results of the tests for the study variables (some physical abilities variables and basic skills). With the help of the team, the tests for some physical ability variables and basic skills began on the first day, 6/9/2025, corresponding to (Saturday).

2-4-4-2 Main Experiment Procedures:

After completing the preparation of the tactical performance exercises and ensuring their suitability to the nature of the research sample, as well as confirming the equivalence between the two research groups (control and experimental) and addressing the issues indicated by the pilot experiments and utilizing them in

organizing the work and preparing for the main experiment, the researcher conducted the main experiment on the research sample by introducing the independent stimulus. Within the practical aspect of the special training units in developing the capabilities and skills targeted in this research.

## 2-9 Post-tests:

The post-tests were conducted on Friday, November 7, 2025, at 4:00 PM in the sports field at Al-Nasiriya Club. The researcher worked to establish the appropriate testing conditions in terms of time, place, equipment, tools, and the appropriate testing method and team to achieve the same or as similar conditions as possible. The pre-test environment for the research sample, i.e., the conditions, specifications, and circumstances under which the pre-tests were conducted.

## 2-10 Statistical Methods:

The researcher used statistical methods, specifically the SPSS 21 statistical package and Excel, to extract the results.

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

This chapter deals with presenting, analyzing, and discussing the research results, after the researcher completed collecting the data resulting from the tests used, which were placed in tables, as they represent an ease in extracting scientific evidence; and because they are a suitable explanatory tool for the research that enables the achievement of the research hypotheses and objectives in light of the field procedures carried out by the researcher.

### 3-1- Presenting, analyzing, and discussing the results of the (pre- and post-) tests in the physical research variables

#### 3-1-1- Presenting and analyzing the results of the pre- and post-tests in the physical variables in the experimental group

Table (1) shows the arithmetic means, standard deviations, and significance of differences between the results of the pre- and post-tests in the physical variables of the experimental group.

o n	Variables	Unit of Mea sure men t	Pre-tests		Post-tests		Mean Differ ence	Stand ard Error	Calcula ted t- value	Statisti cal Signific ance	Actual Signifi cance
			x	sd	x	sd					
1	Performance Endurance	Seco nd	33.809	1.163	28.480	4.138	4.968	1.362	3.647	0.004	Signifi cant
2	Performance Speed	Seco nd	9.250	0.594	8.027	0.558	1.223	0.200	6.091	0.000	Signifi cant

#### 3-1-2 Presentation and Analysis of Pre- and Post-Test Results for the Control Group in Physical Variables: Table (2) shows the means, standard deviations, and



significance of differences between the pre- and post-test results of the control group in physical variables.

o n	Variables	Unit of Meas urem ent	Pre-tests		Post-tests		Mean Differ ence	Stand ard Error	Calcula ted t- value	Statisti cal Signific ance	Actual Signifi cance
			x	sd	x	sd					
1	Performance Endurance	Seco nd	33.980	1.465	32.365	1.040	1.615	0.431	3.742	0.003	Signifi cant
2	Performance Speed	Seco nd	9.025	0.412	8.529	0.555	0.495	0.199	2.487	0.030	Signifi cant

3-2 Discussion of the results of the pre- and post-physical ability tests for the two groups:

Table (1),(2) shows that there are significant differences in the pre- and post-tests in physical variables. The researcher explains this significant improvement in physical abilities as being due to the scientific basis of the training, which aims to enhance these abilities through the optimal use of training loads that are consistent with developing those abilities. This is what Muhammad Hassan Alawi and Abu Al-Ala Ahmed refer to. The regulation of training loads must be appropriate to the training situation and is one of the most important factors for the success of the training program and thus the improvement of performance level” (Mohammed Hassan Alawi and Abu Al-Ala Ahmed, 2000).

The researcher adds that increasing and gradually increasing the training load, as well as diversifying the exercises used during the monthly training cycle, leads to positive results in developing the players' physical level, thanks to the careful selection of exercises appropriate to the training periods and the goal of the exercises used. This agrees with Mohammed Hassan Alawi: "Paying attention to improving the selection of types of exercises is crucial." The burden placed on the individual athlete achieves raising his level” (Muhammad Hassan Alawi, 1989)

The researcher also believes that the coach's role should be to prepare exercises similar to the players' physical performance requirements, and this is considered one of his fundamental duties. This is what has been prepared in terms of diverse tactical exercises whose objectives include developing those physical abilities. This is what Hanfi Mahmoud agrees with: "The coach's main duty is to develop the physical qualities specific to performance-based training exercises." Yes, to developing the player's level and consistency during competition" (Hanafi Mahmoud Mukhtar, 1995)

Therefore, we find that the training methods used were suitable for enhancing these physical abilities, as they were characterized by intensity that corresponded to what is performed in the game. All of this helps players acquire speed, endurance, agility, and

other skills. This is what Hanfi Mahmoud confirms: "The coach must realize that modern training in football involves high-intensity training to raise the physical and technical level."

"And the players' tactics." (Hanafi Mahmoud Mukhtar, 1997)

The researcher believes that the quality of the varied and comprehensive exercises, encompassing all the physical variables under study, has a direct impact on their development during the match, such as moving at the right time, being in the right place on the field, and creating space so that the players' movements are organized through covering, exchanging positions, and the participation of all players in these movements, because the nature of the game requires. The players have a high level of organization among themselves, and this is achieved through strategic and purposeful exercises to achieve positive results. This is what Dhu Al-Fiqar Saleh refers to when he says, "The ultimate goal in strategic preparation is limited to preparing the players and making them able to organize the course of the races so that they can win and reach the highest levels" (Dhu Al-Fiqar Saleh Abdul Hussein, 2016).

We also note that the prepared tactical exercises had a clear impact on raising the players' physical level due to the use of these exercises, which are consistent with the performance duties and characteristics of the match, where free running and changing positions explain the speed, responsiveness, and agility that are essential for successful tactical performance, as well as the strength characterized by speed and rapid movement. With the exchange of ball play, scoring, or defending by intercepting passes, marking the opponent, and other actions implemented during specialized tactical exercises used in the training curriculum, which are closer in nature to performance, this explains the role of tactical exercises. This is what Zuhair Al-Khashab and others confirm: "Tactical preparation raises the level of players' performance."

For basic skills and to increase their physical fitness, in addition to the educational and psychological impact." (Zuhair Al-Khashab et al.)

We also see that the training curriculum includes exercises specific to performance endurance and speed, while adhering to rest periods between repetitions during the training session. Since the curriculum includes endurance exercises resulting from continuous load through participation in the operations. Offensive and defensive strategies, and the ability of players to advance and retreat, necessitate attention to tactical exercises that emphasize endurance performance. Fatima Abdul and Nawal Mahdi point out that "endurance is not merely a struggle against fatigue, but rather the continued performance of assigned tasks with efficiency and vitality." (Nawal Al-Abidi and Fatima Al-Maliki, 2008)



This is also evident in the exercises used to apply tactical drills at high speed, because the nature of the game requires dealing with the flow of the match and purposeful movements at high speed, thus raising the players' performance speed level. This aligns with Hanafi Mahmoud's statement: "A distinguished level of performance cannot be achieved without the correct amount of specialized training." (Hanafi Mahmoud Mukhtar, 1997) This is also mentioned by Muhammad Lutfi Taha: "The athlete's acquisition of a large number of skills and plans is considered a basis for developing and improving speed and performance speed." (Muhammad Lutfi Taha, 1996)

### 3-3 Presentation, analysis, and discussion of the results of the (pre- and post-) tests in basic skills

3-3-1 Presenting and analyzing the results of the (pre- and post-) tests in the basic skills of the experimental group Discussion:

Table (3) shows the arithmetic means, standard deviations, and significance of differences between the pre- and post-test results of the experimental group in basic skills.

o n	Variab les	Unit of Mea sure men t	Pre-tests		Post-tests		Mean Differ ence	Stand ard Error	Calculat ed t- value	Statisti cal Signific ance	Actual Signifi cance
			x	sd	x	sd					
1	Passin g	Scor e	3.250	1.055	5.666	0.651	2.416	0.259	9.298	0.000	Signifi cant
2	Shooti ng	Scor e	3.666	1.230	7.750	0.965	4.083	0.398	10.258	0.000	Signifi cant

### 3-3-2 Presentation, Analysis, and Discussion of Pre- and Post-Test Results in Basic Skills for the Control Group

Table (4) shows the means, standard deviations, and significance of differences

o n	Variab les	Unit of Mea sure men t	Pre-tests		Post-tests		Mean Differ ence	Stand ard Error	Calculat ed t- value	Statisti cal Signific ance	Actual Signifi cance
			x	sd	x	sd					
1	Passin g	Scor e	3.500	1.507	4.416	1.300	0.916	0.228	4.005	0.002	Signifi cant
	Shooti ng	Scor e	3.000	0.738	3.750	0.753	0.750	0.278	2.691	0.021	Signifi cant

between the pre- and post-test results of the control group in basic skills.

### 3-4 Discussion of the results of the pre- and post-tests of basic skills for the experimental and control groups

We find that there are significant differences in all basic skills tests, favoring the post-test, for both groups. The researcher attributes this significance to the exercises used, as they were specialized in nature and were based on diverse training exercises for all groups. Defensive and offensive situations, and the inclusion of diverse basic skills, help in developing these skills. This aligns with what Kadhim Al-Rubaie and Muwaffaq Al-Mawla stated: "Training is used in most international football academies in a way that suits the preparation periods and the type of skills required." (Kadhim Al-Rubaie and Muwaffaq Al-Mawla, 1988)

We also add that the special pre-competition preparation period, which includes game-specific training and tactical exercises, plays a significant role in refining the players' skills. Furthermore, the duration of the training program contributes to the development of these skills, as confirmed by Taha Ismail and others. "The preparation phase aims..." The focus should be on specific physical conditioning, improving and developing players' skills and performance. (Taha Ismail et al., 1989)

Rissan Khribat adds, "The extended duration of training programs, lasting from six to eight weeks or more, and the specialized exercises included in these units, contribute to skill development and improvement." (Rissan Khribat Majid, 2017) The researcher also observes... The optimal use of training loads within a weekly or monthly training cycle, with gradual progression and variety in exercises based on scientifically sound principles studied by the coach, and avoiding randomness in the selection of exercises, directly contributes to raising and developing these skills in players. This is what Mohammed Hassan Alawi pointed out: "The objective of the weekly training cycle must be considered when wanting When a coach trains certain motor skills that are particularly difficult, the coach must carefully structure the training cycle to allow the athlete to practice the motor skill the following day in a manner appropriate to the player's abilities. (Mohammed Hassan Alawi, 1989)

The researcher also attributes the adoption of tactical exercises according to a sound scientific method, by linking basic skills (passing, scoring) to these exercises in a way that integrates skills during the execution of the exercises, such as passing and receiving in a specific location, then dribbling with changing positions or creating space and scoring, all of this makes the execution of tactical sequences in the best possible way, which generates adaptations. High skill is required to accept these exercises, as Mufti Ibrahim pointed out: "Motor skills exercises become important at this stage, and as the skill performance becomes clear, tactical rules will also remain important." (Mufti Ibrahim Hammad, 1994)

The use of diverse tactical exercises that are characterized by changing conditions and external factors during the exercise, such as the presence of an opponent, is also beneficial. Or more, for example, a role in skill performance. In addition, we find the reason for players getting used to using these skills frequently and progressing from easy to difficult, as well as linking complex skill performance with tactical performance. This gives a focus on skills to make the plans used in training successful, which is subject to scientific principles through dealing with the intensity of performance and repetitions. All of this was a positive factor in achieving the clear development, and this is confirmed by Qasim Lazam: "Training and practicing a specific skill within a motor task leads to increased experience and development in physical and skill capabilities. Therefore, practice is the most important variable in the learning process for both complex and simple skills." (Qasim Lazam Sabr, 2005)

Furthermore, the process of organizing these exercises within the curriculum and training them closely resembles what a player does during a match, in different directions on the field, and with the use of tools and equipment that help raise the players' skill level. This is what Qasim Hassan confirms: "The best way to train for events is to train on the characteristics of the game, its duties, and the skills themselves, and this includes progress."

At the physical, skill, and tactical levels. (Qasim Hassan Hussein, 1998)

#### 4- Conclusions and Recommendations:

##### 4-1 Conclusions:

In light of the statistical analysis of the test results conducted on the groups, the researcher reached the following conclusions:

1. The tactical exercises used in the training program affected the physical variables of the experimental group.

2. There were significant differences between the pre- and post-tests for the research variables in the experimental and control groups.

3- There is an improvement in the physical and skill variables of the research sample, as evidenced by the results that appeared in the post-tests, and in favor of the experimental group.

##### 4-2 Recommendations:

1. Adopt the tactical exercises used in the curriculum, employing different methods to develop physical abilities, other fundamental skills, functional variables, and performance effectiveness.

2. Conduct regular physical tests in futsal to assess players' physical condition, skill level, and functional proficiency.

3. Emphasize tactical training in futsal due to its importance in developing players' performance and improving their ability to achieve positive results.

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