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Evaluating Combinatorial Abilities and Offensive Skills of Handball Youth Players

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Abstract. *The evaluation process in the sports field receives a lot of attention from researchers and specialists in the field of measurement and evaluation in physical education and sports sciences, as it is one of the basic components of the learning and training process and an integral part of it. Evaluation gains this importance by providing continuous nutrition and monitoring negatives in order to avoid them, correct weakness, treat it, and enhance Aspects of strength and benefiting from them, it includes an estimate of performance and the amount of outcome that expresses the changes achieved through the practice of education and training programmes, and then issuing judgments in light of specific considerations of the specifications of that performance. The current research aims to evaluate the combinatorial abilities and offensive skills of handball players, which number (25) players. To achieve this goal, the researcher used the descriptive approach in the style of (survey, correlations) because it is one of the most appropriate approaches to the nature of the research problem. The research population was identified as 25 players from the Al-Daghara Handball Club. The researcher also used tests that measure combinatorial abilities and offensive skills as main tools for collecting data. After a series of field procedures represented in ensuring the validity of the tests, by verifying the conditions for their scientific characteristics (honesty, reliability, objectivity), the researcher began applying the tests for combinatorial abilities and offensive skills and obtaining their results, extracting their standard scores, setting standard levels, and then building The evaluative model (the evaluative model) and in light of the research results, the researcher reached some conclusions, the most important of which are: It is possible to rely on the lateral map (the evaluative model) as an objective scientific method in evaluating combinatorial capabilities and offensive skills.*

1-Introduction to research:

1-1-Introduction to the research and its importance:

The evaluation process in the sports field receives a lot of attention from researchers and specialists in the field of measurement and evaluation in physical education and sports sciences, as it is one of the basic components of the learning and training process and an integral part of it. Evaluation gains this importance by providing continuous nutrition and monitoring negatives in order to avoid them, correct weakness, treat it, and enhance Aspects of strength and benefiting from them, it includes an estimate of performance and the amount of outcome that expresses the changes achieved through the practice of education and training programmes, and then issuing judgments in light of specific considerations of the specifications of that performance. The trainer must be familiar with and familiar with these different models of the evaluation process, and must have the ability to estimate

which of them is most appropriate for achieving his learning and training goals, and be qualified to apply them, in addition to the possibility of choosing the appropriate tests and standards in light of the criteria for the model he chooses. In order to reach the optimal formula for evaluating handball players, we must adopt a precise scientific method that takes into account the individual differences between them. Taking into account the differences and variations that exist between them is of great importance, as it gives a greater opportunity for the educational and training curriculum to perform its role efficiently and effectively, and allows the largest number of players to benefit. from him.

1-2 Research problem:

The current research sought to answer the following questions:

1. Is it possible to derive standards for the combinatorial abilities and attacking skills of young handball players in the Daghara Club?

2. Is it possible to set standard levels for the coordination abilities and attacking skills of young handball players in the Daghara Club?

3. Is it possible to build a model (side map) as a method for evaluating the harmonic capabilities and offensive skills of handball players?

1-3 Research objectives:

1. Building standards for the combinatorial abilities and attacking skills of youth handball players

2. Establishing standard levels for the combinatorial abilities and attacking skills of youth handball players

3. Evaluating the combinatorial abilities and attacking skills of youth handball players

1-4 Research areas:

First - The human field: youth handball players

Secondly - the time frame: for the period from (2/4/2024) until (28/6/2024).

Third: The spatial area: the sports hall of the Daghara Club.

3- Research methodology and field procedures:

3-1 Research methodology

The researcher intended to use the descriptive approach in the style of (survey, correlations) because it is one of the most appropriate approaches to the nature of the research problem.

3-2 Research population and sample:

The research population was identified as the Al-Daghara Handball Club players, who numbered (28) players. The goalkeepers, who numbered (3) players, were excluded, so that the number of the sample was (25) players.

3-3 Methods, devices and tools used in the research:

The researcher relied on the following methods, devices and tools:

3-3-1- Means of collecting information:

Note .

the interview.

Tests and standards.

3-3-2 The devices used in the research are:

(1) Dell computer.

Legal handball court.

Legal handballs (10).

Stopwatch number (2).

Colored adhesive tape.

Cloth measuring tape, 10 m long.

3-4 Determining the tests for the study variables:

3-4-1-Identifying the combinatorial capabilities under study:

The combinatorial abilities and special tests for these abilities were determined, and after reviewing the scientific sources and references, three tests for the combinatorial abilities were chosen.

3-4-2-Identifying the offensive skills tests under study: The (4) offensive skills tests were identified.

3-4-3- Description of the combinatorial ability tests under study:

The first test / measuring the ability to assess the situation

Tools used in the test:

Legal handball number (9), marker number (9).

A handball court in which the middle of the 7-meter throw line is the starting line, and (9) signs are placed in the goal area as follows:

The goal is divided into several sections with a rope, as follows:

(2) ropes divide the goal horizontally, the first at a distance of (60) cm from the upper and lower edges of the goalposts, and the other two vertically.

(2) ropes, 3 meters long, connect the first between the goal posts to divide the goal crosswise, at a distance of (60) cm from the lower edge of the crossbar. This area is divided by cutting the rope into three squares, two with a side length of (60) cm from the goal posts, and the two signs are placed. Adjacent to the two posts, bearing the numbers (1 and 2), and another square at the halfway point, of the same size, bearing the number (3). The sign is placed in the middle of the base of the square.

Another rope connects the two posts, 60 cm away from the lower edge of the post (i.e. at the third rectangle of the post). These areas are divided by small pieces of rope that are connected to the crossbar into five squares, each of which has a side length of (60) cm. The middle square is left empty and placed Two signs adjacent to the inner corner of the pillar meeting on each side bear the numbers (6 and 7), and connect the two signs halfway between the two squares on either side of the middle square and bear the numbers (8 and 9).

The size of the two squares in the middle of each post is (80 x 60) cm, and the two signs are placed in the middle of the two posts and bear the numbers (4 and 5).

A sign at the midpoint of the goal line between the goalposts and at a point determined at a distance of (1.50m) from the lower inner side of the goalposts, bearing the number (3) and defined by a rectangular area (60 x 1m).

Two figures whose bases are attached to the inner side of the middle of each post and to a point determined at a distance of (1) meter from the top and bottom of the inner side of the post. They bear the numbers (4 and 5) and are defined by a square with a side length of (60) cm.

Two signs whose bases are attached to the inner side of the goalpost at the point where the goalposts meet the goal crossbar. They bear the numbers (6 and 7) and are defined by a square with a side length of (60) cm.

Two signs are attached to the inner side of the goal crossbar and at a distance of (1.20 m) from each inner side of the goal posts, bearing the numbers (8 and 9).

The direction of the pointed head of all signs indicates the inside of the goal.

Performance description:

The tested player sits on his knees behind the starting line (7-meter throw line) and upon hearing the start signal, he shoots the balls towards the nine marks inside the goal.

Registration method:

The tested player is given (9) shots.

(4 marks) are awarded to the tested player when the marks (3, 8, and 9) are hit.

(3 marks) are awarded to the tested player when the marks (1, 2, 6, and 7) are hit.

Two points are awarded to the tested player when both figures (4 and 5) are injured.

One point is awarded to the tested player when he hits the designated mark and the ball passes near him and enters the goal.

A zero is counted for the tested player when the ball passes away from the designated mark or goes outside the goal.

The second test / measuring the ability to adapt to changing situations

Tools used in the test:

Legal handball number (3), marker number (6), stopwatch.

The handball field for taking the test in which the start and end line is the middle of the midfield line and the first marker is (2) meters away from it towards one of the two goals and five consecutive markers. The distance between one marker and another is (1.5 metres), so that the testing distance is (9.5 metres) and the number of markers is (6).).

Performance description:

The tested player stands behind the starting line (the middle of the midfield line) with his back facing the signs. When he hears the signal to start the test, he moves back between the signs in a zig-zag pattern. When he sees the ball placed on the ground, the tested player changes his movement to carry the ball and return. And the jump to the starting line (the midfield line).

Registration method:

The tested player is given two attempts.

The arithmetic mean of the time of the two attempts is calculated.

(Half a second) is added when touching any person.

The time difference between the calculated and estimated time to complete the test is calculated.

The third test: measuring the ability to connect motor skills:

Tools used in the test:

Legal handball (4), signs (2), electronic watch, and adhesive tape.

A place to perform the test in which there is a smooth wall with a minimum height of (2m), the start line is (4m) away from it, its length is (2m) and its width is (5cm), and two people on either side of the start line are (7m) away from the wall, with a separation distance between the two people (2m).

Performance description:

The tested player stands behind the starting line carrying a legal handball number (2), and when he hears the start signal, he handles the ball and receives it from the wall (three times), then returns to kicking the ball and turns around the mark on the right side, and then goes again to perform the ball handling and receive it from the wall (Three times), then return by patting and turning around the person on the left side, and the test continues until the end of the specified time.

Registration method:

The tested player is credited with the largest number of repetitions of handling, receiving, and hitting.

Each handling and receiving of the ball is counted for the tested player as one repetition.

3-4-4- Description of the offensive skills tests under study:

First test: pass():

- Measure compatibility and scroll speed on the wall (30 seconds)
- Objective of the test: to measure handling and receiving.
- Tools: handball, flat wall, stopwatch.
- Performance specifications: The tester stands at a distance of (3m) from the wall, then the tester passes the ball as many times as possible in (30 seconds).
- Scoring: The number of passes is calculated in the specified time by counting the number of times the ball is received.
- Instructions: presence of a recorder and a referee.

The second test: receiving and then shooting ():

The aim of the test: to test running along the handball court, dribbling speed, motor rhythm, aiming accuracy, then starting speed, changing position, flexibility of movement and jumping.

Tools used: 5 bars, ropes, handballs, a stopwatch, a gymnastics mat, and a handball court to perform the test on.

Method of performance: The left player starts from the left side, and the right player starts from the right side, from the side of the first mark placed on the intersection line between the midfield line and the side line. The time begins to be calculated with the start of the player's movement at the start, then the zigzag run between the marks while changing the hand to dribble the ball. When crossing each barrier, then aim by jumping forward from inside the designated square to the upper half of the first goal, then quickly run towards the right post and touch it, then return to the 6-meter area line, catch the ball there, and run with the dribble to the intersection area between the side line and the center line and place The ball is in it, then it moves sideways along the mid-field line to the center point, while still looking towards the goal, then picks up the ball from the half-court area and runs with the ball while dribbling backwards until reaching the position. The player does a back-roll once, then dribbles the ball only once and shoots. At the second goal in the lower half of it, then quickly run to the right post of the goal and touch it.

Registration: Each participant is given two attempts, and the best time is calculated. Half a second is added to the time for each legal foul, or when shooting by jumping forward from outside the specified area, or when performing a skill contrary to the required skill, or not hitting the specified area of the goal, or not changing the dribbling arm when running zigzag.

The third test: deception and then correction:

Objective of the test: accuracy of aiming after deception

Tools: A high jump device, a curtain 1.5 inches high and placed on the crossbar of the jumping device, a curtain to close the goal with four squares (40 x 40) cm representing the corners of the goal, 10 balls, one forearm standing half a meter in front of the middle of the jumping side with the ball.

Performance method: The player stands at the starting point, then runs to catch the ball from the forearm's hand, then moves opposite the first move within three steps to jump, then shoots at one of the far away squares. Repeat this process until 10 balls are completed

Scoring: Gives one score for every correct shot inside the specified square

Fourth test: receiving and then passing:

Purpose of the test: passing accuracy from fast running, compatibility, sprint speed.

Tools: 3 bars, 6 balls, stop watch

Planning and distributing tools:

- 3 forearms (A, B, C), each of whom stands inside one of the circles on the handball court. The diameter of the circle is 1 m, and the distance between one player and another inside the circle is 4 m. Each of the forearms (A, B, C) has two balls, the forearm stands inside the circle. Putting the ball in the palm of his hand and setting it aside.
- Method of performance: When the start signal is given, the player runs quickly to catch the ball from forearm A to pass it to goalkeeper (1), then returns to receive the ball from forearm (B) to pass it to goalkeeper (2), then returns to receive the ball from forearm (C) to pass it to goalkeeper (3) Thus, the player continues to make six passes.

Instructions: One correct attempt is given not to dribble the ball

Recording: Time is calculated to the nearest 10 seconds.

3-5- Exploratory experience:

Before carrying out the main experiment, it is necessary to conduct a reconnaissance study on a small sample similar to the research sample, as its purpose is to choose the research methods and tools, in addition to extracting the scientific foundations for the tests, as the researcher deliberately conducted the exploratory experiment on a sample from outside the research sample, numbering (20) players. Handball on Monday 4/15/2024, including:

1 - Difficulties that the researcher may face during the tests.

2-The time required to conduct the tests

3- Knowing the validity of devices and tools

3-6- Scientific foundations of tests:

First: the validity of the test

The researcher used apparent validity by specifying the tests in a questionnaire form and presenting them to experts and specialists, and through them, the validity of the tests was obtained, as validity is an estimate of whether the test measures what we want to measure it with, and nothing other than what we want to measure it with. "().

Second: stability of the test

The researcher intended to test the sample of the exploratory experiment, and then repeat the tests on them after seven days, and then treat the data of the two tests statistically through the simple correlation coefficient (Pearson), as shown in Table (1).

Third: objectivity.

The researcher extracted the objectivity value of the tests by calculating two measurement scores for the two experts and processing them using the simple correlation coefficient (Pearson). The objectivity of the tests was extracted, which indicated that the tests are objective, as shown in Table (1).

Table (1) Scientific parameters for the tests used:

Objectivity	Constancy	The Exams	No.
0.796	0.7645	Ability to assess the situation	1
0.930	0.811	The ability to connect movement	2
0.852	0.7882	The ability to adapt to changing situations	3
0.788	0.656	Passing	4
0.876	0.9181	Receiving and shooting	5
0912	0.8452	Receiving and deceiving	6
0.923	0.9781	Receiving and passing	7

3-7- The main experiment:

After completing the procedures that qualify the main experiment, the tests were applied to a sample of (25) handball players at the Al-Daghara Sports Club. The tests were conducted on the handball court. The tests took a period extending from 4/16/2024 to 4/22/ 2024, after completing the experiment, the questionnaires were filled out, the data was collected, and then statistical treatments were performed.

3-8- Statistical methods:

The SPSS statistical package was used for statistical processing and extracting the results

4- Presentation, analysis and discussion of the results:

4-1 Presentation, analysis and discussion of the results of the statistical description of the research variables:

This credit includes a presentation of the results reached by the researcher in light of the research objectives, with analysis and interpretation of these results according to the following order:

1-4 Statistical description of the research variables (combination abilities, offensive skills):

Table (2): Statistical description of the results of the research variables

Standard deviation	Arithmetic means	Sample volume	Variables	
4.8877	75.082	25	X1	F_1
1.5988	14.176	25	X2	
1.5592	12.344	25	X3	
2.167	10.822	25	Y1	F_2
1.796	18.580	25	Y2	
1.548	6.220	25	Y3	
1.684	8.366	25	Y4	

It appears from Table (2) that the rate of the search variables (X1, respectively. It also appears from the same table that the values of the standard errors were small compared to the averages, and this indicates that the average values are similar to the population average, and the sample accurately represents the population (the best representation).

Table (3): Skewness and kurtosis values and their associated Z values, Levene's (F) test values and their accompanying significance values

Z	Standard error	Kurtosis	Z	Standard error	skewness	Variables	
2.533	0.817	-1.091	1.165	0.423	0.268	X1	F_1
1.762	0.817	-0.56	0.032	0.423	0.108	X2	
2.324	0.817	0. 49	1.582	0.423	0.736	X3	
1.902	0.817	-0. 47	0.33	0.423	-0.164	Y1	F_2
0.57	0.817	-0.25	0.19	0.423	0.442	Y2	
2.842	0.817	-1.121	0.32	0.423	0.178	Y3	
1.387	0.817	-1.05	0.12	0.423	0.062	Y4	

When examining the results of Table (3), it appears that all variables follow a normal distribution because all Z values for the skewness were less than the standard criterion (1.96). All standard deviation values are appropriate because all Z values for kurtosis (pointiness) were less than the standard (1.96).

2-4 Building criteria for the research variables (combination abilities, offensive skills):

The researcher used the sequential method to find standard scores. The sequential method was used in the decimal distribution (that is, the individuals in the research sample are distributed over six standard deviations, each of which has a correct value of one, on the basis that the arithmetic mean will be given the number (6) from the decimal distribution and above it are three numbers: (9, 7, 8). Representing three deviations, and next to it are three numbers: (4, 3, 5) representing three deviations... Thus, standard tables and their levels were built, which accommodate a percentage of (93.75%) of the sample members, in order to translate the results of the research variables according to On the same sample and the population it most accurately represents... and it can be observed in Tables (4).

First - Standard scores for the variable (combinatorial abilities):

A- Standard scores for the variable (ability to assess the situation):

Table (4): Standard scores and their corresponding raw scores for the results of the variable (ability to estimate the situation)

Raw scores	Standard scores
93.753	9
89.196	8
84.639	7
80.082	6
75.525	5
70.968	4
66.411	3
Standard deviation	Arithmetic mean
4.887	75.082

B- Standard scores for the variable (ability to connect motor skills):

Table (5). Standard scores and their corresponding raw scores for the results of the variable (ability to connect motor skills)

Raw scores	Standard scores
18.796	9
15.256	8
15.716	7

14.176	6
13.636	5
12.096	4
1.556	3
Standard deviation	Arithmetic mean
1.59	14.176

C- Standard scores for the variable (ability to adapt to changing situations):

Table (6): Standard scores and corresponding raw scores for variable scores (ability to adapt to changing situations)

Raw scores	Standard scores
8.564	9
7.823	8
11.082	7
12.341	6
13.6	5
14.859	4
16.118	3
Standard deviation	Arithmetic mean
1.559	12.344

Second - Standard scores for the variable (offensive skills):

A- Standard scores for the (passing) variable:

Table (7): Standard scores and their corresponding raw scores for the results of the variable (pass)

Raw scores	Standard scores
13.164	9
14.294	8
10.107	7
11.920	6
7.733	5
8.546	4
9.359	3
Standard deviation	Arithmetic mean
2.167	10.822

B- Standard scores for the variable (receiving then correcting):

Table (8): Standard scores and their corresponding raw scores for the results of the variable (receiving then correcting)

Raw scores	Standard scores
12.792	9
11.688	8
13.584	7
16.480	6
18.376	5
20.272	4
24,168	3
Standard deviation	Arithmetic mean
1.796	18.580

C- Standard scores for the variable (receiving then deception):

Table (9): Standard scores and their corresponding raw scores for the results of the variable (receiving then deception)

Raw scores	Standard scores
11.784	9
10.256	8
9.728	7
8.200	6
6.672	5
5.144	4
4.616	3
Standard deviation	Arithmetic mean
1.548	6.220

D- Standard scores for the variable (receiving then passing):

Table (10): Standard scores and their corresponding raw scores for variable results (receiving then passing)

Raw scores	Standard scores
3.57	9
5.11	8
6.63	7
8.460	6
9.90	5
11.66	4
14.25	3
Standard deviation	Arithmetic mean
1.68	8.366

3-4 Standard levels of research variables (combination abilities, offensive skills):

First: Standard levels for the variable (combinatorial capabilities):

Standard levels for the variable (ability to assess the situation):

Table (11): The numbers and percentages achieved for the sample items in the variable of ability to estimate the situation

total	good	middle	acceptable	Levels
91.73	16.73	70.27	14.73	Ideal ratios
25	4	18	4	Assumed repetition
100%	0	96	4	achieved ratios
25	-	24	1	Watched duplicates

Standard levels for the variable (ability to connect motor skills):

Table (12)

total	good	middle	acceptable	Levels
91.73	16.73	70.27	14.73	Ideal ratios
25	4	17	4	Assumed repetition
100%	8	92	0	achieved ratios
25	2	23	-	Watched duplicates

It appears from Table (12) that there is a clear discrepancy between the percentages achieved for the players' scores in the motor linking ability variable at each standard level (the achieved percentages) with similar percentages in light of the ideal distribution.

The achieved ratios are far from the ideal ratios of the area under the normal curve. From this, we find that the distribution of the sample items in the variable of motor linking ability did not match what it was supposed to be, and this is an indicator that expresses the lack of good distribution.

C- Standard levels for the variable (ability to adapt to changing situations):

Table (13)

total	good	middle	acceptable	Levels
91.73	16.73	70.27	14.73	Ideal ratios
25	4	15	4	Assumed repetition
100%	8	84	8	achieved ratios
25	2	21	2	Watched duplicates

It appears from Table (13) that the percentages achieved for the players' scores in the variable of ability to adapt to changing situations at each standard level (the achieved percentages) were close to similar percentages in light of the ideal distribution.

The achieved ratios are close to the ideal ratios of the area under the equinoctial curve. From this, we find that the distribution of the sample items in the variable of ability to adapt to changing conditions was consistent with what it was supposed to be, and this is an indicator that expresses the good distribution.

Second - Standard levels of the variable (offensive skills):

Standard levels for the variable (receiving then passing):

Table (14): Numbers and percentages achieved for the sample items in the receiving and then passing variable

total	good	middle	acceptable	Levels
91.73	16.73	70.27	14.73	Ideal ratios
25	4	19	4	Assumed repetition
100%	16	76	8	achieved ratios
25	4	19	2	Watched duplicates

It appears from Table (14) that the percentages achieved for the players' scores in the passing variable at each standard level (the achieved percentages) are close to similar percentages in light of the ideal distribution.

The achieved ratios are close to the ideal ratios of the area under the equinoctial curve. From this, we find that the distribution of the sample items in the receiving and then passing variable may be identical to what it is supposed to be, and this is an indicator that expresses the goodness of the distribution.

B - Standard levels for the variable (receiving then shooting):

Table (15)

total	good	middle	acceptable	Levels
91.73	16.73	70.27	14.73	Ideal ratios
25	4	18	4	Assumed repetition
100%	0	96	4	achieved ratios
25	-	24	1	Watched duplicates

It appears from Table (15) that there is a clear discrepancy between the percentages achieved for the players' scores in the variable of receiving, running, then shooting at each standard level (the achieved percentages) with similar percentages in light of the ideal distribution.

The achieved ratios are far from the ideal ratios of the area under the normal curve. From this, we find that the distribution of the sample items in the variable of receiving, running, then shooting did not match what it was supposed to be, and this is an indicator that expresses the lack of good distribution

C- Standard levels for the variable (receiving then deception):

Table (16): Numbers and percentages achieved for the sample items in the variable of receipt and then deception

total	good	middle	acceptable	Levels
91.73	16.73	70.27	14.73	Ideal ratios
25	4	18	4	Assumed repetition
100%	4	96	0	achieved ratios
25	1	24	-	Watched duplicates

It appears from Table (16) that there is a clear discrepancy between the percentages achieved for the players' scores in the variable of receiving and then deception at each standard level (the percentages achieved) with similar percentages in light of the ideal distribution.

The achieved ratios are far from the ideal ratios of the area under the normal curve. From this, we find that the distribution of the sample items in the variable of receipt and then deception did not match what it was supposed to be, and this is an indicator that expresses the lack of good distribution.

D. Standard levels for the variable (receiving then passing):

Table (17): Numbers and percentages achieved for the sample items in the receiving and then passing variable

total	good	middle	acceptable	Levels
91.73	16.73	70.27	14.73	Ideal ratios
25	4	19	4	Assumed repetition
100%	0	100	0	achieved ratios
25	-	25	-	Watched duplicates

It appears from Table (17) that there is a clear discrepancy between the percentages achieved for the players' scores in the variable of receiving and then passing at each standard level (the achieved percentages) with similar percentages in light of the ideal distribution.

The achieved ratios are far from the ideal ratios of the area under the normal curve. From this, we find that the distribution of the sample items in the receiving and then passing variable did not match what it was supposed to be, and this is an indicator that expresses the lack of good distribution.

4-4 Model for evaluating the research variables (combination abilities, offensive skills) for Al-Daghara handball club players:

In order to clarify the evaluation process using the model (side map), by identifying the strengths and weaknesses of the variables under study (combination abilities, offensive skills) of the research sample, the researcher randomly chose two players, player No. (8) and player No. (22). The researcher will shed light on evaluating the research variables for these two players, while reviewing the model's mechanism for evaluation and comparison.

In order to evaluate the results of player (8) through the model, it appears that there is a large discrepancy in the levels at which this player is in the variables under study, as the results of the variable (the ability to estimate the situation) came within the level (acceptable), while the results of the variables (the ability to connect... Motor skills, ability to adapt to changing situations, receiving, then deceiving, then running, receiving, then passing) were within the (average) level, while the results for the variables (receiving, then passing, receiving, then running, then shooting) were within the (good) level. When studying these results, we find that there is a weakness in the variable (the ability to assess the situation), and that it needs development, and therefore emphasis must be placed on it.

5-1 Conclusions:

In light of what the results produced, through presentation and analysis, and within the limits of the research sample and procedures

The researcher concluded that the test standards used in the current research, their levels, and the deduced evaluation model (side map), represent a reliable means of evaluation and interpretation in evaluating the level of achievement of handball players by comparing their level with their peers. There is a mismatch in the levels achieved with what is supposed to be for the research sample in the variables under study.

5-2. Recommendations and proposals:

Based on the research results and conclusions, the researcher recommends the following:

1. It is very necessary to use objective methods in the evaluation process, in any studies and research related to this matter.

2. Benefiting from the results of this study, especially the standards and their levels, by circulating them to sports clubs and specialized schools in Iraq, especially those that include handball players.

3. Adopting the tests used in this study as one of the criteria for evaluating the compatibility abilities and offensive skills of handball players.

4. The necessity of conducting such studies on a regular basis, because of their importance in developing the compatibility abilities and offensive skills of handball players.

5. Encouraging the conduct of similar studies and research on samples represented by age groups, clubs, and other sporting events.

6. It is important to evaluate the players' general and specialized condition using the (personal profile) method as a method to reveal their strengths and weaknesses.

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