



Science, Movement and Health, Vol. XXVI, ISSUE 1, 2026
January 2026, 26 (1): 101-106
Original article: <https://www.doi.org/10.61801/OUA.2026.1.16>

THE OPINION OF HIGH SCHOOL STUDENTS ON THE DEVELOPMENT OF THE GAME OF HANDBALL IN THE PHYSICAL EDUCATION AND SPORTS LESSON

MIRȘIDAN DAN GHEORGHE¹

Abstract

Aim. The aim of this study is to investigate the opinion of high school students regarding the development of handball within physical education and sport lessons, with a focus on its perceived benefits, participation rates, and the role of coordination skills.

Methods. The research sample consisted of 282 school students from Sălaj County, aged between 11 and 16 years. Data were collected using a questionnaire designed to assess students' motivations for practicing physical exercise, their participation in handball, perceived benefits, and the importance of coordination skills.

Results. The majority of students (69.1%) considered that physical education classes help them develop harmoniously both physically and mentally, while 51.9% highlighted perseverance, team spirit, and competition as advantages. Health benefits were the main reason for practicing physical exercise (77.1%). Only 45.7% of students reported practicing handball regularly at school, and 18.2% had participated in handball competitions. Most students (50.9%) believed that handball contributes to coordination development to a fair extent, while 55.4% identified physical strength as the main benefit of the game.

Conclusions. Practicing handball within physical education is perceived as an important factor in developing motor skills, fair play, socialization, and physical strength. However, limited competition participation and the moderate perception of coordination development highlight the need for improved strategies in schools to increase engagement and maximize the educational and health benefits of handball.

Keywords: questionnaire, students, handball.

Introduction

Handball is a sport that brings multiple benefits for secondary school students, both physically, emotionally and socially. The reasons why this sport is important for students are: developing motor skills, promoting health, developing team skills, promoting discipline and responsibility, increasing self-esteem.

By practicing handball, students improve their general health. Sports help burn calories, maintain optimal body weight and improve the cardiovascular system.

Practicing handball helps develop motor skills and coordination, contributing to the formation of a healthier and more agile body. (Boehm, Moran, Lederer & Egan, 2017)

Handball is a team sport that requires collaboration and communication between players. Thus, students learn to work together to achieve a common goal. (Andersen & Luteberget, 2017)

By participating in matches and competitions, students learn to manage their emotions and develop their competitive spirit, as well as fair play. Practicing handball encourages students to be active and maintain a good physical shape, contributing to the prevention of obesity and other health problems. Handball is a fast and dynamic sport that requires concentration and quick decision-making, which helps develop students' cognitive abilities. (Scantlebury & Hutchinson, 2019).

Physical education and sports are of fundamental importance in the physical, mental and social development of secondary school children. Through physical activities, students develop motor skills, strengthen their immune system, improve their health and motor coordination. Playing sports also teaches children disciplines such as respect for others, fair play, teamwork and competition. (Dan Claudiu, 2012)

A relevant study in this sense is "The importance of physical education and sports in school for secondary school children", which highlights the benefits brought by physical education and sports in the learning and development process of students. (Mureșan, 2018)

It is essential that schools pay special attention to physical education and sports, as they contribute significantly to the formation of healthy and responsible adults, prepared to face the demands of a modern and competitive society. (Kozak, 2007)

¹ State University of Physical Education and Sport, Str. Andrei Doga, no. 22, Chisinau, Republic of Moldova. Corresponding author: dammirsidan@yahoo.com;

Coordination is a crucial aspect in physical education and sports lessons, as it involves the effective organization and planning of sports activities and physical exercises to promote the physical and mental development of students. Coordination in physical education and sport involves setting goals and specific activities, assigning tasks, managing resources and evaluating results. (Constantin, 2010)

Coordination is an important aspect in physical education and sports, which contributes to the optimization of the learning process and the improvement of the sports performance of students. (Gherman & Top, 2015)

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. (Schmidt, 2002)

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. (Popescu, 2005).

Material and 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.

Results

When asked what the advantages of physical education and sports lessons are, 51.9% of students believed that they "stimulate perseverance, team spirit, competition", 69.1% believed that they "help you develop harmoniously both physically and mentally", 23.7% chose the answer "helps you develop the spirit of fair play", and a percentage of 26.8% opted for "helps you socialize with those around you/colleagues".

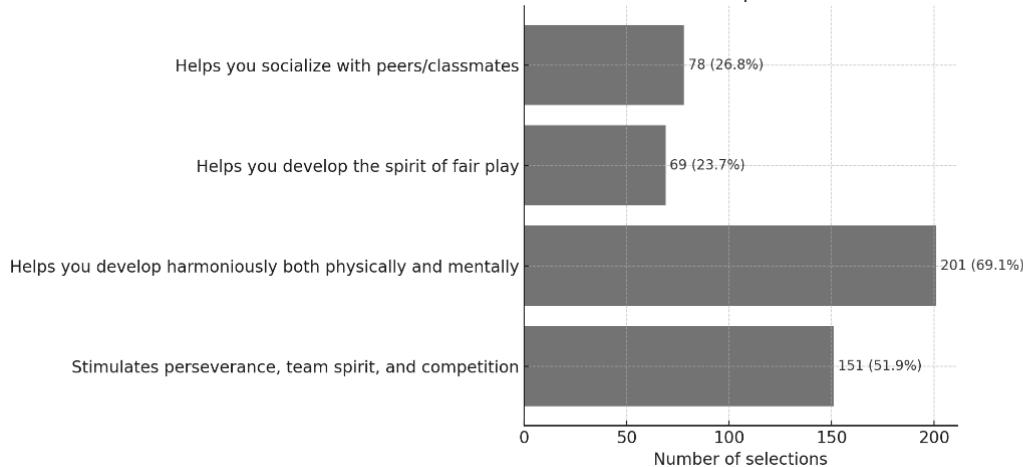


Figure 1. The graph with the question "What do you think are the advantages of physical education and sports lessons?"

To the question "What are the reasons why you practice physical exercise?", the answer "good for health" was chosen by 77.1% of students, followed by the answer "helps you develop your physical qualities" with a percentage of 47.3%, "helps you have a harmonious body" chosen by 36% of students, "helps you develop your coordination skills" 19.2% of students and "helps you acquire your motor skills" 12%.

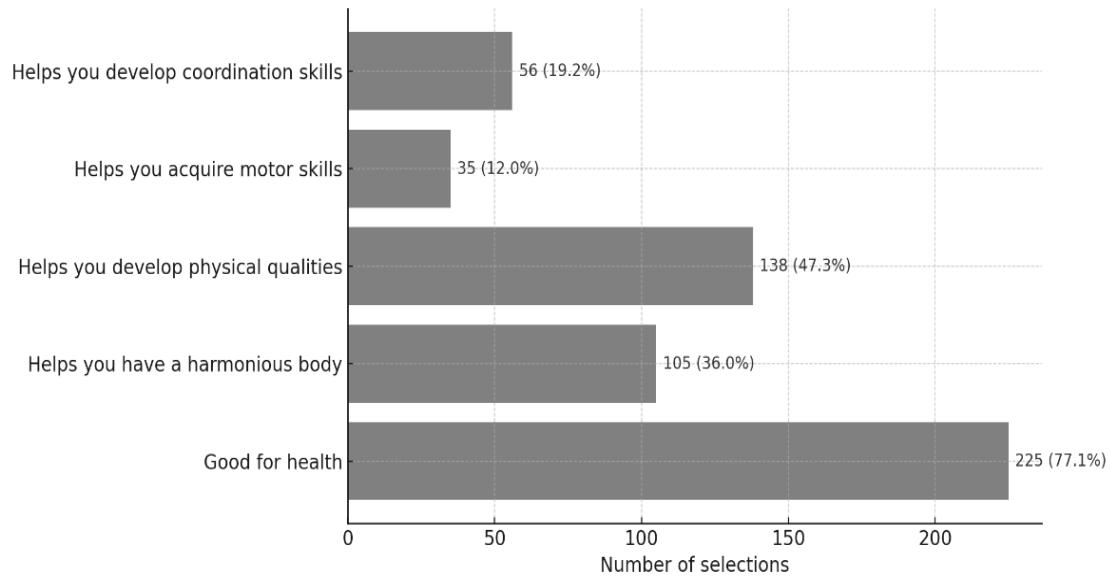


Figure 2. Graph with the question "What are the reasons why you practice physical exercise?"

When asked if they play handball regularly at school, 45.7% of students answered in the affirmative, while 54.3% came up with a negative answer.

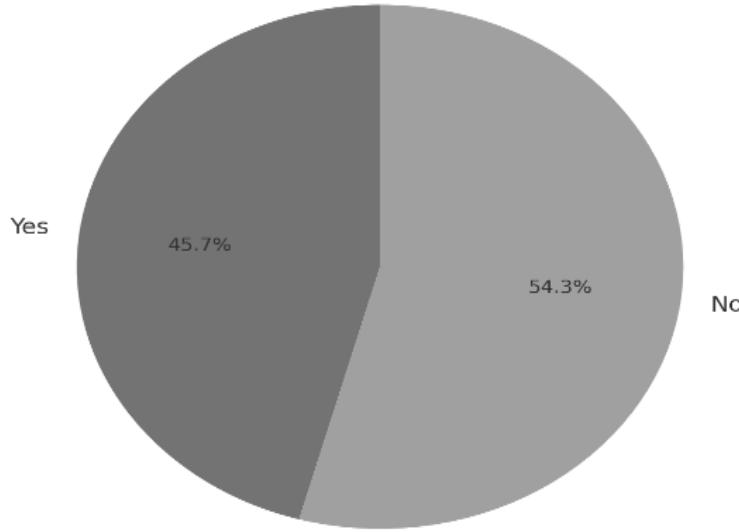


Figure 3. The graph with the question "Do you practice handball regularly at school?"

Participation in handball competitions was highlighted with an affirmative answer by 18.2% of students, while 81.8% of them gave a negative answer to this question.

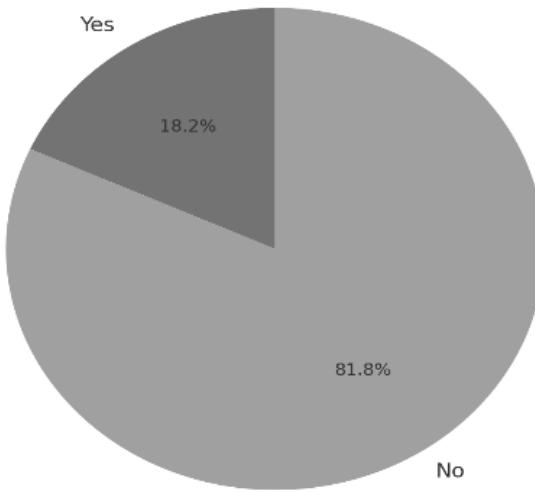


Figure 4. The graph with the question "Have you participated in handball competitions?"

When asked "to what extent does playing handball help you develop your coordination/skills?", 13.1% of students answered "to a small extent", 50.9% of them answered "to the right extent", 28.3% opted for "to a large extent", and 7.8% for "very large". By making a detailed analysis of the percentage values, it is observed that students are not fully convinced of the effects that playing handball has on the development of organizational capacities, since only 7.8% answered "to a large extent", and by analyzing the percentages, we can see that the majority of students (50.9%) believe that playing handball helps them to a fair extent in developing their coordination capacities and skills.

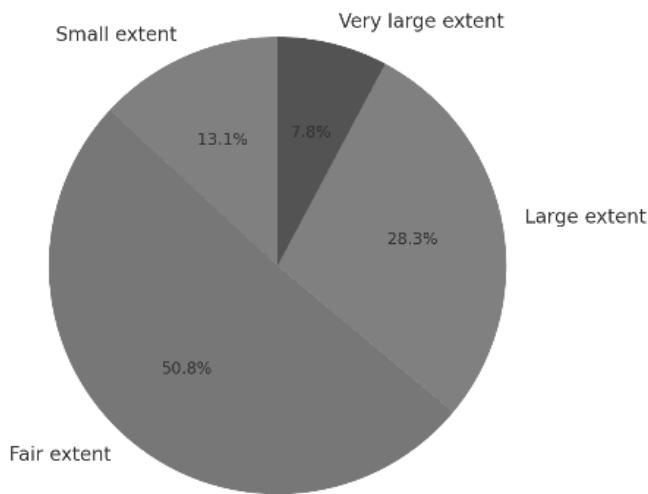


Figure 5. The graph with the question "To what extent does playing handball help you develop your coordination/skills?"

When asked about the benefits of playing handball, 15% of students believe that it "relaxes you", 26.8% believe that it "helps you take care of your body", 55.4% believe that it "develops your physical strength", 34.5% that it "helps you maintain your health", 16.4% consider it important for "socialization", 15.7% "to gain muscle mass", and 13.6% believe that it is beneficial for other reasons.

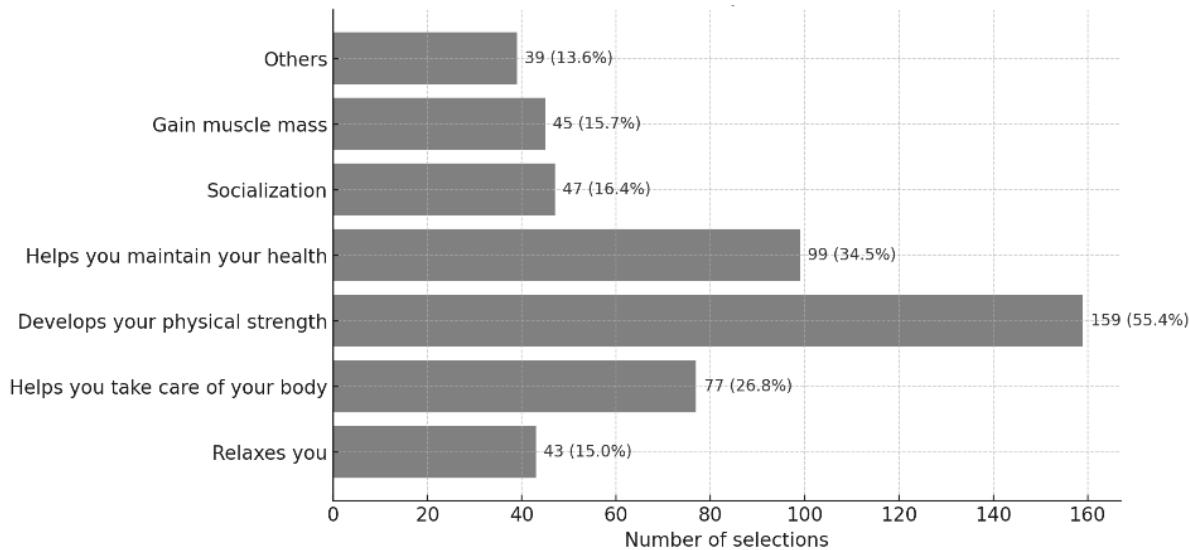


Figure 6. The graph with the question "What benefits do you think handball has?"

When asked about the extent to which they use coordination skills in physical education and sports lessons, 58.4% of students answered "adequately", 18.6% "a lot", 8.9% "a lot", another 8.9% "a little", and a negligible percentage chose the options "very little" and "not at all".

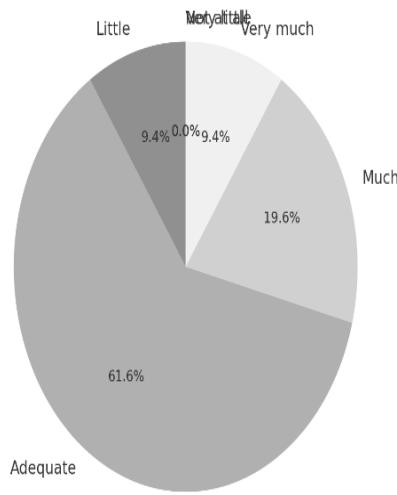


Figure 7. The graph with the question "How much do you use coordination skills (balancing, spatial-temporal orientation, dexterity, coordination, etc.) in physical education and sports lessons?"

Discussions

The results of the present research are also confirmed by other recent studies that have analyzed the role of handball in physical education classes. For example, the study conducted by Boehm, Moran, Lederer and Egan (2017), published on the Digital Commons platform @ Winthrop University, highlighted that handball-specific methods contribute significantly to the development of students' motor skills, such as speed, coordination and dexterity, aspects also found in the responses of the surveyed students. In the same direction, the experimental research by Andersen and Luteberget (2017), published in the Journal of Sports Science and Coaching, showed that the integration of playful methods in teaching handball increases students' motivation and involvement, which supports our observations regarding the stimulation of perseverance and the spirit of competition. Additionally, the study by Scantlebury and Hutchinson (2019), published in the Handbook of Talent Identification and Development in Sport, demonstrated that handball has a positive impact on socialization and the development of socio-emotional skills, confirming the idea that this sport not only optimizes physical performance, but also promotes fair play and positive relationships between students. Corroborating these results with the data obtained in our research, a unified picture emerges on the educational value of handball, which



contributes to the formation of motor skills, strengthening motivation and developing social relationships among high school students.

Conclusions

After analyzing the answers given by the students in the studied sample, we drew the following conclusions:

- An overwhelming majority of subjects believe that physical exercise and implicitly playing handball develop children's physical and emotional qualities. The development of motor skills is the main theme addressed.
- Another quality that, in the opinion of the majority of subjects, is developed by practicing sports in general and the game of handball in particular is the spirit of fair play, and this, in the context of modern society, provides an advantage in transforming children into successful members of the community in which we live.
- Socialization, an aspect that is often overlooked, is vitally important to children's health and functioning, and study subjects believe that handball, a team game, helps students alternate using electronic devices for online socializing with participating in face-to-face discussions between children of similar ages. It is also important that girls and boys alike practice handball.
- Among the student subjects, 45.7% practice handball at school or in private clubs and 18.2% participate in sportscompetitions. The time allocated by students to the game of handball being, for a percentage of 62.7% of the student subjects, sufficient to consider that they practice this game successfully.
- There is a significant percentage of students who feel the need for further development of coordination skills, which can be interpreted as a possible area for improving the effectiveness of physical education and sports lessons.
- By creating a balanced and varied mix of exercises, students will have the opportunity to develop all levels of coordination and improve their skills in these areas.
- Through information and promotion, collaboration, infrastructure development, qualified teachers, selection and training programs and the integration of handball into the curriculum, student involvement in this sport can be encouraged.

References

Andersen, S. S., & Luteberget, L. S. (2017). Handball practice as play activity. *Journal of Sports Science and Coaching*, 503–515.

Boehm, J., Moran, J., Lederer, E., & Egan, C. (2017). *The benefits of incorporating handball in PE*. Retrieved from <https://digitalcommons.winthrop.edu/physeducation/5>.

Constantin, T. (2010). *Coordonarea activităților de educație fizică și sport în școală*. București: Editura Didactică și Pedagogică.

Dan Claudiu, D. (2012). *Așa cum o știu eu*. Iași: Polirom.

Gherman, T., & Țop, V. (2015). Coordonarea activității sportive. *Sportul și Educația Fizică*.

Kozak, I. (2007). *Coordonarea activităților de educație fizică și sport în școală*, București: Editura Didactică și Pedagogică.

Mureșanu, M. I. (2018). *Importanța educației fizice și sportului în școală pentru copiii de gimnaziu*. București: Tritonic.

Popescu, I. (2005). *Handbal: Tehnică, tactică și pregătire fizică*. București: Sport-Turism.

Scantlebury, S., & Hutchinson, M. (2019). *Handball for gifted and talented students*. In M. Hudson & S. Kilgour (Eds.), *Handbook of Talent Identification and Development in Sport*. London: Routledge.

Schmidt, F. (2002). *Handball: Teaching tactics, techniques, and game strategy*. New York: Sterling Publishing.