

THE OPINION OF THE PHYSICAL EDUCATION AND SPORTS TEACHERS ON THE DEVELOPMENT OF THE GAME OF HANDBALL IN THE PHYSICAL EDUCATION AND SPORTS LESSON

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Abstract: The results of the data analysis from the questionnaire addressed to teaching staff indicate that the majority of teachers have an adequate degree of professional training to teach physical education and sports. Physical education and sports teachers emphasized that the development of basic and specific motor skills and abilities represents the most important formative effect of physical education and sports classes, with a weight of 94.7%. Also, 71.2% of the respondents mentioned that stimulating interest in the motor act and 61.4% indicated that stimulating interest in directly or indirectly watching sports events are important aspects in physical education and sports classes. Regarding the use of handball curriculum content, 87.9% of teachers use it, but only 13.1% use this content for more than 20 weeks in a school year. The involvement of students in the game of handball is generally of medium level (51.5%) or low (26.5%), indicating the need to motivate them more actively in carrying out sports activities. Willingness to participate with students in sports competitions specific to handball is shown (62.6%). Regarding the motor qualities developed by practicing the game of handball, the teachers highlighted that mainly speed is developed (53.8%).

Key words: teachers, questionnaire, handball, students.

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INTRODUCTION

A greater involvement of students in the process of learning and practicing the game of handball, supported by an adequate material base, support from parents and adaptation of the content of the school program according to the interests and needs of the students, will contribute to improving the results in terms of development of motor skills and interest in physical education and sports.

The game of handball is a complex sport, and the physical education and sports teacher has an important role in its development. If they can determine the correct positions of the players and make the moves quickly, they can prevent the opponents from scoring. Also the role of the goalkeeper in defense is important, and he can influence the game through positioning and reflexes. The physical condition of the students is important to be able to stay focused and act

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quickly during the game, requiring cooperation and communication between players during defense. (Andersen, 2009)

Handball requires both well-developed individual techniques such as throwing and dribbling as well as effective team game strategies to achieve success in competitions. These game strategies can include attacking and defending tactics, as well as ways to organize the team and strengthen the bonds between players. (Brown, 2016)

The importance of game strategies and techniques in handball cannot be underestimated. The approach to a handball lesson and match must be well planned and put into practice to achieve the desired results. Good coordination of the players during the attack is required, as well as good communication between the goalkeeper and the rest of the team during the defense. (García, 2011).

The rules and regulations of handball are extremely detailed and complex, but essential to playing and understanding the sport. Both players and teachers must be familiar with all the rules in order to participate and conduct themselves correctly and in the spirit of fair play. (Johnson, D. 2014)

In order to achieve a solid and effective defense, it is essential that the players communicate with each other and be coordinated in their movements and positions. This means that players must constantly communicate verbally during the game to indicate this to opponents, ask for help and coordinate defensive actions. In addition, defensive players should always be alert and aware of the movements of the ball and opposing players. This involves constantly assessing ball and opponent positions, anticipating moves and making quick decisions depending on the situation. Communication and coordination are fundamental in handball defense, and players must constantly communicate and coordinate actions to achieve effective defense. (Müller, 2007)

Each member of the team is a key player and has an essential role in the team's attack. (Nagy, 2017)

Game techniques, tactics and specific training can help create individual and team performance on the handball court. (Ortega, 2008).

Handball has become faster and more demanding in terms of individual skills and team strategies. (Popescu, 2005)

Popularity and health benefits: Handball is an intense and dynamic sport that trains endurance, strength and coordination. Participating in this sport can have significant health benefits, as well as the opportunity to build team relationships and develop leadership skills. (Ryan, 2013)

Any proposal for developing systems within team games must be experimentally proven through research and multiple trials. (Cârstea, 2000)

On pages 42-55 of the book "The Handball Way: Tactics for Winning" by László Nagy, the idea that speed and intelligence are the keys to success in handball is developed. The author emphasizes the importance of good tactical and technical training of the players, as well as effective team understanding and communication.

The act of evaluation helps us look at each part of a task or activity to see what went well and what could be improved. By finding the good parts and the parts that need improvement, we can make changes to make things work even better. (Tudor, 2005)

One of the main ideas is that a handball player must be able to anticipate and react quickly to game situations, adapting to the opponents' strategy changes and finding effective solutions in offense and defense. The author emphasizes the importance of studying your opponents and developing a proper game plan for each individual match. (Schmidt, 2002)

Understanding and analyzing psychological processes in athletes is done with tests, questions, and special tools. (Tohănean, 2013)

He studied the development of the ability to maintain balance, a key component of coordination ability, and I believe that there is a gradual process of balance development between the ages of 3 and 13.(Farfel, 1977)

Coordination development can be achieved through simple exercises or with tools specific to sports in general (and handball in particular).(Mihailă, 2018)

METHODS

The questionnaire method is one of the most used research methods in the scientific field. This provides researchers with an efficient way to collect information from a large number of participants, thereby obtaining quantitative and qualitative data relevant to their study. The questionnaire method is a powerful tool in scientific research, providing researchers with an efficient means of collecting and analyzing data from a large number of participants. However, it is important to be aware of both its advantages and disadvantages and apply the appropriate steps in making a quality questionnaire.

Participants and Eligibility Criteria

Educators from pre-university education (lower secondary and high school) were invited to participate. Inclusion criteria: (I) active in the department at the time of completion; (II) agreement to participate (informed consent); (III) completion of the questionnaire at least 80%. Exclusion criteria: duplicate questionnaires or with incomplete/contradictory answers.

The final sample consisted of 132 respondents (n=132). For some questions, the number of valid responses varied (e.g., item 8: n=123; item 12: n=131), as some questions were optional and the analysis was based on valid responses per item.

Research instrument (questionnaire)

An original, self-administered instrument was used, entitled “Questionnaire on the opinion of physical education and sports teachers on the development of the handball game in the EFS lesson”. The questionnaire included 16 items, structured in two sections:

Respondent profile (e.g., teaching level: beginner/final/grade II/grade I);

Use and perceptions of handball content in the EFS lesson, including: formative effects of the lesson (item 7), causes of low participation (item 8), use of content from the handball curriculum (item 9), student involvement in handball (item 11), participation in specific competitions (item 12), developed motor skills (item 14), degree of student engagement in learning the game (item 15), effective means for developing coordination skills (item 16). The item format was categorical (single or multiple response) and ordinal (4-point Likert scales), with examples of anchors “to a small extent”–“to a very large extent”.

Data collection procedure (how, when, where)

The questionnaire was administered online (Google form) and distributed through professional/academic networks of ECE teachers and institutional channels (mailing lists/school structures), allowing access from multiple educational institutions. Data collection was carried out during the 2023–2024 school year, in a single round of collection, until the reported sample was reached. The exclusively online environment allowed participation from multiple educational institutions, without geographical constraints.

Variables and coding

Demographic/occupational variables: teaching degree (beginner/final/II/I).

Perceptions/opinions: nominal items (e.g.: use of handball content: yes/no) and ordinal items (e.g.: student involvement: low/medium/high; “to a small/medium/high/very high extent”).

Coding: categories were coded numerically (e.g.: 0=No, 1=Yes; Likert scale 1–4); for items with multiple responses, binary coding per category (0/1) was applied. Analyses were performed on individual items; composite scores were not derived.

Data Management

Responses were exported from Google Forms in .csv format, cleaned (removal of incomplete/duplicate entries — if multiple entries by the same participant were detected, the first one was kept), then imported for analysis.

Statistical Analysis and Software

Descriptive statistics (absolute frequencies — n — and relative — % —) were used for all variables; results are reported from the total number of valid responses per item (n variable). The graphs in the article show the percentage distributions by category for each item. Data processing was performed in IBM SPSS Statistics v26 and Microsoft Excel (Microsoft 365); summary charts were generated with Google Forms and subsequently verified. No inferential hypotheses were formulated and, consequently, no significance tests were applied; the study aims to describe the profile of teachers' opinions in relation to handball content in the EFS lesson.

Ethical considerations

Participation was voluntary and anonymous; before starting the questionnaire, respondents confirmed informed consent, being informed about the purpose of the study, confidentiality and the exclusive scientific use of the data. No personal data that would allow direct identification of the participants were collected. The study respected the ethical principles of research in education and sports sciences (Declaration of Helsinki/GDPR Regulation, as applicable)

RESULT

Analyzing the data presented in the questionnaire addressed to teachers, it can be seen that most teachers have a sufficient degree of professional training to teach physical education and sports. According to the results, 57.3% of respondents have teaching degree 1, and 11.5% have teaching degree 2, demonstrating a good training in the field.

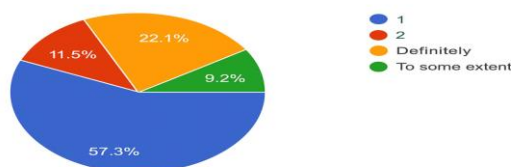


Figure 1. The didactic degree of the teachers

Regarding the formative effects that occur during physical education and sports classes, the teachers highlighted a number of important aspects. The largest share, 94.7%, chose the answer "Development of basic and specific motor skills and abilities". This emphasizes the teachers' concern for the development of the students' physical abilities, which is essential in their education. Also, the stimulation of interest in the motor act was mentioned by 71.2% of the respondents, and the stimulation of interest in directly or indirectly watching sports events was mentioned by 61.4%.

The development of intellectual qualities and the establishment of friendship and collaboration between colleagues were aspects considered important by 81.8% of the surveyed teachers. These results indicate that physical education and sports are not limited to the physical development of students, but have a positive impact on their intellectual and social skills. The

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teachers also indicated that physical education and sports also contribute to the development of the spirit of fair play, acceptance of defeat and the performance of team tasks, in a proportion of 85.6%. This aspect is particularly important in the formation of students' character and in the development of values such as respect and cooperation.

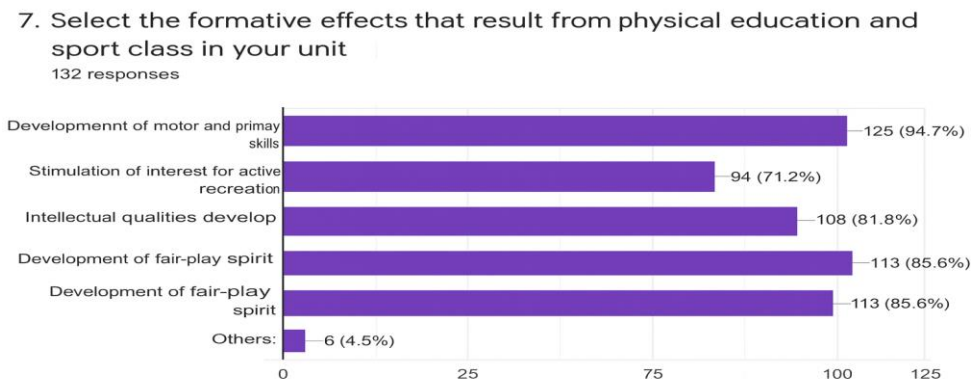


Figure 2 Question number 7 in the questionnaire

Regarding the reasons why students have poor participation in physical education and sports classes, teachers mentioned several aspects. Inadequate material base was indicated as the main cause, in proportion of 55.3%. Also, 49.6% of teachers believed that parents encourage the avoidance of sports lessons, while 39% mentioned that other types of recreational activities took the place of exercise activities. These results indicate that there are some structural and awareness issues regarding the importance of physical education and sports among students.

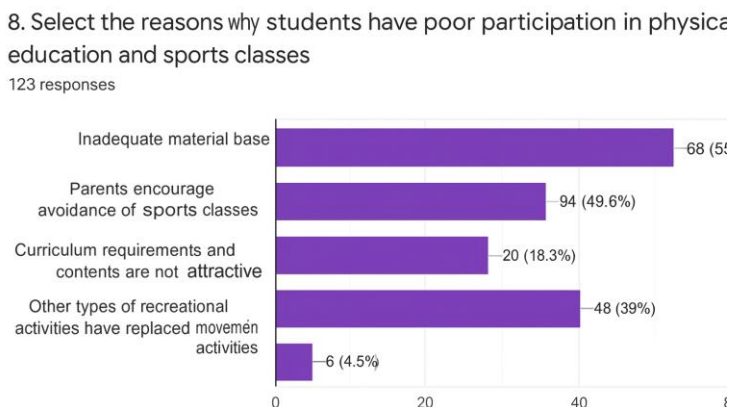


Figure 3. Question number 8 in the questionnaire

Regarding the use of the content of the handball school curriculum, the result indicates an acceptance rate of 87.9%, which proves that teachers understand the importance of this sport and implement it in physical education and sports classes. However, 13.1% of respondents mentioned

only this content is used for a long period of 20 weeks in a school. This aspect can be established by expanding the handball theme in the school curriculum.

9. Do you use the curriculum content for handball in class?

132 responses

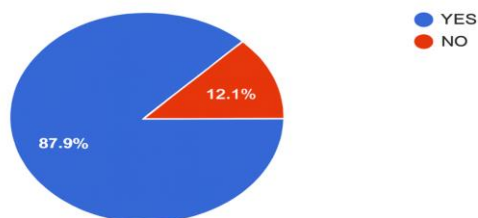


Figure 4. Question number 9 in the questionnaire

Regarding the degree of involvement of the students in the game of handball, the teachers indicated that the majority (51.5%) get involved to an average degree, followed by a percentage of 26.5% with little involvement. This aspect indicates the need to involve students more actively in sports activities, by creating more opportunities and incentives.

11. What is the involvenet of students in your school in handball?

132 responses

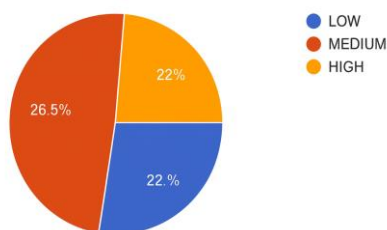


Figure 5. Question number 11 in the questionnaire

It was also found that 62.6% of the teachers will participate with the students in sports competitions specific to the game of handball. This demonstrates their willingness to encourage students to test their skills in a competitive environment, which can contribute to both their physical and emotional development.

12. Do you participate in handball sport competitions?

131 responses

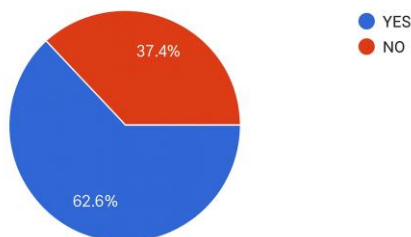


Figure 6. Question number 12 in the questionnaire

Regarding the motor qualities developed by practicing handball, the teachers highlighted that speed (53.8%), skill (66.7%) and endurance (40.2%) are mainly developed. This indicates that playing handball can significantly contribute to the development of these motor skills in students.

14. What motor qualities do you consider develop most at students by practicing handball?

132 responses

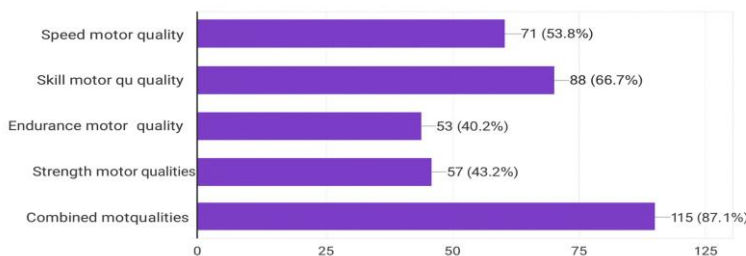


Figure 7. Question number 14 in the questionnaire

Regarding the involvement of their own students in learning the game of handball, the teachers indicated that 41.7% get involved to a suitable extent, while 26.5% get involved to a great extent. However, there is still a significant proportion of students (23.5%) who get involved to a small extent. It is important that teachers continue to encourage and support the active involvement of students in learning and practicing the game of handball.

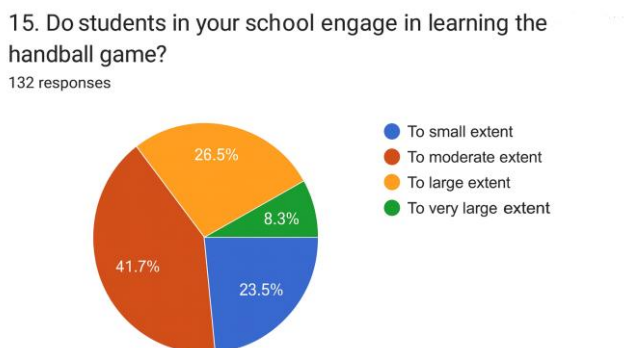


Figure 8. Question number 15 in the questionnaire

Regarding the effective means for the development of coordinative capacities in physical education and sports lessons, the teachers mentioned the elements of sports games (87.9%) and exercise games (67.4%) as the most effective means. These results suggest that the involvement of students in sports games and motor activities is essential for the development of coordination skills.

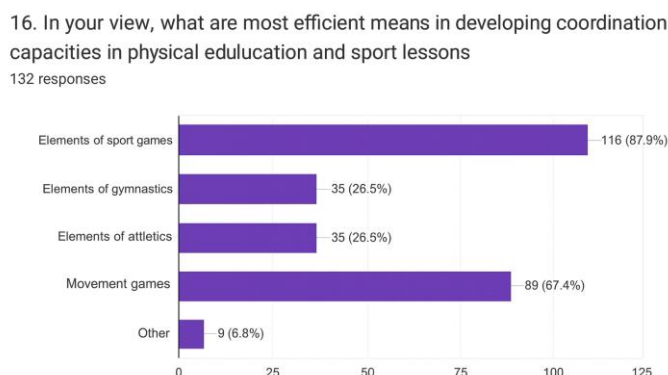


Figure 9. Question number 16 in the questionnaire

CONCLUSIONS

Most teachers have sufficient professional training to teach physical education and sports.

The development of basic and specific motor skills and abilities is considered the most important formative effect of physical education and sports classes.

Physical education and sports are not only limited to the physical development of students, but also have a positive impact on their intellectual and social skills.

Physical education and sports contribute to the development of the spirit of fair play, respect and cooperation.

The inadequate material base and the negative influence of parents are the main reasons for the poor participation of students in physical education and sports classes.

The use of handball curriculum content is accepted by most teachers, but it should be implemented over a longer period of time in a school year. The involvement of students in the

game of handball is generally of medium or low level, indicating the need to motivate them more actively in carrying out sports activities.

The teachers are open to participating with the students in sports competitions specific to the game of handball. By practicing the game of handball, students' speed, skill and endurance are mainly developed. Active involvement of students in learning and practicing the game of handball is necessary to maximize its benefits.

PROPOSALS

Improving the material base by providing the necessary resources and equipment for the proper conduct of physical education and sports classes.

Sensitizing parents on the importance of student participation in sports classes and promoting a positive attitude towards physical activities.

Adapting the content of the school curriculum according to the interests and needs of the students, to make them more attractive and motivated to be actively involved.

Creating additional opportunities for playing sports and participating in competitions to encourage student involvement and the development of their sports skills.

Emphasis on the development of motor skills through sports games, movement games and activities specific to handball.

The active involvement of students in the process of learning and practicing the game of handball, by establishing specific objectives and challenges.

Finally, physical education and sports represent one of the important pillars in the harmonious formation of students. By improving the training of teachers, the active involvement of students and the development of motor capacities, it is possible to contribute to a quality education and to the development of the skills necessary for a healthy life and success in various activities.

Aknowlegments

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