

A COMPARATIVE STUDY OF SOME OFFENSIVE HANDBALL SKILLS FOR SOME STUDENTS OF THE COLLEGE OF PHYSICAL EDUCATION AND SPORTS SCIENCES AT THE UNIVERSITY OF BASRAH

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ABSTRACT

The study aimed to:

1 - Identifying the level of performance of some offensive skills in handball among some third and fourth stage students.

2- Identifying the differences in the level of performance of some offensive skills in handball among third and fourth stage students.

The descriptive approach was used in a survey method to solve the research problem. The research community was identified from the third and fourth stage students in the College of Physical Education and Sports Sciences at the University of Basra for the academic year (2022-2021). Students for each stage, their proportion respectively (6.66% - 5.55%) of the original community, and for the purpose of ensuring the homogeneity of the sample in the variables that may affect the course of the experiment, the researcher used the coefficient of variation, the researcher used (4) tests to obtain the research results (concordance test And the speed of scrolling - the drum test for a distance of (30) meters - the shooting test by jumping high - the shooting test after deception), and then the exploratory experiment was conducted on a sample from outside the research sample and then the main experiment was conducted to obtain data for the research sample and then statistical transactions were performed After processing the data with a computer according to the statistical program 21SPSS Ver, a set of conclusions were reached, the most important of which are:

1 - There are significant significant differences in the compatibility test and the speed of passing between the third and fourth stage students in favor of the third stage.

2 - There are significant significant relationship differences in the dribble test for a distance of (30) meters between the third and fourth stage students in favor of the third stage.

The most important recommendations are:

In light of the conclusions, the researcher recommends the following:

1- Ensuring the speed exercises and giving them great importance during the lectures.

2- Ensuring the correction exercises during the lecture and giving them a high percentage during the lectures.

Keywords: handball, motor performance, offensive moves, offensive skills.

1 - Introduction and importance of the research:

A significant and remarkable development has recently been observed in most team games, especially at the global level, and among those games is handball, as recent years have witnessed a rapid development in this game, which confirms that the trainers and researchers have used and developed methods of measurement and evaluation for the purpose of identifying the reality of the situation. their teams and then prepare good scientific curricula to raise the level of performance of their sports teams. The handball attack is the first step to victory, as the team follows a deliberate method and plans for the purpose of attacking and acquiring the ball, and then carrying out the process of organizing for the purpose of winning the match. Form effective and effective offensive plans that depend mainly on the individual capabilities of each player and the level of his offensive skills. The ability of the team players to switch from defense to attack is a measure of the team's ability and good training, and this is what Dhurgham A. Neamah Al -Jadaan et al. , (2020) that work in this way must be done quickly, passing and shooting with high accuracy (achievable and performance). Good scoring is mandatory, consistent and effective skills that are characterized by strength, speed and accuracy in shooting the ball towards the goal without violating the rules of play (1 : 224) , the attack that performs its functions in a good way works to broadcast a strong positive psychological impact on the team players and covers all stages of play during the match, and Dhurgham Al-Jadaan (2018) points out The player must shoot quickly and not prolong the time so as not to allow the goalkeeper to take enough time to know the movement of the attacking player and not reveal the area on which he will be shooting (2:76), and the skill of shooting is one of the basic skills in handball, on which the outcome of the match depends on the superiority of the team most An injury to the goal of the other team, and the attack is limited to one function only, which is hitting the goal with a goal, but it has other positive functions and objectives as well, including the application of what is being trained during the training units in addition to the implementation of plans previously agreed upon, where each offensive plan depends on the position of the defending team and the formation that it uses The opposing team prevents and obstructs the passing of the attacking players from moving in the area near the goal, in addition to blocking the balls and preventing shooting at the goal. (2014) that the player needs to have a high level of accuracy in implementation because the attacking player is close to the goal, as he tries to reduce the distance between the area from which the player is shooting and the goal, which is one of the important and main factors in handball, the closer the distance, the more likely the success of the shot(3:144), and this was indicated by Dhurgham Abdel-Salem Neamah and Ali Mohammad Hadi (2018) that due to the different shooting areas, some of them are medium or far, so it depends on the player's ability first and how well he is at shooting far or near in addition to the proximity or distance of the corrected player from the opposing player (4:163), and that all the operations carried out by the attackers, whether with the ball or without the ball of movements, cutting between players, handling and deception, are useless if they do not end with the opponent's goal injury, since the game depends on the number of goal hits for each team (5:43), hence the importance of the research In identifying the performance of some offensive skills by comparing the performance level of some offensive skills for students of the third and fourth stage for the purpose of identifying the level of offensive performance of the two stages of handball.

2- Objective of the Research:

1- Recognizing the level of performance of some offensive skills in handball among some third and fourth stage students.

2- Identifying the differences in the level of performance of some offensive skills in handball among third and fourth stage students.

3 Research methodology and field procedures

3-1 Research Methodology

The researchers used the descriptive approach in the comparative study style for its suitability and the method of the study.

2-3 research sample

The research community was identified, represented by the third and fourth stage students in the College of Physical Education and Sports Sciences at the University of Basra for the academic year (2020-2021). % - 5.55%) of the original population, the researchers extracted the coefficient of variation for the variables (height - mass - age) of the research sample to identify homogeneity, where the results showed that the values of the coefficient of variation are less than (30%), and this means the homogeneity of the research sample, as the coefficient of variation Whenever it approaches (1%), it is considered high, and if it is more than (30%), the sample is considered heterogeneous (6:161), as in Table (1).

Table (1) The characteristics of the sample individuals

Variables	Third stage		Fourth stage	
	Mean	SD	Mean	SD
Age/ year	21	2.1	23	3.15
Weight/ kg	75	5.12	74	4.75
Height/ cm	178	4.25	182	3.20

3 – 3 Means of collecting information, devices and tools used

3-3-1 Means of collecting information:.

The researcher used the following methods and tools to collect information

Arab and foreign sources.

Tests and measurements used in research.

3-3-2 Tools used:.

Electronic stopwatch.

Handball court.

10 . hand balls

4 . rectangles

Metric tape measure.

chalk

adhesive tapes

3-4 tests used:.

3 - 4 - 1 compatibility and scrolling speed test (7:284)

The purpose of the test: to measure the compatibility and speed of scrolling on the wall

3 - 4 - 2 Chump test for a distance of (30) meters (5:519)

The purpose of the test: to measure the player's running speed with the plumb

3 - 4 - 3 Shooting test with high jump (5:508)

The purpose of the test: the accuracy of shooting from high jump

4 - 3 - 4 shooting test after deception (5:508)

The purpose of the test: the accuracy of the shot after performing the deception

3-5 exploratory experience.

The exploratory experiment was conducted on 01/05/2021 AD on (3) students from the third stage in the College of Physical Education and Sports Sciences - University of Basra, and the practical procedures that will be applied in the main research experiment were implemented, and the purpose of this experiment was to identify Performing the tests and the adequate period of time for the main experiment as well as ensuring the correct timings for each iteration.

3-6 Main research experience

The main experiment was conducted on Tuesday 12/01/2021 for the third stage students, while the research experiment was conducted for the fourth stage students on Thursday 01/14/2021AD.

3-7 Statistical means

The researcher used the statistical bag (21spss ver.) to obtain the following data:

- 1/ Arithmetic mean.
- 2/ Standard deviation.
- 3/ Percentage (8:91).
- 4/ For independent samples (T-Test).

4- Presentation, analysis and discussion of the results

This section included a presentation of the research results indicated by the results of the tests that the researcher relied on in his research and they were presented in the form of tables through which we can interpret the statistical numerical values to show the validity of these results or not and the extent to which they achieve the research hypotheses and objectives. The possibility of error in the following stages of research and strengthen the scientific evidence and give it strength.

Table (2) It shows the arithmetic means, standard deviations, and (T) value of the research variables in the research sample

No	Variables	measuring unit	Third stage		Fourth stage		Calculated T value	Sig
			Mean	SD	Mean	SD		
1	Compatibility test and scroll speed	Once	42.900	2.923	39.500	3.472	2.369	.002
2	Dribble test for a distance of (30) meters	second	13.600	1.264	15.750	2.720	2.266	.003
3	High Jump Test	Degree	3.200	1.032	2.200	1.751	1.555	.137
4	Shooting test after cheating	Degree	3.100	1.370	2.200	1.988	1.178	.254

Through the above table it was used, it was found that the arithmetic mean value of the compatibility test and the passing speed for students of the third stage was (42.900), while the standard deviation was (2.923). While the arithmetic mean value of the same variable for the students of the fourth stage was (39.500), while the standard deviation was (3.472). , and for the purpose of testing the hypothesis related to the significance of the differences, the results were processed using the t-test for independent

samples, as the calculated t-value amounted to (2.369), which is greater than its tabular value, and this means that there are significant differences between the two stages in the test and in favor of the third stage.

The researchers see the reason for the superiority of the third stage over the fourth stage, as it emphasized on the aspect of speed with accuracy in performance during the test period, so their results were better, which led to more repetitions in the same time. Thus, the number of attempts is few, in addition to that, the skill is easy, so students can perform it easily.

Through the above table it was used, it was found that the arithmetic mean value of the dribble test for a distance of (30 meters) for the third stage students was (13.600), while the standard deviation was (1.264). Standardized (2.720), and for the purpose of testing the hypothesis related to the significance of the differences, the results were processed using the (t) test for the independent samples, as the calculated t value was (2.266), which is greater than its tabular value. This means that there are significant differences between the two stages in the test and in favor of the third stage.

The researchers see the reason for the superiority between the research sample due to the fact that the students of the third stage were practicing fast jogging during the practical lessons with high repetitions, which led to cutting the distance in a short time, in addition to the fact that the number of practical subjects taken in the third stage is more than the rest of the stages, which makes the student work iterations. Therefore, the physical fitness is better than the fourth stage, in addition to that, the third stage students are characterized by the element of speed, which requires quick work in a short time, and this is what Abu Al-Ela indicated that anaerobic muscle work leads to an increase in the accumulation of lactic acid in the muscle as a result of anaerobic glucoses, which leads to the speed of fatigue and slow performance of the player and a decrease in his abilities (9:281)

The researchers believe that the force has a great role during the running stage, especially in the case of the presence of a tool, which is the ball, so it is necessary to focus on running and the tool at the same time, and this is what the mechanism of Talha Hussam El-Din indicated that there must be a large force in order to produce a known change in speed and in a specific time proportional to the mass of the body and it is easy to notice that the greater the rate of change in the speed of the body is known mass, then this means an increase in the thrust, and the relationship of the force with the thrust that the force is sufficient to bring about the required change in velocity cannot be available unless it is given the appropriate time, especially in the stage of follow-up to the movement of the tool (10:201)

Through the above table, it was used to show that the arithmetic mean value of the high jump shooting test for students of the third stage was (3,200), while the standard deviation was (1.032). While the arithmetic mean value of the same variable for students of the fourth stage was (2,200), while the standard deviation was (1.751).), and for the purpose of testing the hypothesis related to the significance of the differences, the results were processed using the (t) test for the independent samples, as the calculated t value was (1.555), which is less than its tabular value, and this means that there are no significant differences between the two stages in the test.

The researchers see the reason for this that the sample did not practice this skill (the skill of shooting) and did not master it correctly and repetitively and sufficiently during the previous years due to the health condition that affected the progress of the educational process and thus their results appeared not good for both stages. In addition, shooting requires a rapid and continuous movement between the lower and upper extremities, and this was confirmed by Dhurgham Al-Jadaan others (2020) that the speed of the ball comes as a result of the movement of the movement from the lower extremities to the upper extremities through the trunk (11:239), and Mutasim Shatnawi and others (2021) believe that it

must Increasing the range or speed of movement by producing a force and transferring it from the pivot foot, then the torso, then the throwing arm, and then the tool, which expresses a group of quick transfers made by the player to the ball in order to obtain a high speed (12:2859), Dhurgham Aljadaan (2021) (13:425)

Through the above table, it was used to show that the arithmetic mean value of the correction test after deception for students of the third stage was (3.100), while the standard deviation was (1.370).), and for the purpose of testing the hypothesis related to the significance of the differences, the results were processed using the t-test for independent samples, as the calculated t-value amounted to (1.555), which is less than its tabular value, and this means that there are no significant differences between the two stages in the test.

The researchers see the reason for this that the sample did not practice this skill (the skill of correction and deception) and did not master it correctly and repetitively and adequately during the previous years due to the health condition that affected the progress of the educational process as it is a complex skill that requires focus and accuracy in performance and thus their results appeared not good for both stages.

Conclusions

In the light of the results, the study concluded the following:

- 1 - There are significant significant differences between the third and fourth stage students in favor of the third stage in the compatibility test and the speed of passing the ball.
- 2 - Significant relationship differences between the third and fourth stage students in favor of the third stage in the ball test.
- 3 - There are no significant significant differences between the third and fourth stage students in the high jump shooting test.
- 4 - There are apparent differences in favor of the third stage, but there are no significant differences between the third and fourth stage students in the correction test after deception.

Recommendations

In the light of the results, the study recommended the following:


- 1- Emphasizing the exercises for the muscles of the aiming arm and legs and giving them great importance during the physical education lesson.
- 2- It is necessary to conduct periodic examinations and tests to know the development taking place, whether it is for the qualities or skill performance on an ongoing basis.
- 3- The necessity of conducting a study on a larger sample to distribute the students at different levels.

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