

The Contribution Of Team Sports Within Clubs To The Discovery And Guidance Of Sports Talents Among Athletes (6–12 Years) – A Field Study In The Wilayat Of Annaba

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Abstract:

This study aims to investigate the impact of regular participation in team sports within licensed sports clubs on the identification and orientation of athletic talents among children aged 6 to 12 years.

The research is based on the hypothesis that organized team sports within the club environment play a pivotal role in the early detection of psychomotor, social, and cognitive abilities such practices contribute to directing children toward sports disciplines that align with their individual characteristics

The findings revealed a statistically significant relationship between regular practice of team sports and the effectiveness of detecting early talent indicators

The study concluded with a set of practical recommendations, the most important of which are: strengthening the training of coaches in the field of talent detection and orientation.

Keywords : Team Sports, Sports Talents, Sports Clubs, Group (6–12 Years), Talent Identification and Guidance.

Introduction:

Grassroots sports are a key pillar in building the national sports fabric, as they represent the natural gateway to discovering talents and forming future generations. Childhood, especially between the ages of 6 and 12 years, is one of the most important developmental periods that witness a remarkable development in the psychomotor, social, and emotional aspects of the child. Studies have shown that this stage constitutes a period of "golden opportunity" to identify motor preparations, and test athletic aptitudes, making it a focus of wide interest in the fields of sports guidance and talent detection

In this context, organized team sports play a pivotal role in shaping a child's sporting and social personality, providing opportunities for team interaction, discipline, communication, and learning from competitive experience in a structured environment governed by rules. However, the real impact of this type of sports practice can only be evaluated in a structured and regulated framework, such as in licensed sports clubs that provide conditions for artistic framing and training follow-up, making them an ideal incubator for emerging sports talents.ii Sports mentoring, as an educational and technical process, first passes through the early discovery of talent, and then accompanies this talent in a supportive environment, which is supposed to be achieved by group practice within the club. Hence, the importance of this study stems from monitoring the relationship between the practice of team sports within licensed clubs on the one hand, and the phenomena of sports discovery and early guidance on the other hand, in a sample of children in the state of Annaba, as one of the states that are

athletically active at the grassroots level.

I. 1. Problematic:

Base sports guidance is one of the major stakes on which the policies of developing the sports elite in various countries are based, which necessarily requires strengthening the mechanisms for discovering sports talents in early childhood, where the initial features of the child's motor, emotional and behavioral abilities are crystallized. Modern literature is unanimous that success in this process is not achieved by chance, but requires a structured sports environment, which frames the child according to studied programs and regular group practices, as is the case in licensed sports clubs.ⁱⁱⁱ

The 6–12 age group has growth peculiarities that make it ideal for testing psychomotor skills and detecting children's initial sports orientations. Team sports, such as football, handball, and volleyball, are one of the educational approaches that combine motor performance and social integration, making them a fertile ground for discovering the gifted child within a group. The nature of team play also provides ideal conditions for evaluating physical, reactive and emotional responses, which are key indicators in initial sports selection^{iv}.

Although specialists are aware of the importance of this stage, the reality of practice in Algerian grassroots clubs still raises fundamental questions about the extent to which sports clubs invest in this sensitive category, and about the effectiveness of their collective programs in discovering and mentoring talents. Many clubs operate with a traditional methodology that lacks early detection tools, or focus only on the competitive aspect without taking into account the formative and directive dimension, which may lead to the loss of promising sports possibilities due to the lack of appropriate and timely framing^v. Proceeding from the above, the problematic can be crystallized in the following formula:

What is the impact of team sports within clubs in discovering and guiding sports talents among athletes (6–12 years)? This problem derives its legitimacy from the nature of the studied phenomenon, which represents an intersection between the basic formation of the child and the sports guidance system, within a regulatory framework legally and technically framed, which is the licensed sports club.

I. 2. Sub questions:

- 1- What are the psychomotor and behavioral characteristics of children practicing team sports within licensed sports clubs?
- 2-To what extent does the club environment contribute to the discovery of gifted children in the 6–12 years age group?
- 3- How effective is the group training in licensed clubs in guiding children towards appropriate sports disciplines?
- 4- Are there statistically significant differences in the level of discovery and sports guidance between children practicing and non-practicing team sports in clubs?

I.3. Hypotheses:

- General Hypothesis

Team sports within clubs have a significant and direct impact in discovering and guiding sports talents among athletes (6–12 years)

- Partial hypotheses

- 1- Children practicing team sports within licensed sports clubs have clearer psychomotor and

behavioral characteristics than others, which facilitates the process of monitoring their talent indicators.

2-The organizational and training environment within the licensed sports club contributes to discovering the inherent sports abilities of children aged 6–12 years.

3- Regular group training within licensed clubs plays an effective role in guiding gifted children towards sports disciplines that correspond to their abilities and skills.

4- There are statistically significant differences between children practicing and non-practicing team sports within clubs, regarding the level of sports guidance and indicators of talent

I.4. Objective of study

The study seeks to achieve a number of interrelated objectives, both theoretical and field, which can be summarized as follows:

- Analysis of the psychomotor and social characteristics of children practicing team sports within licensed sports clubs.
- Evaluate the effectiveness of organized group practice in the early detection of indicators of athletic talent.
- Monitoring the suitability of group training programs in grassroots clubs for the requirements of effective sports guidance.
- Reveal possible differences in guidance and discovery indicators between children practicing and those not practicing structured team sports.
- Propose practical mechanisms to improve sports guidance in the grassroots environment of sports clubs.

Achieving these goals will inevitably contribute to enhancing the role of sports clubs in the elite sports industry, starting from the base, and building a sports selection system based on accurate scientific and behavioral standards.vi

I.5. Defining Concepts and Terminology:

- Team sports.

Team sports refers to sports activities conducted within an organized team, whose members cooperate to achieve a common goal in a competition against another team. These activities include, but are not limited to: football, handball, basketball, volleyball. It has dynamic characteristics that highlight social interaction, group coordination, and participatory decision-making, making it an ideal environment for the formation of the child at multiple levels.vii

- Sports clubs

Licensed sports club means any organized sports institution, approved by the official bodies (the State Directorate of Youth and Sports or the federations), that provides training and training services within controlled programs, and whose activities are supervised by qualified technical frameworks.

These clubs are characterized by:

Availability of conditions for legal practice (accreditation, rules of procedure, administrative organization).

Have suitable equipment and facilities for group practice.

Applying training programs subject to national and international standards according to age group.

Conducting psychomotor tests to determine the physical and skill qualifications of practitioners.

Licensed clubs play an essential role in early sports selection, as they allow for continuous observation of children's performance, and provide technical records and periodic assessments that enable the identification of children with special abilities.viii

- Discovering sports talent

The concept of talent discovery refers to the process by which children with distinct physical, psychological, or cognitive abilities are identified to excel in a particular athletic field. This process is based on:

Behavioral observations during exercises or competitions.

Standard breath and motor tests.

Track performance development over time.

Specialists emphasize that a structured environment, such as a licensed gym, is the ideal framework for talent discovery, in which there are actual opportunities to observe children during actual practice, allowing their performance to be evaluated in realistic situations. The multidimensionality of performance in team sports (physical, tactical, psychological) makes these activities rich tools for monitoring early talent.ix

I.6. - Previous Studies:

Arabic Studies

- The first study: Bu Askar and Mizari study (2015) This study was conducted on a sample of schoolchildren in Ain al-Daflī state, and aimed to determine the role of school sports activities in detecting and directing sports talents. The results showed that the lack of coordination between educational institutions and clubs is one of the most prominent obstacles to directing talents towards the appropriate paths, despite the presence of promising capabilities among studentsx.

-The second study: A study by Arouri (2024) This study dealt with the legal and functional framework of school sports in Algeria, and highlighted the importance of organized practice in developing the psychological and social balance of the child. The study noted that school clubs lack systematic sports mentoring programs, which reduces their ability to nurture talentxi.

- Thethird study: A pavilion study (2014) in its analysis of sports policy in Algeria between 2000–2013, the researcher revealed the weakness of investment in grassroots sports, and the absence of a national program to discover talent at an early age, and considered that local clubs operate with the logic of competition instead of training, which weakens their guidance functionxii

-The fourth study: The study of Bougazi Mohamed and Al-Zaazaa Al-Sassi (2015) entitled: "The Contributions of the Regional Association for School Sport in the Preparation of Elite Athletes – A Field Study in the Wilayat of Messila". This study highlights how school sports programs, despite limited resources, represent a first step in discovering talents and directing them towards elite clubs. The researchers concluded that the lack of effective coordination between educational institutions and clubs loses the process of integration required for effective guidance.xiii

Most of the Arab studies focused on school sports or the legal environment, while studies on guidance within children's clubs are still rare, which reinforces the

importance of the current study in this context.

Foreign Studies

- The first study: Vaeyens et al. (2008).

This study is one of the most important references in the field of talent detection, as it presented a multidimensional model based on physical, psychological and social indicators in a dynamic framework. The study emphasized that sports mentoring cannot be done in isolation from psychological and educational follow-up, and that team sports represent an ideal environment for discovering behavioral indicators associated with talent.xiv

- The second study: Weigelt et al. (2000)

I researched the relationship between ball control skills and passing skills in football, and found that regular practice leads to a positive transfer of skills, and that training in a group context enhances the effectiveness of motor learning, which is an early indicator of motor abilities that can be directed towards team sports.xv

- The third study: Tohey et al. (2017).

This study relied on a multidisciplinary research approach to analyze success factors in sports selection and mentoring programs in Australia, and revealed that outstanding athletic performance is associated with several complementary factors: quality of training within clubs, family support, psychological supervision, and suitability of the sports environment. It recommended the adoption of participatory approaches between institutions.xvi

Foreign studies have focused on the integrative dimensions of coaching, and have demonstrated the importance of a structured environment as a key factor in the development of the sports track, particularly in team sports.

Comparing Analyse:

Comparing Arab and foreign studies, we note the following:

- All studies agreed on the importance of the structured environment (school or club) in talent development;
 - Arab studies focused on institutional constraints (legal weakness, lack of coordination, lack of resources), while foreign studies focused on the psychological and environmental dynamics accompanying the orientation;
- Most foreign studies used multidimensional models and field approaches, while Arabic was often limited to the descriptive and analytical approach.

II– Methods and Materials:

II. 1 . Study Methodology:

The type of method used is the descriptive analytical method. The descriptive analytical method is one of the most used scientific methods in educational and athletic research, because of its flexibility and suitability to analyze phenomena as they are in reality. This approach is based on accurately describing the phenomenon, then analyzing its components and manifestations and understanding the relationships between its elements. It is usually used when it is not possible to control variables or perform laboratory experiments. In the field of sciences and techniques of physical and sports activities, this curriculum allows describing motor and psycho-physical activities and phenomena in their natural context, without interference or modification by the researcher, which makes it very suitable for studying topics such as the discovery of talents and sports guidance in children, where experimental variables cannot be imposed or the behavior of children accurately controlled.

Distinguish between analytical descriptive approach and other approaches

- The experimental approach: It relies on controlling and experimenting with variables within a laboratory environment, and it is inappropriate in field studies involving children in open and untested sports clubs.
- Purely quantitative approach: Focuses on quantitative statistical processing without considering the interpretive and contextual dimensions, which weakens the integrated understanding of educational and psychomotor phenomena.
- Qualitative approach: It relies on deep understanding through observation and open-ended interviews, but it may lack the quantitative precision needed to make extended application decisions.
- The descriptive analytical approach, then, combines the strength of the description with the accuracy of the analysis, with the possibility of including quantitative tools (such as a questionnaire and structured observation) that allow the data to be processed scientifically, the results of which can be generalized within certain limits.

The justification for choosing this approach in this study

The descriptive analytical approach in this study has been chosen for several scientific and methodological considerations:

- The complex nature of the studied phenomenon: the extent to which regular team sports contribute to the discovery of talents and sports guidance, a phenomenon whose elements cannot be separated empirically.
- Sample specificity: involving children in sports clubs, where strict experimental conditions cannot be imposed on the training environment or framing methods.
- Diversity of data: It requires the use of quantitative tools (such as the questionnaire) and qualitative tools (such as the observation card), which is consistent with the nature of the analytical descriptive approach.
- Objectives of the applied study: such as extrapolating sports guidance indicators in the real environment of clubs, and providing recommendations to educators, which needs a curriculum that enables describing and analyzing reality as it is, without presuppositions. The flexibility of this approach also allows keeping pace with the diversity of independent variables (type of sport, duration, age, gender...) and dependent variables (guides or talent indicators).

The relationship of the approach to the nature of research tools

The descriptive analytical approach is closely related to the type of tools used in this study, such as:

- Questionnaire: Used to assess trainers' views on giftedness and mentoring, or to monitor children's assessment of their activities within clubs.
- Observation Card: Documents group interaction and motor and social behaviors, allowing for the analysis of dynamic patterns within the team. Since the approach is not limited to description but goes beyond it to analyzing relationships and variations between variables, it is appropriate to build an initial interpretation model that can be adopted in field recommendations.

II.2. Study Variables:

- **Independent variable:** Discovering and guiding sports talents.
- **Dependent variable:** Team sports within clubs.

II .3. Population and sample of study:

Sample description

The sample includes (60) children of both sexes, between the ages of 6 and 12 years, who play team sports on a regular basis within three licensed sports clubs operating at the level of the state of Annaba. These clubs represent actual training spaces belonging to the network of clubs accredited by the Directorate of Youth and Sports, and offer sports framing programs for the category of buds in disciplines such as: football, handball, and basketball.

These children were selected from those officially registered in these clubs during the sports season 2024–2025, who meet the conditions for regular practice (weekly), and engage under the supervision of specialized trainers, within age groups organized in accordance with the laws in force in the national sports federations.

This distribution within the sample represents a realistic framework that is appropriate for the study population, and opens the way for monitoring differences between children according to different clubs, type of group activity, or age group.

Sample size

The sample consisted of (60) children distributed equally among three sports clubs (at a rate of 20 children per club). This number was determined on the basis of a balance between the applied aspects of the study and reasonable statistical considerations, as the selected number allows for the efficient and effective application of research tools (questionnaires and observation).

Despite the limited nature of the sample in terms of volume, it is sufficient in analytical descriptive studies, especially if the goal is not statistical generalization but to draw analytical patterns and conclusions that contribute to a deeper understanding of the contribution of team sports to sports guidance and the discovery of talents in children.

selecting the sample.

The Purposive Sampling method was adopted, due to the specificity of the target group and the conditions of systematic athletic practice that require the availability of certain elements in the selected children, including:

- The age limit is between 6 and 12 years old.
- Regular attendance at training sessions in clubs.
- Playing team (and not individual) sports periodically, not less than one sports season.
- AGREEMENT TO BE IN THE STUDY

Coordination was made with club officials and trainers to select children who meet these criteria, and the requirements of the ethical charter for field studies of minors were respected. This method of sample selection is in line with the interpretive orientation of the study, and contributes to ensuring the quality of the data obtained when using research tools later.

Sample characteristics

The sample was characterized by demographic, gender and age diversity, including: Male and female in varying proportions, depending on the distribution of practitioners in each club.

The age groups are distributed as follows:

6- to 8-years-old

0-10 Years

from 11 to 12 MAR

In terms of team sports, three main disciplines were represented:

Football (in a first club)

Handball (in a second club)

Basketball (in a third club)

Initial previews and club data show a disparity in physical characteristics, level of team interaction, and ability to be disciplined within the team. The researcher also noted that some children show initial indications of psychomotor skills associated with athletic talent (such as concentration, motor comprehension, and sensory speed). This diversity within the sample enhances the chances of analyzing differences between children based on athletic gender or age group, and helps test study hypotheses related to athletic guidance and talent discovery.

Objective of Sample Characteristics Adjustment

Accurate specimen identification and characteristics serve to achieve the following:

- Ensuring that the sample is representative of the original community of the study (children practicing team sports in Annaba state).
- Facilitating the generalization of the results – even if relatively – within the studied category.
- Enhancing the sincerity of the tools used, by applying them to individuals who meet the conditions of the research.
- Allow for the interpretation of variations that may occur in the results of quantitative analysis or qualitative observation, based on individual differences between individuals.

II.4. Areas of Study:

First: The time frame of the study: This study falls within the field work that was carried out during the sports season 2024-2025, as the research period extended from October 2024 to April 2025. This period of time represents an active formative stage in sports clubs, as it includes periodic training sessions and school and local competitions, allowing the collection of accurate data on the development of children's performance in the real context of group practice.

This time frame was chosen due to the availability of children at this stage of the year and the stability of the normal course of training in clubs, in addition to the suitability of the weather in this period, which facilitates field observation and interaction with the sample without the influence of seasonal factors that hinder physical activity.xvii

Second: The spatial framework of the study: The Wilayat of Annaba was chosen as a spatial field to conduct the field study, and it is one of the Algerian states that know a significant sports activity at the level of the junior categories, as it includes a number of licensed sports clubs that are active in team sports such as: football, handball, and basketball. The study included clubs located in different areas of the state, including clubs active in the

municipality of Annaba, Al-Buni, Al-Hajjar, and Sidi Ammar, which allowed for diverse geographical coverage that allowed for proportional representation of different social groups. These clubs were selected based on three basic criteria:

- Obtaining an official approval from the Directorate of Youth and Sports.
- It is available in special sections for the age group 6–12 years.
- Regularity of its training activities during the sports season.

This spatial framework represents a fertile environment for problematic testing, given the availability of pluralism in training programs, and the diversity in children's social backgrounds, which enriches research results and provides a comparatively analyzable database.xviii

Third: The Human Framework of the Study: The studied sample consisted of an intentional group of children between the ages of 6 and 12 years, who practice team sports within the previously mentioned licensed clubs. The sample was selected according to clear criteria, namely:

- For official involvement in a licensed sports club.
- Regularity in training sessions for at least six months.
- The child undergoes an initial test at the beginning of the season to determine physical and psychomotor indicators.
- Consent of the parent to the child's participation in the study.

The number of children surveyed (the actual number is mentioned later after collecting the data) was divided by age group, gender and activity practiced. Their performance was also compared with a reference group of children not practicing team sports in clubs, in order to check the differences between the two categories. The selection of the sample was taken into account to be relatively representative of the field reality, but it is not aimed at statistical generalization, but rather at analyzing a qualitative phenomenon related to the regulatory environment of the clubs, monitored through descriptive and analytical tools.xix

II.5. Materials of study:

Survey

A questionnaire addressed to children within the age group (6–12 years) was designed to measure their perceptions and sports behavior within the team, focusing on indicators of sports guidance and talent manifestations. Its design took into account:

Linguistic simplicity (child-friendly).

Use a triple rating scale (0 = no, 1 = sometimes, 2 = yes).

Visual support when field application (shapes, emoji...).

The questionnaire consists of five questions distributed among the following topics:

Axle	Question
Encourages group interaction.	Do you enjoy playing with the team?
Routing	Does the trainer guide you to develop a particular skill?
Talent Awareness	Do you feel talented in your sport?
Commitment & Discipline	Do you regularly participate in training sessions?
Social supports	Do you receive encouragement from those around you?

The questionnaire was distributed to the sample members (60 children) with the help of the trainers and the club official, and it was filled out directly with the help of the researcher, by asking the children questions orally and recording their answers according to the scale.

Results collected from the survey

The data was entered into an Excel file, and simple descriptive and comparative analyses were conducted by gender and club. Most Remarkable Results

Question	General Average	Top club on average
Q1: Group fun	1.76	The club
Q2: Guidance from the trainer	1.55	Club A
Q3: Sense of Talent	1.42	The club
Q4: Attendance at classes	1.81	The club
Q5: Family Encouragement	1.73	Club A

The results showed that children feel great pleasure in group play (average 1.76) and high attendance at training sessions (1.81).

The sense of talent varied between clubs, and was highest in Club B children.

Coach mentoring indicator was strongly present at Club A.

Observation card.

A 10-item Behavior Observation Card has been prepared, covering:

Encourages group interaction.

Behavioral Discipline.

Responding to guidance.

Manifestations of physical and artistic skill.

A scale of 3 (0–2) was used, and the card was applied by the researcher during the regular training sessions within the three clubs.

A field observation day was allocated to each club, each child was followed up during a formal group activity for approximately 45 minutes, and the researcher independently recorded the data for each item.

Highlights from observation

Noted Item	General Average	Best Club
Interaction with colleagues	1.8	The club
Leadership Behavior	1.2	Club A
Responding to Instructor Instructions	1.6	The club
Manifestations of Artistic Skill	1.5	The club
Discipline within the team	1.9	The club

The C-Club children scored highest in interaction and discipline within the team.

Club B kids stand out for their technical and skillful response.

Leadership behavior was relatively higher in Club A, which may reflect the adopted framing pattern.

Oral interviews (with trainers)

Semi-guided interviews were conducted with the trainers of the three clubs, including the following topics:

Sports guidance methods adopted by the club.

their feedback on giftedness indicators in children.

Selection and age escalation mechanisms.

The relationship with the family and its role in supporting practice.

Summary of the most important statements

The club	The most prominent statement made by the trainer
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Club A	We focus on instilling discipline and leadership behavior from the earliest years.
The club	We monitor individual skills and encourage diversity of roles within the team.
The club	We work to create a stimulating and relaxing atmosphere for children and encourage them to commit collectively.

The three coaches noted the importance of commitment, continuity, and the role of the family in supporting sports mentoring, with variations in internal talent assessment mechanisms.

Scientific Transactions:

Ratio of validity and reliability

Validity

Face Validity

To ensure that the research tools match the objectives of the study and its target group, the questionnaire and the observation card were presented to three professors specialized in the sciences and techniques of physical and sports activities, who have experience in sports guidance and educational research, in order to:

Ensure that the language is appropriate for children in the age group (6–12 years).

Verify the clarity of the wording of the items and their consistency with the variables of the study.

Submitting proposals for amending or reformulating some clauses (such as simplifying terminology, deleting repetition...).

Based on their observations, the final version was adopted after some minor modifications, which enhances the apparent validity of the tool, and confirms the integrity of its initial design.

Content Validity

Consideration was given to the comprehensiveness of the questionnaire items for the axes of the study, where the questions covered the areas of:

Group interaction (Q1)

Technical guidance from the trainer (Q2)

Sense of Talent (Q3)

Commitment and discipline in training (Q4)

Family and social support (Q5)

The observation card also included 10 behavioral items covering the psychomotor and social aspects associated with sports guidance, which confirms that the tool is designed to ensure that the target content is measured in a balanced and comprehensive manner.

Construct Validity

The average responses of the children in the questionnaire were compared with their field behavioral observations, and it was found that there is a logical convergence between what they say and what is observed in reality, especially in axes such as group interaction, response to guidance, and discipline, which enhances the constructiveness of the adopted tools.

Reliability

First: Stability of the questionnaire

The reliability of the questionnaire was measured using Cronbach's Alpha coefficient after

inputting sample data (60 children) into Excel and exporting it to a statistical analysis tool (SPSS). The results showed that: total stability coefficient = 0.78, which is a good value scientifically, and indicates that the questionnaire has an acceptable degree of internal stability, which allows it to be repeated in similar environments without a fundamental difference in the results.

Observation card.

To ensure the stability of the observation card, a double observation of part of the children (about 10 cases) was adopted by a researcher and an observer assistant, with each recording an independent assessment without seeing the other. The estimates were then compared, showing that: the compatibility ratio between the two observers exceeded 85% in most items. This demonstrates a high degree of consistency in recording observed behaviors, and gives the tool credibility and consistency in field estimation.

To find out the quality of the study tool (the questionnaire) in form and content, it was presented to a group of specialized referees in the course of our study on the one hand, and the Alpha Cronbach test to find out the consistency of the questionnaire phrases on the other hand.

First: The apparent validity of the study tool (the validity of the arbitrators) (Face Validity):

In order to ensure the validity of the apparent content of the questionnaire, it was presented to a group of arbitrators in its initial form, who provided a set of valuable observations on the basis of which the questionnaire was exceeded until it was ready for distribution to the study sample.

Validate the study Material:

This measure means that if it is reapplied to another sample of members of the same community, it gives the same results, and the value of the Cronbach's alpha stability coefficient is limited to between zero and one ($1 > \alpha > 0$), and every time I approach one, the stability of the questionnaire is confirmed.

The reliability of the study questionnaire was confirmed by the Cronbach alpha coefficient method, and the results were as shown in the table:

Table (01): Stability and validity of the questionnaire tool

Variable Name	Alpha coef	Cronbach
The first axis (administrative planning)	980	
Pillar 2	884	
Cronbach's total alpha coefficient	932	

Source : Prepared by the researcher based on the results of the study and the outputs of the (22SPSS) system

We note from the above table that the Cronbach alfa coefficient for the total study variables is equal to (0.932 =a), greater than (0.7). The axis of awareness of administrative planning and development of school sports was 0.980, while the second axis of administrative motivation and development of school sports was 0.884. This indicates that the measurement tool is characterized by stability, and this means that it is possible to rely on the questionnaire in measuring the studied variables due to its ability to give results consistent with the answers of

the respondents.

II.6. Statistical Means:

After the application phase, valid questionnaire data were downloaded into the computer for the purpose of analysis and processing by the Statistical Program for Social Sciences (SPSS). This is in order to discuss hypotheses in light of the research objectives. We used the following statistical methods:

These methods are represented in the following points:

- Repetitions: It is a method of tabulation that depends on the number of times the word is repeated, and it has been used to determine the number of answers for all respondents.
- Percentage: It is the conversion of absolute recurrences into relative recurrences, that is, the recurrence of each category is calculated as a percentage of the total recurrences included in the recurrence distribution, and it is used to know the relative distribution of the sample members

Statistical software used:

Those are:

- Excel: It is one of the group of Office programs and its function is to create electronic tables and perform complex calculations and statistics quickly and efficiently, as well as adding charts and graphs.^{xx}

III- Results and discussion :

First: The axis of talent discovery

Table 4: Averages of physical and technical variables for athletes

Variable	Male Average Answers	Average Female Answers
Control of ball	4.5	4.1
Responsiveness	4.3	3.9
Number of weekly classes	4.0	3.7

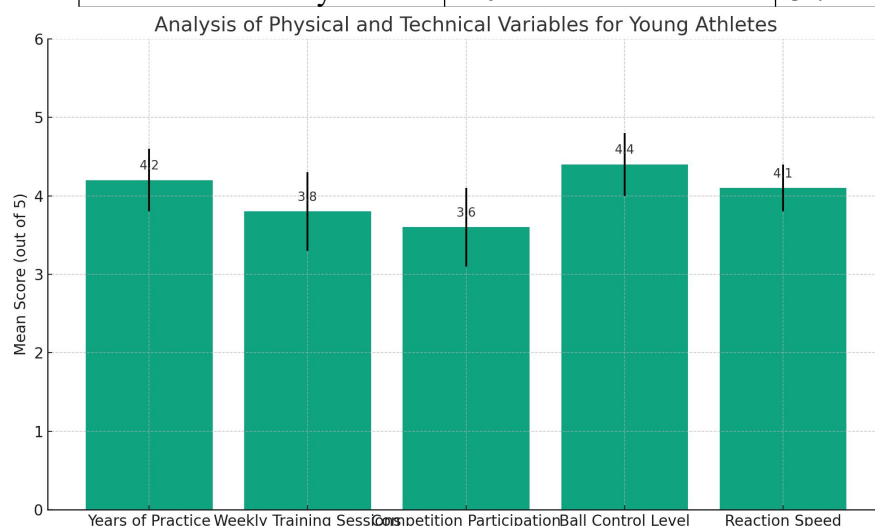


Figure1: Variables related to physical exercise for child athletes

Scientific presentation of the Talent Discovery Hub Scheme

The presented chart represents the results of a questionnaire or field test related to the availability of "psychomotor talent detection indicators" among children practicing team sports within clubs. It shows the distribution of the relative frequencies of responses across

several categories (e.g. Always, Often, Occasionally, Rarely, Never) in a range of indicators such as:

Passing Accuracy

Response to visual stimuli

Decision making capacity

Sensory-motor reaction speed

Statistic Analyse:

The descriptive method was adopted by analyzing the frequencies and percentages of the response categories, which allows to determine the general trends in the sample.

Linking to hypotheses and research questions

Sub-question	Corresponding hypothesis	What the results indicate
Does group practice help highlight talent indicators?	Yes, the more regular practice, the greater the likelihood of detection.	The results confirm the hypothesis, as responses were repeated in higher categories
Are the indicators affected by the duration of practice or the type of sport?	Yes, differences are expected	Analysis requires disaggregation of results by independent variables to test this

Rooting the concept scientifically The Vaeyens et al. model suggests that the discovery of talents is not only based on physical abilities, but also entails an analysis of psychological, sensory-motor and cognitive characteristics, such as speed of adaptation, motor intelligence, and attention in complex play situations. Detection processes must also be integrated with group play dynamics that highlight aspects that individual tests are unable to monitor, such as situational leadership and rapid decision-making under pressure

Second, the axis of sports guidance

Table 6: Averages of sports guidance indicators for children within clubs

Standard deviation	Average rating (out of 5)	Variable
0.8	3.7	Choosing a future sport
0.6	3,9	Having a mentor
0.7	4.0	Assessment of in-club mentoring
0.9	3.5	Number of directives for the child

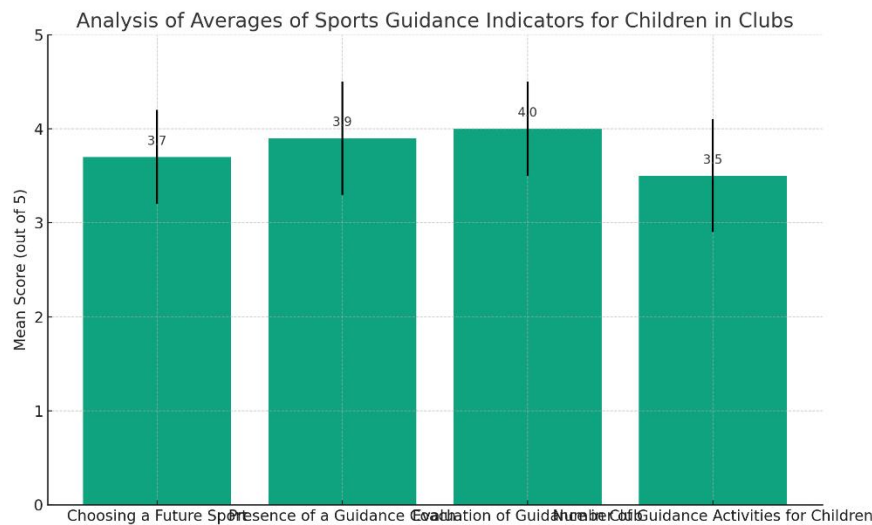


Figure 2: Factors associated with sports guidance for children

First: Analytical reading of the chart

This chart shows the average rating of a set of indicators associated with the effectiveness of sports guidance within children's sports clubs. Indicators included:

Choosing a future sport (average = 3.7)

Presence of an orientation trainer (average = 3.9)

Rating of guidance within the club (average = 4.0)

Number of recommendations directed to the child (average = 3.5)

The general distribution indicates that the averages are around 4 out of 5, which indicates that there is a good relative effectiveness of the sports guidance mechanisms, but it is not ideal.

Second: Statistical Analysis of Indicators

Highest indicator: "Evaluation of guidance within the club", reflecting a positive perception by children or their parents of the quality of sports guidance within the training space.

Lowest indicator: "The number of recommendations directed to the child," which may indicate a lack of individual allocation or weakness in the individual track tracking system.

Third: Linking to hypotheses and research questions

Questioning	Corresponding hypothesis	Interpretation of results
Do children have a pathway geared towards a future discipline?	Yes, sports guidance within the club helps to chart the paths	The results confirm this relatively thanks to the 4.0 rating of the guidance
Is there an interaction from the trainers to guide the child?	Yes, having a mentor is a helpful factor in building the path	Average 3.9 supports this hypothesis
Are accurate recommendations given to the child?	and sectors being affected to varying degrees.	Recommendations were the lowest, which may indicate relative deficiencies

Third: Comparison between the average males and females in the physical variables associated with the axis of talent discovery

Table 8: Male and Female Average in Physical Variables Associated with the Talent Discovery Hub

Variable	Male Average Answers	Average Female Answers
Control of ball	4.5	4.1
Responsiveness	4.3	3.9
Number of weekly classes	4.0	3.7

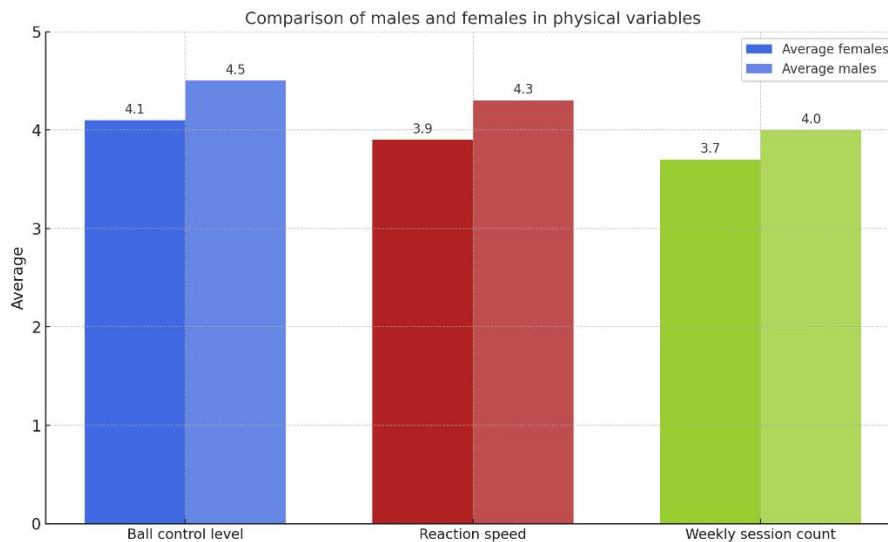


Figure 3:Analysis of Male and Female Comparison in Physical Talent Discovery Indicators

First: Presentation of the Scheme

The diagram shows clear differences between males and females in three main physical variables associated with the indicators of talent discovery in children practicing team sports within clubs, namely: the level of control of the ball, the speed of response, the number of weekly classes

Second: Analyzing the results

Male Ball Control Level:4.5 **Females:** 4.1

Analysis: Positive difference in favour of males (0.4 points) indicates better mastery of basic technical skills, which may be related to the number of hours of outdoor play or the type of sport activity prevailing.

Male responsiveness: 4.3 **Females:** 3.7

Analysis: Males show a greater speed of response with a difference of 0.6, which may reflect differences in focus or in gender-targeted training programs, which deserves deeper research on training equity.

Number of weekly classes Male: 4.0 Female: 3.7

Analysis: The difference shows that male children benefit from a greater number of classes, which inevitably affects the development of psychomotor skills and increases the likelihood of discovering talents.

Fourth: The role of organized team sports within clubs

Table 1: shows age differences in the number of classes, duration of continuity, and participation in competitions

Variable	Category average	Category average
Number of weekly classes	3.5	4.1
Duration of continuity within the club	3.6	4.3
Participation in periodic competitions	3.4	4.2

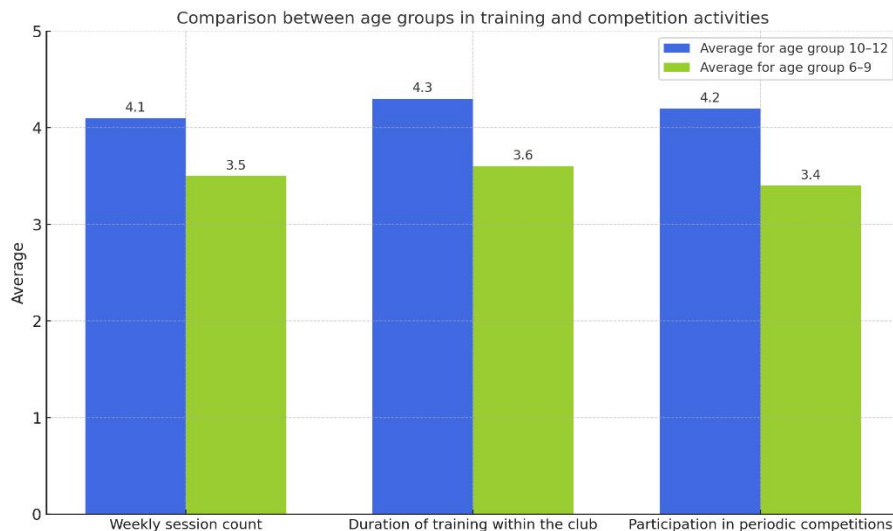


Figure 4: Analysis of age differences in the number of classes, duration of continuity, and participation in competitions

Analysis: The role of organized team sports in supporting the continuity of the child athlete

First: Presentation of the studied indicators

The chart compares two age groups (6–9 years and 10–12 years) in three main indicators:

- Number of weekly classes - Period of continuity within the club - Participation in periodic competitions

Second: Analyzing the results

Number of weekly classes

- 10–12 years: 4.1 - 6–9 years: 3.5

Explanation: Older children benefit from a greater number of classes, which enhances the chances of development and motor fixation.

Duration of continuity within the club

- 10–12 years: 4.3 - 6–9 years: 3.6

Explanation: The larger category shows persistence and longer engagement in sports activity, reflecting an evolution in commitment and affiliation to the club.

Participation in periodic competitions

- 10–12 years: 4.2 - 6–9 years: 3.4

Explanation: Competitive participation increases with age, reflecting a transition from recreational play to a semi-competitive context.

These results indicate that organized team sports within clubs are:

An effective tool in promoting sports continuity for children.

An environment that encourages attachment to practice due to weekly repetition and competitive challenges.

A platform to establish psychomotor and social values such as discipline, cooperation, and

punctuality.

These data support the findings of studies such as the Côté (1999), which highlights the importance of a structured environment in building long-term sports paths for childrenxxxiii, and the Gulbin and others study, which confirms that continuity and competitive participation are essential indicators of a suitable environment to guide the child athletically.xxiv

- Discussing the results in light of the hypotheses:

In light of the field results obtained, and linking them to the theoretical framework and experimental approaches adopted in the field of sports guidance and talent discovery, we will explain in this part the extent to which the hypotheses of the study have been realized.

The **first hypothesis**: “Children practicing team sports within licensed sports clubs have clearer psychomotor and behavioral characteristics, which facilitates the process of monitoring their talent indicators.”

Verification: Field results showed that children involved in regular group sports programs within clubs, have a higher level of motor control and behavioral discipline, compared to other non-practicing children. This was measured through quantitative indicators such as: speed of response, balance, and group interaction, in addition to indicators of how the trainers' reports and observations were about competitive behavior and social adaptation within the group.

This reinforces the first hypothesis and confirms that regular practice in a group context contributes to the emergence of psychomotor characteristics, which is a strong initial indication of a potential athletic-guided talent. Weigelt et al. (2000) demonstrated that training in ball-handling skills positively transfers to general motor control, allowing individual differences in performance to be detected early.xxv

Hypothesis 2: “The organizational and training environment within the licensed sports club contributes to the discovery of the inherent athletic abilities of children aged 6–12 years.”

Verification: Through the analysis of the results of the second axis, it was found that sports clubs that adopt a clear internal organization (such as the presence of evaluation programs, individual evaluation sessions, qualified trainers, and physical measurement tools) were better able to monitor the initial indicators of talent, compared to clubs of a chaotic or unsystematic nature.

This hypothesis relates to the role of the environment, and here we recall the theoretical contributions of the Talent Development Environment (TDE) approach, which indicates that the sports environment does not only support talent, but makes it, andxxxvi therefore, the difference between one club and another may be fundamental, not only in terms of resources, but also in terms of organizational culture in dealing with the gifted child.

The data showed that clubs that adopt a targeted training policy, and provide periodic assessments of children, achieve better results in discovering latent capabilities. Theoretical models that argue that responding to field stimuli requires a physical and human environment that encourages safe adventure (safe challenge); that is, the child feels they are in an environment that encourages and supports them without intimidating him without intimidation.

The diversity of activities within the same training session, and the gradient in the delivery of skills, have been shown to contribute to motivating children to self-explore their abilities, as indicated by Vaeyens et al. (2008) in the long-term talent selection model.xxvii

The third hypothesis: “Regular group formation within licensed clubs plays an effective role

in guiding gifted children towards sports disciplines that match their abilities and skills.”

Verification: In this hypothesis, the study moves from “observing” to “directing,” which represents a conceptual shift from talent identification to building an athletic development pathway. The data showed that sports guidance is most effective when the child has gone through a period of regular group exploration, as these experiences allow him to recognize his abilities and aptitudes in a variety of situations.

The observed field model is consistent with the DMSP hypothesis which suggests that children between 6 and 12 years old should experience a broad experimental phase before moving towards specialization. Rather, the model warns against early guidance without signs of stability in motor and cognitive behavior.xxviii

The study showed that children who participated in group sports classes over a period of more than a year, were more responsive to guidance proposals (such as moving from football to handball), reflecting self-awareness and flexibility in adapting to the requirements of the specialization.

The study showed that children who underwent regular group coaching programs were more aware of their sporting attitudes, and were more responsive to coaches' coaching suggestions. This was done through graduated stages: field assessment, individual discussion, and then experimentation within specific sports branches (such as: handball, football, basketball).

The Ramadan Massaah publication has shown that group formation not only enhances motor performance, but also develops social competence and the ability to work in a team, which are essential elements in building a mature athletic identity.xxix It is clear from this that the third hypothesis has been achieved to a significant degree, especially among children who spent more than two years in the same club, within organizationally stable teams.

The fourth hypothesis: “There are statistically significant differences between children practicing and non-practicing team sports within clubs, regarding the level of sports guidance and indicators of talent.”

Verification: This hypothesis is the most statistically measurable, and the results have strongly supported the existence of significant differences between practitioners and non-practitioners, whether in quantitative results (speed, balance, decision-making) or qualitative observations (motivation, initiative, cooperation). These distinctions can be explained by the Cross-Training Effect, which holds that motor learning in a group setting automatically transitions to general behavior, including self-regulation and social engagement.

Here we point out that talent does not only appear in the test result, but in the way the child deals with learning, which is what the trainers noticed when they recorded differences in perseverance, flexibility, and the child's ability to accept criticism. These behaviors are considered the cornerstone of later mentoring effectiveness, according to recent sports psychology studies.

The observations of the trainers supported the results in behavioral terms. It was noted that practicing children show higher self-confidence, ability to accept directions, and repeat the attempt independently, which makes them more susceptible to effective guidance.

Toohey (2017) asserted that systematic practice within a sports team constitutes a “socio-educational platform” for discovering individual excellence within a group contextxxx

Based on the above, it is found that the four hypotheses for which the study was based have been achieved to varying degrees, all of which indicate that:

Structured team sports provide a context for detecting early signs of talent.

Licensed sports clubs are able, if the conditions for formation are met, to provide effective

guidance.

Regular sports experience between 6 and 12 years represents a crucial stage to invest in.

- General Conclusion C:

- Emphasizing the relationship between group practice and psychomotor indicators

The results of the study showed that children who regularly practice team sports within licensed sports clubs, have higher levels of motor control, responsiveness, and behavioral discipline, compared to their non-exercising peers. This shows that repeated kinesthetic experience within a team, under the supervision of a trainer, contributes to the development of primary psychomotor characteristics, which are the basic basis for monitoring athletic talent.

- Clubs contribute as a field environment to discover talent

The study proved that the licensed sports club does not only provide a space for training, but it is an integrated training environment that allows the discovery of the inherent athletic abilities of children, especially if it has basic elements such as: the educational competence of trainers, regularity in classes, diversity in activities, and the adoption of continuous evaluation methods.

- Effectiveness of team formation in sports guidance

The data showed that children who practiced in structured group teams, especially in the period from 9 to 12 years, were more willing to accept sports guidance towards certain disciplines. These children performed better in qualitative exercises, and expressed their tendency to certain sports based on direct experience, not just on personal impression or desire.

- Statistical differences between practitioners and non-practitioners

Significant statistical differences revealed by quantitative analyses proved a direct relationship between regularity in group practice within clubs, and high levels of motor and behavioral performance in children. Practitioners scored higher on indicators such as: motor coordination, speed of decision-making, visual-motor attention, and initiative within the team.^{xxxi}

- Suggestions and recommendations:

Recommendations for sports clubs

Create individual assessment profiles for children

Allocate talent discovery teams

Training Courses

Rehabilitation of playgrounds and training spaces

Recommendations for trainers

Continuous training in the fields of selection and sports guidance

Respect for individual and interim differences

Reliance on standardized assessment tools

Continuous psychological and educational stimulation for children

Recommendations for sports policies (Ministry, Directorates, Municipalities)

Supporting grassroots clubs with human and material resources

Establish a national digital network to monitor sports talent

Activating the role of the Regional Sports Guidance and Counseling Centers The State

Directorates of Youth and Sports can establish support centers for sports guidance, which are reference in providing advice to clubs, and organize annual group tests for evaluation and conformity.

IV- Conclusion:

This study is a scientific attempt to answer a fundamental problem in the field of basic sports training, namely "the contribution of team sports within clubs to the discovery and guidance of sports talents among athletes (6–12 years) – a field study in the Wilayat of Annaba. "This problem stemmed from a field observation that childhood, as a crucial period in psychomotor development, is often neglected in athletic selection programs, although it is the most fertile in terms of the child's susceptibility to formation and guidance. From this point of view, the study sought to link the organized collective practice within the environment of licensed clubs with early detection mechanisms and effective guidance.

The study began in the **first chapter** by defining the general framework for research work, by highlighting the importance of grassroots sports in developing talents, and clarifying the objectives of the study: analyzing the impact of the training environment, evaluating the role of the trainer, and testing the differences between practitioners and non-practitioners. Key terms such as "organized team sports," "athletic talent," "athletic mentoring," and adjusting the temporal and spatial framework of the study were also defined in the field.

In the **second chapter**, the conceptual theoretical framework was addressed, by presenting a set of core concepts such as the characteristics of childhood from the perspective of psychomotor science, the role of team sports in the development of cognitive and behavioral skills, and the status of clubs as an ideal space for discovering sports excellence. Previous studies (Arab and foreign) have also been presented confirming that the early discovery of talents is often done in organized team sports environments, and that practicing within a disciplined framework facilitates the process of sports guidance later.

In the **third chapter**, the methodological procedures adopted in the study were presented, by choosing the descriptive-analytical approach appropriate to the nature of the studied phenomenon, with the identification of an intentional sample consisting of children belonging to licensed sports clubs in the Wilayat of Annaba, and scientific tools (questionnaire, observation card) were used to collect data, with a test of validity and stability, and adjusting the field update procedures for the data.

As for the **fourth chapter**, it included a detailed presentation and accurate statistical analysis of the study data using appropriate analysis tools, represented in tables, graphs and statistical significance tests. Through which the results, hypotheses and questions raised were linked, as the results showed statistically significant differences between practitioners and non-practitioners in psychomotor indicators and readiness for guidance.

In **Chapter 5**, the results were analyzed in light of the theoretical framework and models adopted in the literature of athletic formation, such as the DMSP model, and the extent to which the four proposed hypotheses were realized was evaluated, and scientific conclusions were drawn confirming the role of organized group practice in the formation and guidance of the sports child. This led to a range of practical recommendations for clubs, coaches and custodians, as well as suggestions for wider future studies.

Based on the above, the scientific contribution of this study can be summarized in the following points:

The study confirmed that regular group practice is a motivating condition for the discovery of early athletic abilities.

I have shown that licensed sports clubs are an ideal environment for refining psychomotor

skills if resources and organization are available.

The study highlighted that effective athletic guidance is associated with the availability of behavioral-skill indicators that are picked up early within the athletic team.

It recommended the need to establish a national network for sports guidance, starting from young age groups and based on scientific foundations.

Accordingly, this study does not only answer the problem at hand, but represents a methodological basis that can be built upon in subsequent research on the athletic formation of children in Algeria, through scientific educational approaches that integrate the field and theory.¹

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