Summary:

The present research was conducted to study skill test & actual match performance of handball players, and is recognized by the International Olympic Association. For the better performance of the team, the most important factor is selection of the players in the team. When players are selected through proper criteria, it helps team in boosting its performance. As well in Maharashtra also the selection procedure was traditional i.e. a player, who score more was selected. But Dr. Sopan Kangane had worked very hard in this area and developed a new test battery for the selection of Junior Handball players. The major objective of this study was to find out the relation between the skills performances with actual match performance. It was hypothesized that there is no significant correlation among match performance and performance of skill tests of the players as well as there is significant relation among match performance and performance of skill tests of the players. The players of different school of under 19 age group playing Handball was the population of the study. (N=336) All the layers from participated teams were tested and rated. Thus the incidental sampling method was used for selecting the sample (N=200). Survey method was used for this research. With the help of tools such as skill test battery and rating scale, data was collected. The comparison was done using the Pearson Correlation on collected data. It was found that there was a negative correlation between performance of shoot by rating scale and skill performance of front shoot. There was no correlation between passing ability by rating scale, front shoot (skill Test) and accuracy throw (skill Test). There was no correlation between dribbling ability by rating scale and agility dribble (skill Test). There was no correlation between dodging ability by rating scale and foot work (skill Test). There was no correlation between defense ability by rating scale and footwork (skill Test). There was no correlation between total scores of rating scale and total scores of skill test. After analyzing the data researcher came to the conclusion that there was no significant correlation between the actual match performance and skill
tests performance of handball players. Hence researcher accepted null hypothesis. Hence, it is concluded that the method of using skill test battery for the selection of the player can not replaced with the rating scale method. Thus, it was concluded that the method of using skill test battery for the selection of the player can not replaced with the rating scale method. Further research to find out correlation between performance by rating scale and rank of the players done by experts; to find out the applicability of the rating scale, is recommended. Coaches can use the developed rating scale in order to find out the actual match performance. This rating scale can be use by the experts at the time of selecting the district/ state/ national level team. would be the further topic of research.

Physical fitness and a healthy mind is an inevitable aspect of human life. Swami Vivekananda strongly stressed the importance of physical fitness when he said, “Be strong my young friends, that is my advice to you. You will be nearer to heaven through football than through the

Physical education is without doubt an important branch of education today; it opens unique vistas of potentially contributing individuals to society. It is an inevitable and significant part and parcel of the school education program and curriculum; it is a means of the joy of kids . It is a vital part of education. Through a

Participation in various sports, games exercises of any sort; any physical education program will definitely brighten the future of the present generation. In fact, sports and physical education should be treated as one of the fundamental rights of the young and old alike. Physical education is simply a process of directing the movements of the body, of the physical activities- the aim being to achieve an all round development of the body, brain, mind and soul.

Man is designed by nature to be a biologically active and energetic being. Man has to be vigorously active and energetic. It is a well acknowledged fact that it is only through physical activity, hard physical labour that a human being can achieve physical, mental, intellectual, emotional and social fitness and health.

Sports, Games and Physical Education are preventive as well as therapeutic; they prevent various diseases before they crop up and many diseases are remedied by a regular participation in various sports and games. Unlimited games are played not only
by children but by people of every age-group and every gender as a means of recreation and entertainment.

Sports and games are therapeutic; they can prevent many diseases; high and low blood pressure, hypertension, diabetes and anaemic condition and various other similar diseases can be prevented as well as kept under control through a regular participation in exercises and sports and games. Aerobic exercises like swimming, running, jogging or biking regularly are known to help solve these problems also along with the implementation of proper diet as per an individual’s need. Obesity and overweight or under-weight problems can be managed and controlled with the help of certain physical activities and exercises along with a proper diet.

Regular and constant physical activities and exercises are a must to prevent and keep away diseases. Hence, people need to do right and proper exercises and develop the habit of keeping their body healthy, fit and fine right since the beginning. Popularization of sports and games in today’s age is the need of the hour. Information regarding the importance of balanced diet and most important of all the harmful effects of lack human-beings needs to be spread amongst the masses. Most people are well aware about the benefits of sports and games; they join various Sports & Health Clubs and Gymnasiums to remain fit and fine; they have already joined the ‘Fitness Revolution’ in the modern age.

The physical fitness status of National population varies between National due to such influences as age, sex, heredity, ethnic, cultural and economic patterns and the physical environment. Leaders in physical education around the world have shown increased relation in earlier period regarding the specific level of physical fitness of their nations populations. This concern is reflected by the development and administration of fitness tests in many different countries.

To develop and maintain the physical fitness requires vigorous efforts by those who in real sense are physically strong and seem in their appearance good and also acquired the best health which is requisite for blissful life. The possession of optimal strength muscle tone and endurance not only for emergencies but for the everyday living can be the key to dynamic health .The measurements and assessments about the fitness of the body’s status of youth in different countries provide information with which
one can make an indirect comparison between the levels of effectiveness of physical education programmers with regard to achieving physical education objectives. By measuring, weighing and evaluating the physical fitness levels and athletic abilities of their students. Physical education teacher can establish growth curves and set fitness and athletic ability standards. Such data can be used to make comparison between programmers of physical education and between populations of youth.

Ever since the U.S.A. experienced that a large number of its citizens were not it enough to be recruited in their armed forces during World War II, there has been an ever growing interest in adopting programmers to promote physical fitness especially in school going children. One attempt to identify difference in physical fitness levels between National populations of youth was made in 1954 by Kraus and Hirschland in which the result of the Kraus-waver test of muscular fitness for American children and for European children were compared. Kraus and Hirschland suggested that the poor American showing could be explained by the high degree of mechanization that excised in American society and the consequent comparative lack of Physical activity in the daily lives of youths. The study of Kraus and Hirschland provided the stimulation for a national conference in 1965 to consider the fitness of American youth. This is such an incessant quality of Physical fitness which leads one’s life prosperous until death. It is related to the ability to meet the demands of the environment specifically to preserve to withstand stress to resist fatigue and to possess the energy for an abundant life physical fitness is minimal in the seriously ill and is maximal in the highly conditioned person, while energy demands of daily task vary for individuals. Some position between these minimal and maximal poles is satisfactory for most people. Since the individual is totally non divisible into discrete parts physical fitness affects all phases of human existence. It is vital for the whole person to maintain neuromuscular, cardiovascular and other organic systems by improvement of Physical fitness through exercise. This chapter reviews motor, fitness, and sport skill assessment practices for students with physical fitness. Like Jorge in the opening scenario. The chapter begins with specific strategies that will help children with physical fitness understand what to do and perform at their best. This is followed a review of assessment tools that might be used with children with physical fitness is also dependent upon organic fitness as well skill, both of
which can be acquired only through a gradual process of training. A certain minimum level of fitness is needed for everyday. But over and above the minimum level the requirement of additional fitness depends upon the nature of work that the person may have to do.

It is learn that “Physical fitness” factor was totally understood in a different way by the people and by the different direction. They said that to have a better “off spring” to have healthy citizens parents must be physically fit. So they encouraged the people to keep themselves physically fit, for which they were given more facilities. Several royal rules were made flexed. In order to popularize physical activities once a year, they started to conduct sports fairs, where several types of competitions were organized and the winners used to be honored. This gradually gave birth to sports. These sports used to be of differed type, where one had to exhibit ones power and strength on one another.

The World Health Organization has set a target that every person in the World should become health conscious by 2000 AD and it is a right step in the attainment of health for all. The International Olympic Committee has signed an agreement with WHO for furthering the cause of health for all and sports for all by 2000 AD. The agreement is clearly directed towards attaining total fitness of all individuals by 2000AD. To attain this objective the citizens of the nation are to be made health and fitness conscious and for this purpose scientific programs should be made all ages.

Definition of physical fitness has been presented in most of the literature in various way. A Physical may define it as the absence of disease. Some athletes may rate fitness according to the amount of musculature developed. Other individuals apprehend the fitness as the potentiality to act in various games and sports related to few sports skills. The authorized council of the physical fitness and sports had stated that it is kind of measures of the fitness in physical and sport which increase the strength of stamina of the body, and flexibility, perhaps the most comprehensive definition has been given by the American Medical Association, which defines fitness in sports and physical activity as the whole common stamina to respond and adopt favorably for maximum results and their efforts. In day to day life for effectively and safe working without getting exhausted and having maximum energy for various recreational activities and leisure which comprise personal physical fitness while they get in to ordinary and at the same time they meet with unusual
demands that arise, if any. Fitness in Physical and sport could be divided into both categories which are as follows: a) fitness related to health, b) fitness related to motor skill.

Most authorities agree that from a health point of view total physical fitness involves four basic components that are separate but interrelated cardiovascular endurance, muscular flexibility and endurance, as well as body composition and muscular strength. To improve the overall fitness level an individual has to participate in specific program to improve each of the four basic components, nevertheless, after the initial fitness boom swept across the country in the 1970’s it became clear that just improving the four components of physical fitness alone would ensure better health and make it decrease the possibility of any type of diseases. Physical fitness can mean thing. To a physician, physical fitness may simple mean the absence of disease. To a weight lifter, it may be synonymous with large bulging muscles. To a health or physical educator, physical fitness may mean the ability to perform a specific number of calisthenics activities or in specific duration to walk at least one mile or run for one mile. To a health fitness professional, physical fitness means being able to acquire and maintain specific health standards. When people are asked to define or to describe the term fitness, their most common replies deal only with the physical part of fitness. Two other parts of fitness that are often overlooked are mental emotional fitness and social fitness. Total fitness is said to be achieved when people possess all there parts of fitness mental emotional social and physical mental emotional fitness is a combination of many qualities. Two of these qualities are the ability to control emotions and the ability to handle stress. A positive self-concept and the ability to feel and to show love and concern for others are other qualities of mental emotional fitness. Social fitness is the ability to get along with people in many kinds of situation. Behaving in ways that are socially acceptable are signs of social fitness. Physical fitness is achieved when people are able in order to carry out their daily routine with enthusiasm, cautiousness and except unwanted fatigue

For taking part in various leisure activities and to get the stresses that is the part and parcel of many emergency conditions for physically fit people. It is one of the richest possession of physical fitness the one who wants to gain it has to be obtained through a
daily physical exercise as well as through its daily practice those who adopts this physical fitness, lean to get better felling and feels and also experience good health which gives the genuine quality to life. It is a requisite for physical fitness that enable strain and stress that may occurs due to different sporting activities and games that may prove fruitful for prevention of sports injuries in the long run and is an inseparable part of sports performance and achievement. The quality of an individual sportsman’s the level of fitness; the greater is the ability of a person to attain higher level of performance

As Handball is played in Olympic Games and has attained an impressive level of popularity in international arena of competitive sports. Its recreational value and state of enjoyment have drawn the attention of both male and female players at the professional as well as collegiate levels. Handball has always been considered as a game of perception, timing, accuracy, and agility along with a high level of fitness. The object of the game is to move the ball down the field by passing, dribbling and throwing the ball into the opponent’s goal. It involves skills like running, dribbling, jumping, passing, catching, throwing, goal tending, and strategies. Handball, with its rules and regulation and playing set up, is being popularly played in India. A number of attempts have been made to determine the physical demand of the players by increasing the work intensity and tactics. Handball game requires individual tactics fitness and other basic requirements. The players are frequently required to work above the dynamic muscular strength of muscles for jumping, running and throwing. In present investigation the research scholar found out whether there is a difference in actual match performance and skill test performance of handball players.

This study is confined for the male junior level Handball players, aged between 15 to 19 years (i.e., under 19 years). As the subjects participating in this study belonged to various districts of Maharashtra, the diet, nutrition etc, may be different and was not controlled. The study was confined to the state level handball players only.
Since the test items were many, the researcher was not able to take all the measurements alone. He therefore took help from some qualified assistants, the researcher therefore considered it as a limitation of this study. Psychological variables and the related factors of the players, which might have been evolved during game situation, were not controlled.

Keeping in view the need, background and purpose of the study, the following major objectives were, to find out the match performance of the players with the help of rating scale and the skill performance of players with the help of standardized handball skill tests. To compare the skill and match performance (Rating scale) of handball players. To find out the relation among skill performance with match performance.

On the basis of assumptions made and literature reviewed, the investigator has formulated the following hypotheses.

\( H_0: \) There is no significant relation among match performance and performance of skill tests of the players.

\( H_1: \) There is significant relation among match performance and performance of skill tests of the players.

As selection of the player plays an important role. Standardized test battery, developed by experts helps the selectors to select the players. With this battery one can check only the fitness level and skill talent of the players.

The present study will prove beneficial for the Selection Committee members for objective assessment and evaluation of the performance ability of Handball players so as to form a standard Handball team. This study will be helpful to Handball coaches and physical education teachers for assessing and evaluating their players. This study may provide an opportunity and encouragement to the sports talents in Handball. This study will provide standard norms in favor of selection, assessment, and evaluation of selected performance variables of junior Handball players in Maharashtra state. To avoid dirty politics involving in selection of players, the development of such norms has profound importance. The norms will help to discriminate the players having excellent potential and talent. Fair selection system will be set up.
The present investigation was carried out on 200 handball players in the age group 15-19 years from Maharashtra therefore all the players of different districts of this age group playing Handball was the population of the study. The cluster sampling method was used for selecting the sample.

**Research Method:**

The present research was a survey study. The Study was about to compare the skill performance of Handball players measured by standardized handball test battery (Kangane 2000) with the skill performance measured by rating scale.

The Standardized handball test battery and norms developed by Dr. Sopan Kangane were used to measure skill performance. Rating scale was used to measure skill performance during match.

**Procedure of Data collection:**

Front Shoot, Speed Pass, Accuracy Throw, Foot Work & Agility Dribble were measured Standardized handball test battery and norms developed by Dr. Sopan Kangane whereas Shoot, Pass, Dribble, Dodge & Defense were measure by rating scale (observations of experts). Standard tests were administered to measure the items of each dimension for the collection of data. Equipments used in the study were thoroughly checked and their functional status was verified to ensure accuracy in data collection. The primary data was represented in appropriate tabular and graphical form.

To find out the correlation between skill test scores and rating scale performance scores, all scores were converted in the standard scores and then correlation was found. Comparison was done by using Pearson Product Method. Descriptive statistics, inferential statistics and the correlation between different variables were calculated.

Standardized test battery, developed by experts helps the selectors to select the players. With this battery one can check only the fitness level and skill talent of the players. The present study will be useful in the following ways:
The present study will prove beneficial for the Selection Committee members for objective assessment and evaluation of the performance ability of Handball players so as to form a standard Handball team.

This study will be helpful to Handball coaches and physical education teachers for assessing and evaluating their players and getting feedback for further improvements. This, in fact, will help for making necessary modifications in their coaching and teaching strategies in preparing Handball players.

This study may provide an opportunity and encouragement to the sports talents in Handball, with a hope that their efficiency will be accurately judged by the developed test and norms.

This study will provide standard norms in favour of selection, assessment, and evaluation of selected performance variables of junior Handball players in Maharashtra state. As a result, able players will get a chance to represent a standard Handball game and drawbacks of present system of selecting players can be avoided.

To avoid dirty politics involving in selection of players, the development of such norms has profound importance.

The norms will help to discriminate the players having excellent potential and talent.

Fair selection system. system will be set up as a result of this study, so that top performance of Handball team can be expected as well.

Development of norms in this study will exhibit no chance to criticize the

Conclusions:

As per the Statistical Data the following conclusions has been derived

1. 16 Years, 17 Years, 18 Years and 19 Years Age Group Hand ball players differed significantly with respect to their aggression. It also concluded that the 19
Years age group players have more aggressive while 18 Years age group players have less aggressive as compared to 16 Years and 17 Years age group players.

2. 16 Years and 17 Years age group players differ significantly in respect to their aggression. Moreover, 17 Years age group players are more aggressive than 16 Years age group players.

3. 16 Years and 18 Years age group players differ significantly in respect to their aggression and 16 Years age group players are more aggressive than 18 Years age group players.

4. 16 Years and 19 Years age group players differ significantly in respect to their aggression and 19 Years age group players are more aggressive than 16 Years age group players.

5. 17 Years and 18 Years age group players differ significantly in respect to their aggression and 17 Years age group players are more aggressive than 18 Years age group players.

6. 17 Years and 19 Years age group players differ significantly in respect to their aggression and 19 Years age group players are more aggressive than 17 Years age group players.

7. 18 Years and 19 Years age group players differ significantly in respect to their aggression and 19 Years age group players are more aggressive than 18 Years age group players.

8. 16 Years, 17 Years, 18 Years and 19 Years age group players differed significantly with respect to their frustration. It also concluded that the 18 Years age group players have more frustration while 19 Years age group players have less frustration as compared to 16 Years and 17 Years age group players.

9. 16 Years and 17 Years age group players differ significantly in respect to their frustration. Moreover, 16 Years age group players have more frustration than 17 Years age group players.

10. 16 Years and 18 Years age group players differ significantly in respect to their frustration and 16 Years age group players have less frustration than the 18 Years age group players.
11. 16 Years and 19 Years age group players differ significantly in respect to their frustration and 16 Years age group players are more frustration than the 19 Years age group players.

12. 17 Years and 18 Years age group players differ significantly in respect to their frustration and 17 Years age group players have less frustration than the 18 Years age group players.

13. 17 Years and 19 Years age group players differ significantly in respect to their frustration and 19 Years age group players have less frustration than the 17 Years age group players.

14. 18 Years and 19 Years age group players differ significantly in respect to their frustration and 18 Years age group players have more frustration than the 19 Years age group players.

15. 16 Years, 17 Years, 18 Years and 19 Years Age Group Hand ball players differed significantly with respect to their ability to pursue sports as a career. Further, the 19 Years age group players have greater ability while 16 Years age group players have less ability to pursue sports as a career as compared to 17 Years and 18 Years age group players.

16. 16 Years and 17 Years age group players does not differed significantly in respect to their ability to pursue sports as a career.

17. 16 Years and 18 Years age group players does not differed significantly in respect to their ability to pursue sports as a career.

18. 16 Years and 19 Years age group players differ significantly in respect to their ability to pursue sports as a career and 19 Years age group players have more ability than the 16 Years age group players.

19. 17 Years and 18 Years age group players does not differed significantly in respect to their ability to pursue sports as a career.

20. 17 Years and 19 Years age group players differ significantly in respect to their ability to pursue sports as a career and 19 Years age group players have more ability than the 17 Years age group players.

21. 18 Years and 19 Years age group players differ significantly in respect to their
ability to pursue sports as a career and 19 Years age group players have more ability than the 18 Years age group players.

22. The frustration in the players increases with their decreasing aggression and vice-versa. The ability of players to pursue sports as a career increases with their increasing aggression and decreases with increasing frustration and vice-versa.

23. From table no. 4.15 it has been concluded that the correlation coefficient of performance of shoot by rating scale and skill performance of front shoot is -0.144 which is negative correlation.

24. From table no. 4.9 it has been concluded that there is no correlation between passing agility by rating scale and front shoot (skill Test)

25. From table no. 4.10 it has been concluded that there is no correlation between passing ability by rating scale and accuracy throw (skill Test)

25. From table no. 4.11 it has been concluded that there is no correlation between dribbling ability by rating scale and agility dribble (skill Test)

26. From table no. 4.12 it has been concluded that there is no correlation between dodging ability by rating scale and foot work (skill Test)

27. From table no. 4.13 it has been concluded that there is no correlation between defense ability by rating scale and footwork (skill Test)

28. From table no. 4.14 it has been concluded that there is no correlation between total scores of rating scale and total scores of skill Test

29. With the help of conclusions made, it can be said that the method of using skill test battery for the selection of the player can not replaced with the rating scale method.

30. Significance of Difference between Intelligence and Mental Health of Hand ball Players, it is observed that the Mean of Hand Ball Player in Intelligence scores is 14.654 and that of Mental Health of Hand Ball Players is 15.33. The Standard Deviation for both the Intelligence and Mental Health of Hand Ball Players is 3.07 and 2.25 respectively. The Mean difference is 0.68 and the Standard Error is 0.38. The obtained ‘t’ is 1.98 which is less than the table value of ‘t’ at 98 degree
of freedom and 0.05 level of significance. Hence it is concluded that there is no significance different in the Intelligence and Mental Health of Hand ball Players Maharashtra State.

31. Significance of Difference between Verbal Creativity and Non-Verbal Creativity of Hand ball Players, it is observed that the Mean of Hand Ball Player in Verbal Creativity scores is 17.57 and that of Non-Verbal Creativity of Hand Ball Players is 18.67. The Standard Deviation for both the Verbal Creativity and Non-Verbal of Hand Ball Players is 3.5 and 3.80 respectively. The Mean difference is 0.04 and the Standard Error is 0.50. The obtained 't' is 1.98 which is less than the table value of 't' at 98 degree of freedom and 0.05 level of significance. Hence it is concluded that there is no significance different in the Verbal Creativity and Non-Verbal of Hand ball Players Maharashtra State.

32. Significance of Difference between Performance of test and Intelligence of Hand ball Players, it is observed that the Mean of Hand Ball Player in Intelligence scores is 17 and that of Performance of Skill Test of Hand Ball Players is 18.77. The Standard Deviation for both the Intelligence and Performance of Skill Test of Hand Ball Players is 3.30 and 3.44 respectively. The Mean difference is 0.02 and the Standard Error is 0.55. The obtained 't' is 1.98 which is less than the table value of 't' at 98 degree of freedom and 0.05 level of significance. Hence it is concluded that there is no significance different in the Intelligence and Performance of Skill Test of Hand ball Players Maharashtra State.

33. Significance of Difference between Performance of test and Mental Health of Hand ball Players, it is observed that the Mean of Hand Ball Player is Performance of Skill Test scores is 19.19 and that of Mental Health of Hand Ball Players is 19.12. The Standard Deviation for both the Performance of Skill Test and Mental Health of Hand Ball Players is 3.11 and 3.08 respectively. The Mean difference is 0.012 and the Standard Error is 0.43. The obtained 't' is 1.98 which is less than the table value of 't' at 98 degree of freedom and 0.05 level of significance. Hence it is concluded that there is no significance different in the
Performance of Skill Test and Mental Health of Hand ball Players Maharashtra State.

34. Significance of Difference between Performance of test and Verbal Creativity of Hand ball Players, it is observed that the Mean of Hand Ball Player in Performance of Skill Test scores is 70.03 and that of Verbal Creativity of Hand Ball Players is 69.99. The Standard Deviation for both the Performance of Skill Test and Verbal Creativity of Hand Ball Players is 12.45 and 12.44 respectively. The Mean difference is 0.03 and the Standard Error is 1.76. The obtained 't' is 1.98 which is less than the table value of 't' at 98 degree of freedom and 0.05 level of significance. Hence it is concluded that there is no significance different in the Performance of Skill Test and Verbal Creativity of Hand ball Players Maharashtra State.

35. Significance of Difference between Performance of test and Non-Verbal Creativity of Hand ball Players, it is observed that the Mean of Hand Ball Player in Performance of Skill Test scores is 15.77 and that of Non-Verbal Creativity of Hand Ball Players is 14.87. The Standard Deviation for both the Performance of Skill Test and Non-Verbal Creativity of Hand Ball Players is 3.22 and 3.35 respectively. The Mean difference is 0.09 and the Standard Error is 0.45. The obtained 't' is 1.98 which is less than the table value of 't' at 98 degree of freedom and 0.05 level of significance. Hence it is concluded that there is no significance different in the Performance of Skill Test and Non-Verbal Creativity of Hand ball Players Maharashtra State.

36. Correlation between Aggression and Performance of Test, it is clearly understood that the calculated 'r' value 0.241 is greater than the table value 0.139, hence it is found that there is a positive relationship of aggression and Performance of Test at 0.05 level of confidence with 198 degree of freedom. Besides, the obtained 'r' value 0.241 is within the low relationship range (i.e. 0.20
to 0.40) of correlation. Therefore, it indicates that there is a positive and significant low level correlation between aggression and Performance of Test

37. Significance of Difference between Performance of test and Aggression of Hand ball Players, it is observed that, calculated 't' value 8.804 for degree of freedom 98 is significant at 0.05 level of significance because it is greater than the table value 1.98. The mean of Performances of Test of hand ball players is 43.70 and Aggression of hand ball players is 57.26. The Standard Deviation for both the Performance of Skill Test and Aggression of Hand Ball Players is 8.6691 and 6.5925 respectively. The Mean difference is 13.56 and the Standard Error is 1.54. The obtained 't' is 1.98 which is less than the table value of 't' at 98 degree of freedom and 0.05 level of significance. Hence it is concluded that there is no significance different in the Performance of Skill Test and Aggression of Hand ball Players Maharashtra State.

38. Significance of Difference between Performance of test and Aggression of Hand ball Players, it is observed that, calculated 't' value 8.804 for degree of freedom 98 is significant at 0.05 level of significance because it is greater than the table value 1.98. The mean of Performances of Test of hand ball players is 44.70 and Frustration of hand ball players is 58.26. The Standard Deviation for both the Performance of Skill Test and Frustration of Hand Ball Players is 7.67 and 6.63 respectively. The Mean difference is 13.56 and the Standard Error is 1.54. The obtained 't' is 1.98 which is less than the table value of 't' at 98 degree of freedom and 0.05 level of significance. Hence it is concluded that there is no significance different in the Performance of Skill Test and Frustration of Hand ball Players Maharashtra State.

39. Correlation between Intelligence and Performance of Test, it is clearly understood that the calculated 'r' value 0.359 is greater than the table value
0.144, hence it is found that there is a negative relationship of Intelligence with Performance of Test at 0.05 level of confidence and 198 degree of freedom. Besides, the obtained 'r' value 0.359 is within the low relationship range (i.e. 0.20 to 0.40) of correlation. Therefore, it indicates that there is a negative and significant low level correlation between Intelligence and Performance of Test, Thus, it is fairly concluded that, the ability of players to pursue sports as a career decreases with their increasing Intelligence and vice-versa.

40. Correlation between Mental Health and Performance of Test, it is clearly understood that the calculated 'r' value 0.432 is greater than the table value 0.141, hence it is found that there is a negative relationship of M with Performance of Test at 0.05 level of confidence and 198 degree of freedom. Besides, the obtained 'r' value 0.432 is within the low relationship range (i.e. 0.20 to 0.40) Mental Health of correlation. Therefore, it indicates that there is a negative and significant low level correlation between Mental Health and Performance of Test. Thus, it is fairly concluded that, the ability of players to pursue sports as a career decreases with their increasing Mental Health and vice-versa.

41. Correlation between Verbal Creativity and Performance of Test, it is clearly understood that the calculated 'r' value 0.442 is greater than the table value 0.1, hence it is found that there is a negative relationship of Verbal Creativity with Performance of Test at 0.05 level of confidence and 198 degree of freedom. Besides, the obtained 'r' value 0.442 is within the low relationship range (i.e. 0.20 to 0.40) of correlation. Therefore, it indicates that there is a negative and significant low level correlation between Verbal Creativity and Performance of Test, Thus, it is fairly concluded that, the ability of players to pursue sports as a career decreases with their increasing Creativity and vice-versa.

42. Correlation between Non-Verbal and Performance of Test, it is clearly
understood that the calculated 'r' value 0.355 is greater than the table value 0.127, hence it is found that there is a negative relationship of Non-Verbal Creativity with Performance of Test at 0.05 level of confidence and 198 degree of freedom. Besides, the obtained 'r' value 0.355 is within the low relationship range (i.e. 0.20 to 0.40) of correlation. Therefore, it indicates that there is a negative and significant low level correlation between Non-Verbal Creativity and Performance of Test. Thus, it is fairly concluded that, the ability of players to pursue sports as a career decreases with their increasing Non-Verbal Creativity and vice-versa.

43. Correlation between Aggression and Performance of Test, it is clearly understood that the calculated 'r' value 0.241 is greater than the table value 0.139, hence it is found that there is a positive relationship of aggression and Performance of Test at 0.05 level of confidence with 198 degree of freedom. Besides, the obtained 'r' value 0.241 is within the low relationship range (i.e. 0.20 to 0.40) of correlation. Therefore, it indicates that there is a positive and significant low level correlation between aggression and Performance of Test. Thus, it is fairly concluded that, the ability of players to pursue sports as a career increases with their increasing aggression and vice-versa.

44. Correlation between Frustration and Performance of Test, it is clearly understood that the calculated 'r' value 0.353 is greater than the table value 0.139, hence it is found that there is a negative relationship of frustration with Performance of Test at 0.05 level of confidence and 198 degree of freedom. Besides, the obtained 'r' value 0.353 is within the low relationship range (i.e. 0.20 to 0.40) of correlation. Therefore, it indicates that there is a negative and significant low level correlation between frustration and Performance of Test. Thus, it is fairly concluded that, the ability of players to pursue sports as a career decreases with their increasing frustration and vice-versa.
45. Significance of Difference between Mean Aggression Scores of 16 and 17 Years Age Group Hand ball Players. It is observed that the calculated 't' value of 3.627 is significant at 0.05 level of confidence for 98 degree of freedom because it is greater than the table value of 1.98. It shows that there is significant difference in the aggression level of 16 and 17 Years age group hand ball state level players. The mean aggression score of 16 years age group players is 50.02 and 17 years age group players is 43.70.

46. It shows that the hypothesis stating that 16 and 17 Years age group hand ball state level players will differ significantly with respect to their aggression is retained. It means that there is significant difference between the aggression of 16 and 17 Years age group hand ball state level players. It also shows that 17 years age group players have more aggression than 16 years age group hand ball players. From the findings of Table No. 4.32 it can be inferred that 16 and 17 Years age group hand ball state level players difference significantly in respect to their aggression. Moreover, 17 years age group players have more aggression than 16 years age group players.

47. Significance of Difference between Mean Aggression Scores of 16 and 18 Years Age Group Hand ball Players, it is reveals that, calculated 't' value 3.627 for degree of freedom 98 is significant at 0.05 level of significance because it is greater than the table value 1.98. The mean aggression score of 16 years age group hand ball players. is 50.02 and 18 years age group hand ball players is 43.70. It means that the hypothesis stating that 16 years age group hand ball players and 18 years age group hand ball players may differ significantly with respect to their athletic identity is retained. It further shows that there is a significant difference in the aggression of 16 years age group hand ball players and 18 years age group hand ball players.
From the above table, it can be clearly inferred that 16 years age group hand ball players and 18 years age group hand ball players differ significantly in respect to their aggression. It can also be inferred that 16 years age group hand ball players have more aggression than the 18 years age group hand ball players.

Significance of Difference between Mean Aggression Scores of 16 and 19 Years Age Group Hand ball Players, the 't' value of 4.671 for degree of freedom 98 is significant at 0.05 level of significance because the calculated value is more than the tabulated value 1.98. The mean aggression score of 16 years age group hand ball players is 50.02 and 19 years age group hand ball players is 57.26. It shows that the hypothesis stating that 16 years age group hand ball and 19 years age group hand ball players will differ significantly with respect to their aggression is retained. It means that there is significant difference between the aggression of 16 years age group hand ball and 19 years age group hand ball players. It also shows that 19 Years age group players have more aggression than the 16 years age group hand ball players. From the above table, it is clearly inferred that 19 Years age group players have more aggression compared to their counterparts i.e. 16 years age group hand ball players.

Significance of Difference between Mean Aggression Scores of 17 and 18 Years Age Group Hand ball Players, it is observed that the calculated 't' value 6.089 for degree of freedom 98 is significant at 0.05 level of significance because it is more than the table value 1.98. The mean aggression score of 17 years age group hand ball players is 53.70 and 18 years age group hand ball players is 43.70. It means that the hypothesis stating that 17 years age group hand ball players and 18 years age group hand ball players will differ significantly in respect to their aggression is accepted. It further shows that there is significant difference in the aggression of 17 years age group hand ball players and 18 years age group hand ball players. From the above table, it can be inferred that 17 years age group hand ball players and 18 years age group hand ball players differ in respect to their aggression. 17 years age group hand ball players have more
aggression as compared to 18 years age group hand ball players.

50. Significance of Difference between Mean Aggression Scores of 17 and 19 Years Age Group Hand ball Players, reveals that, calculated 't' value 2.478 for degree of freedom 98 is significant at 0.05 level of significance because it is greater than the table value 1.98. The mean aggression score of 17 years age group hand ball players is 53.70 and 19 years age group hand ball players is 57.26. It means that the hypothesis stating that 17 years age group hand ball and 19 years age group hand ball players may differ significantly with respect to their aggression is retained. It further shows that there is a significant difference in the aggression of 17 years age group hand ball and 19 years age group hand ball players. From the above table, it can be clearly inferred that 17 years age group hand ball and 19 years age group hand ball players differ significantly in respect to their aggression. It can also be inferred that 19 years age group hand ball players have more aggressive than the 17 years age group hand ball players.

51. Significance of Difference between Mean Aggression Scores of 18 and 19 Years Age Group Hand ball Players, it is observed that, calculated 't' value 8.804 for degree of freedom 98 is significant at 0.05 level of significance because it is greater than the table value 1.98. The mean aggression score of 18 years age group hand ball players is 43.70 and 19 years age group hand ball players is 57.26. It means that the hypothesis stating that 18 years age group hand ball and 19 years age group hand ball players may differ significantly with respect to their aggression is retained. It further shows that there is a significant difference in the aggression of 18 years age group hand ball and 19 years age group hand ball players. From the above table, it can be clearly inferred that 18 years age group hand ball and 19 years age group hand ball players differ significantly in respect to their aggression. It can also be inferred that 19 years age group hand ball players have more aggressive than the 18 years age group hand ball players.

Analysis of Variance for the Data on Aggression Among the 16 years, 17 years,
18 years and 19 years Age Group Hand Ball Players. An examination reveals that the data collected on aggression among the 16 years, 17 years, 18 years and 19 years Age Group Hand Ball Players differ significantly as the obtained F-ratio of 26.30 is greater than the tabulated F-value of 2.65 at .05 level of confidence. Since the F-ratio is found to be significant the Post Hoc Test is applied to assess the significance of difference between the paired means. The paired mean differences for aggression have been shown in Table No. 4.8

52. The findings of the 16 years age group hand ball players differs significantly with 17 years age group hand ball players (MD=3.68), 18 years age group hand ball players (MD=6.32) and 19 years age group hand ball players (MD= 7.24). 17 years age group hand ball players differs significantly with 18 years age group hand ball players (MD=10.00) and 19 years age group hand ball players (MD=3.56). Also 18 years age group hand ball players differs with 19 years age group hand ball players (MD=13.56) as all the values of mean difference are higher than the critical difference value of 3.13. From the above discussion it is concluded that the 16 years, 17 years, 18 years and 19 years Age Group Hand Ball Players differ significantly with respect to their aggression. It also concluded that the 19 years age group hand ball players have more aggressive while 18 years age group hand ball players have less aggressive as compared to 16 years age group hand ball and 17 years age group hand ball players.

53. Significance of Difference between Mean Frustration Scores of 16 and 17 Years Age Group Hand ball Players, It is observed that the ‘t’ value of 5.886 for degree of freedom 98 is significant at 0.05 level of significance because the calculated value is greater than the tabulated value 1.98. The mean frustration score of 16 Years Age Group Hand ball Players is 170.22 while the 17 Years Age Group Hand ball Players is 159.26. It means that the hypothesis stating that 16 Years Age Group Hand ball Players and 17 Years Age Group Hand ball Players will differ significantly in respect to their frustration is accepted. It further shows that there is significant difference in frustration of 16 Years Age Group Hand ball
Players and 17 Years Age Group Hand ball Players. From the above table, it can be inferred that 16 Years Age Group Hand ball Players and 17 Years Age Group Hand ball Players differ significantly in respect to their frustration. 16 Years Age Group Hand ball Players have more frustration than their counterpart 17 Years Age Group Hand ball Players players.

54. Significance of Difference between Mean Frustration Scores of 16 and 18 Years Age Group Hand ball Players, it shows that the 't' value of 6.671 for degree of freedom 98 is significant at 0.05 level of significance because the calculated value is more than the tabulated value 1.98. The mean frustration score of 16 Years Age Group Hand ball Players is 170.22 and 18 Years Age Group Hand ball players is 180.52. It shows that the hypothesis stating that 16 Years Age Group Hand ball and 18 Years Age Group Hand ball players will differ significantly with respect to their frustration is retained. It means that there is significant difference between the frustration of 16 Years Age Group Hand ball and 18 Years Age Group Hand ball players. It also shows that 18 Years Age Group Hand ball players have more frustration than the 16 Years Age Group Hand ball players. From the above table, it is clearly inferred that 16 Years Age Group Hand ball players have low level of frustration in comparison to their counterparts i.e. 18 Years Age Group Hand ball players.

55. Significance of Difference between Mean Frustration Scores of 16 and 19 Years Age Group Hand ball Players, the 't' value of 13.146 for degree of freedom 98 is significant at 0.05 level of significance because the calculated value is more than the tabulated value 1.98. The mean frustration score of 16 Years Age Group Hand ball players is 170.22 and 19 Years Age Group Hand ball players is 147.44. It shows that the hypothesis stating that 16 Years Age Group Hand ball and 19 Years Age Group Hand ball players will differ significantly with respect to their frustration is retained. It means that there is significant difference between
the frustration of 16 Years Age Group Hand ball and 19 Years Age Group Hand ball players. It also shows that frustration level in 16 Years Age Group Hand ball players is more than the 19 Years Age Group Hand ball players. From the above table, it is clearly inferred that 16 Years Age Group Hand ball players have greater frustration in comparison to their counterparts i.e. 19 Years Age Group Hand ball players.

56. Significance of Difference between Mean Frustration Scores of 17 and 18 Years Age Group Hand ball players. The above table shows that the 't' value of 11.516 for degree of freedom 98 is significant at 0.05 level of significance because the calculated value is more than the tabulated value 1.98. The mean score of frustration for 17 Years Age Group Hand ball players is 159.26 and 18 Years Age Group Hand ball players is 180.52. It shows that the hypothesis stating that 17 Years Age Group Hand ball and 18 Years Age Group Hand ball players will differ significantly with respect to their frustration is retained. It means that there is significant difference between the frustration of 17 Years Age Group Hand ball and 18 Years Age Group Hand ball players. It also shows that 18 Years Age Group Hand ball players have more frustration than the 17 Years Age Group Hand ball players.

57. Significance of Difference between Mean Frustration Scores of 17 and 19 Years Age Group Hand ball Players, it is observed that the calculated 't' value 5.890 for degree of freedom 98 is significant at 0.05 level of significance because it is more than the table value 1.98. The mean score of frustration for 17 Years Age Group Hand ball players is 159.26 and 19 Years Age Group Hand ball players is 147.44. It means that the hypothesis stating that 17 Years Age Group Hand ball and 19 Years Age Group Hand ball players may differ significantly with respect to their frustration is accepted. It further shows that there is a significant
difference in the frustration of 17 Years Age Group Hand ball and 19 Years Age Group Hand ball players. It can be inferred that 17 Years and 19 Years Age Group Hand ball players differ significantly in respect to their frustration. The frustration in 17 Years Age Group Hand ball players is found more than the 19 Years Age Group Hand ball players.

58. Significance of Difference between Mean Frustration Scores of 18 and 19 Years Age Group Hand ball Players, the ‘t’ value of 19.279 for degree of freedom 98 is significant at 0.05 level of significance because the calculated value is quite more than the tabulated value 1.98. The mean frustration score of 18 Years Age Group Hand ball players is 180.52 and 19 Years Age Group Hand ball players is 147.44. It shows that the hypothesis stating that 18 Years Age Group Hand ball and 19 Years Age Group Hand ball players will differ significantly with respect to their frustration is retained. It means that there is significant difference between the frustration of 18 Years Age Group Hand ball and 19 Years Age Group Hand ball players. It also shows that 18 Years Age Group Hand ball players have more frustration than the 19 Years Age Group Hand ball players.

59. Analysis of Variance for the Data on Frustration Among the 16 years, 17 years, 18 years and 19 years Age Group Hand Ball Players, it is revealed that the data collected on frustration among the 16 years, 17 years, 18 years and 19 years Age Group Hand Ball Players players differ significantly as the obtained F-ratio of 126.40 is greater than the tabulated F-value of 2.65 at .05 level of confidence. Since the F-ratio is found to be significant the Post Hoc Test is applied to assess the significance of difference between the paired means.

60. Difference Between the means of 16 years, 17 years, 18 years and 19 years Age Group Hand Ball Players in Frustration, show that the 16 Years Age Group Hand ball players differs significantly with 17 Years Age Group Hand ball players (MD=10.96), 18 Years Age Group Hand ball players (MD=10.30) and 19 Years Age Group Hand ball players (MD=22.78). 17 Years Age Group Hand
ball players differs significantly with 18 Years Age Group Hand ball players (MD=21.26) and 19 Years Age Group Hand ball players (MD=11.82). Also 18 Years Age Group Hand ball players differs with 19 Years Age Group Hand ball players (MD=33.08) as all the values of mean difference are quite higher than the critical difference value of 3.51. From the above discussion it is concluded that the 16 years, 17 years, 18 years and 19 years Age Group Hand Ball Players players differ significantly with respect to their frustration. It also concluded that the 18 Years Age Group Hand ball players have more frustration while 19 Years Age Group Hand ball players have less frustration as compared to 16 Years Age Group Hand ball and 17 Years Age Group Hand ball players.

61. Significance of Difference between Mean Ability to Pursue Sports as Career Scores of 16 years and 17 years Age Group Hand Ball Players, it is observed that the calculated 't' value of 0.738 is not significant at 0.05 level of confidence for 98 degree of freedom because it is less than the table value of 1.98. It shows that there is no significant difference in the ability to pursue sports as a career of 16 Years Age Group Hand ball players and 17 Years Age Group Hand ball players. The mean ability score of 16 Years Age Group Hand ball players is 126.78 and 17 Years Age Group Hand ball players is 128.36. It shows that the hypothesis stating that 16 Years Age Group Hand ball players and 17 Years Age Group Hand ball players will differ significantly with respect to their ability to pursue sports as a career is rejected. It means that there is no significant difference between the ability to pursue sports as a career of 16 Years Age Group Hand ball players and 17 Years Age Group Hand ball players. It can be inferred that 16 Years Age Group Hand ball players and 17 Years Age Group Hand ball players does not differ significantly in respect to their ability to pursue sports as a career.

62. Significance of Difference between Mean Ability to Pursue Sports as Career
Scores of 16 years and 18 years Age Group Hand Ball Players, The above table reveals that, calculated ‘t’ value 0.316 for degree of freedom 98 is not significant at 0.05 level of significance because it is less than the table value 1.98. The mean ability to pursue sports as a career score of 16 Years Age Group Hand ball players is 126.78 and 18 Years Age Group Hand ball players is 125.98. It means that the hypothesis stating that 16 Years Age Group Hand ball players and 18 Years Age Group Hand ball players may differ significantly with respect to their ability to pursue sports as a career is rejected. It further shows that there is no significant difference in the ability to pursue sports as a career of 16 Years Age Group Hand ball players and 18 Years Age Group Hand ball players. From the above table, it can be clearly inferred that 16 Years Age Group Hand ball and 18 Years Age Group Hand ball players does not differ significantly in respect to their ability to pursue sports as a career.

Recommendations:

1 One can conduct further research to find out correlation between performance by rating scale and rank of the players done by experts.

2 Coaches can use the developed rating scale in order to find out the actual match performance.

3 This rating scale can be use by the experts at the time of selecting the district/state/national level team.

4 To find out the applicability of the rating scale, would be the further topic of research

5 These skill tests and rating scale can be successfully administered to discriminate the talent of Handball players. This will help to compose a standard Handball team.
Selection Committee and Coaches may use these skill tests as a “selection criteria” to determine the abilities of Handball players. This may help to adopt new strategies in training, coaching, and teaching so as to enhance the efficiency of player or Handball team.

It is recommended to conduct similar study on the other skills of handball.

Similar study on senior age groups, even for girls, has been recommended.

The knowledge as evolved from the present piece of research could contribute a new direction by presenting a standardized skill tests for the promotion of Handball game for enriching the literature of Physical Education and Sports.

This study would contribute to the literature of Indian sports with special reference to Handball in providing the scientific process for objective assessment and evaluation of the performance level of the Handball players of Maharashtra state.

Sports scientists would get a proper insight for searching talented Handball players who can fly with glamour in international sports. This could be an additional contribution of knowledge to the sports literature.

The knowledge evolved from this study seems to be new in the literature of Indian sports and physical education and, in fact, directly helpful to coaches, trainees, and teachers of Handball and also selection committee of Handball at different levels. This contribution will enrich the overall game performance in Indian Handball.

These skill tests can be successfully administered to discriminate the talent of Handball players. This will help to compose a standard state level Handball team.
Selection Committee and Coaches may use these skill tests as a selection criteria” to determine the abilities of Handball players. This may help to adopt new strategies in training, coaching, and teaching so as to enhance the efficiency of player or Handball team.

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Similar study on senior age groups, even for girls, has been recommended.

The knowledge as evolved from the present piece of research could contribute a new direction by presenting a standardized skill tests for the promotion of Handball game for enriching the literature of Physical Education and Sports.

This study would contribute to the literature of Indian sports with special reference to Handball in providing the scientific process and norms for objective assessment and evaluation of the performance level of the Handball players of Maharashtra state.

Sports scientists would get a proper insight for developing a nation-wise norm for searching talented Handball players who can fly with glamour in international sports. This could be an additional contribution of knowledge to the sports literature.

The knowledge evolved from this study seems to be new in the literature of Indian sports and physical education and, in fact, directly helpful to coaches, trainees, and teachers of Handball and also selection committee of Handball at different levels. This contribution will enrich the overall game performance in Indian Handball.

Recommendations for further study:
1) The same type of study can also be conducted on various outdoor games in various regions.

2) The same type of study can also be conducted in other regions, different state wise, etc.

3) The same type of study can also be undertaken considering different aspects.

4) The same type of study can also be conducted considering the syllabi of physical education on various courses.

5) Also, many more studies can be conducted on similar type of subjects as scholars needs help, patience and perseverance if the professionals working in this field sincerely give stress for implementing and updating the curriculum in physical education, a day will come when Physical education graduates will enjoy a high status around the globe and huge employment opportunity and new trends will be generated in this sector.

6) The findings of the study should be taken into consideration while going for talent hunts for probable potential male handball players.

7) Along with anthropometrical and psychological parameters, physiological physical and mechanical parameters of high and low performance male handball players should also be studied.

8) Further, a study should be conducted to compare top Indian male handball players with the rest of world selected male handball players

**Discussion:**

After analyzing the data researcher came to the conclusion that there is no significant correlation between the actual match performance and skill tests performance of handball players. Hence researcher accepted null hypothesis.