

Specific Skills Profile of Male Handball Players

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Abstract

The purpose of this study is to prepare the 'norms profile' of specific skills of handball players with a view to compare and evaluate further planning of handball game as it's not being practiced in our country at present. So, an objective was set by the researchers to prepare the norms for each important specific skill of handball game at school, university and senior level of performance. Total of five hundred eighty six (N=586) players of handball were examined during School National championship (N=200), All India Inter University championship (N=195) and Senior National championship (N=191). The tests of specific skills of Handball, standardized by Singh (2007) were used to record the specific skills of handball players. The percentile values were distributed through SPSS. These prepared norms are presented in tabular form. The research evaluation highlights that there is an increase of specific skills with participation level of handball players. Speaking specifically, the 'different levels' include the level of school to university and then from university to senior level. The implicational interpretation will result in the form of an increased competitive ability of the players.

Key words: Skills, Norms, Profile and Handball Players.

Introduction

Specific skills are always considered as the fundamental and important aspects of the game. *Neil and Mezey (1981)* believe that, "first consideration in the training programme in handball must be given to skills". *AAHPER (1969)* concluded, "skill tests and norms always help the students to evaluate their performance in the game and to provide an impetus to improvement". In field hockey *Brar (1975)* prepared the norms of hockey players, *Subramaniam (1981)* in basketball and *Kumar (2002)* standardized the test and prepared the norms of each skill of soccer players. *Dey and Parthasarthy (1998)* prepared the percentile norms of Eastern Region and North-Eastern Region children for comparison with

SAI manual and they found the norms have a great importance particularly in talent spotting in these regions. *Bosen et al (1984)* compared the physical fitness level of Indian javelin throwers with international norms and found, our throwers are poor in fitness level. But norms of specific skills, especially of handball players for the purpose of comparison and evaluation for further planning of handball game, are yet not available in our country. So the objective was set by the researchers to prepare the norms for each important specific skill of handball game i.e. catching, passing, shooting, throwing, footwork and dribbling at school, university and senior level.

Material and Methods

In this study a total of five hundred and eighty six (N = 586) male handball players were evaluated for the construction of percentile norms of specific skills for school, university and senior level. The total comprised of two hundred (N=200) players who participated in the School National championship held at Amritsar (Pb.) and Delhi; one hundred ninety five (N=195) players of All India Inter University championship held at Raipur (Chhatisgarh), and Annamali (Tamil Nadu); one hundred and ninety one (N=191) players of Senior National championship held at Jamshedpur (Jharkhand). The age of

subjects ranged from 16 to 32 years. The mean age of school players was 17.70, university players 22.02, and senior players 24.16 years. The data was collected skill and level wise. Specific skills recorded included catching, passing, throwing, shooting, footwork and dribbling by following the tests standardized by Singh (2007). The percentile values were obtained through the Statistical Package for Social Sciences (SPSS).

Results

The percentile norms of male handball players are presented in tables 1, 2 and 3.

Table 1: Percentile Values of Specific Skills of School Level Handball Players (N = 200)

Skills	Percentiles								
	20 th	30 th	40 th	50 th	60 th	70 th	80 th	90 th	10 th
Catching (Scores)	9.00	10.00	11.00	12.00	13.00	14.00	15.00	16.00	17.00
Passing (Scores)	6.00	8.00	8.00	8.00	10.00	10.00	10.00	12.00	12.00
Throwing (Scores)	2.00	2.00	3.00	4.00	4.00	6.00	6.00	8.00	8.00
Shooting (Scores)	4.00	4.40	6.00	6.00	6.00	6.00	8.00	8.00	8.00
Foot work (Scores)	13.00	14.00	14.00	15.00	15.00	16.00	16.00	17.00	18.00
Dribbling (Time)	9.80	9.28	8.58	8.19	7.82	7.50	7.25	6.89	6.54

Table 2: Percentile Values of Specific Skills of University Level Handball Players (N = 195)

Skills	Percentiles								
	10 th	20 th	30 th	40 th	50 th	60 th	70 th	80 th	90 th
Catching (Scores)	13.00	14.00	15.00	16.00	16.00	17.00	18.00	18.00	20.00
Passing (Scores)	8.00	9.00	10.00	11.00	12.00	12.00	12.00	14.00	16.00
Throwing Scores)	6.00	6.00	7.00	8.00	8.00	8.00	9.00	10.00	10.00
Shooting (Scores)	6.00	6.00	6.00	8.00	8.00	8.00	8.00	8.00	10.00
Foot work Scores)	14.00	14.00	15.00	16.00	16.00	17.00	17.00	18.00	18.00
Dribbling (Time)	8.48	7.92	7.40	7.10	6.78	6.46	6.25	5.96	5.74

Table 3: Percentile Values Of Specific Skills of Senior Level Players (N = 191)

Skills	Percentiles								
	10 th	20 th	30 th	40 th	50 th	60 th	70 th	80 th	90 th
Catching (Scores)	18.00	18.00	19.00	20.00	20.00	20.00	21.00	22.00	23.00
Passing (Scores)	12.00	14.00	14.00	16.00	16.00	16.00	18.00	18.00	20.00
Throwing (Scores)	8.00	10.00	10.00	11.00	12.00	12.00	13.00	14.00	14.00
Shooting (Scores)	8.00	8.00	9.20	10.00	10.00	10.00	10.00	10.00	12.00
Foot work (Scores)	16.00	17.00	18.00	19.00	19.00	20.00	21.00	22.00	23.00
Dribbling (Time)	6.94	6.50	6.25	6.10	6.00	5.92	5.76	5.63	5.40

It is observed from table 1, 2 and 3 that percentile values of each skill at 10th, 50th and 90th percentile increase in number as the level goes higher whereas dribbling time decreases as the level goes higher.

Discussion

Skill acquisition involves learning to execute movements with the minimum effort to achieve predetermined effects. The discussion on construction of percentile norms of specific skills for male handball players is based on the manifest that performance level of players goes higher as the age and level of player increases i.e., from school to university and from university to senior level. Since an individual is limited to perform one complex task at a particular time, an individual may have to divert all of his intentional capacity toward a new task. As individuals practice a particular motor skill, they eventually learn to eliminate extraneous movement and to effectively coordinate muscles to act as a single functional unit. As skills become automatic, considerably less thought is necessary to effectively complete the task. This allows skilled performers to attend to other relevant cues in the environment instead of the

particular movement. The variation in specific skills between school, University and senior players may be due to age, level, training age, quality of practice and it may also be the difference in habit as reported by *Malina (1988)*.

Younger players are in general faster learners than older players, but how much the player will learn from training also depends on the skill level he possesses. If the skill level is lower than the training will be faster. Training on very low skill level is many times faster than on medium skill level, and training on very high skill level is slower than on medium skill level. Apart from age and skill level, there are four factors deciding the effects of training: the intensity of training, training type, the amount of stamina training, and the quality of the coaching given. It is further evaluated that the skill ability will show a remarkable increase in terms of competitive performance if the skill training is introduced to the young players at an early age.

The results of previous studies conducted by *Sangral (1986)*, prepared the norms of specific skills of male hockey players on goal shooting,

dribble and push, scoop for accuracy dribble and hit, hitting and stopping. Singh (1990) presented the norms of specific skills of male volleyball players on volleying, lifting and serving. Shergill (1990) presented percentile of female hockey players on specific physical fitness abilities. They concluded that as the age and level of player's increases, the performance level also goes higher. Players and trainers can employ these results for improving their specific skills and competitive performance.

Conclusion

The percentile norms have been prepared to record the performance of male handball players of school, university and senior level. Norm values showed the increasing trend from school to university and university to senior level.

Implications

These norms can find utility in planning training strategies for the handball players.

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