

THE STUDY ON THE MOTIVATION OF STUDENTS TO PLAY HANDBALL OR OTHER SPORTS ACTIVITIES

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Abstract

The purpose of this paper is to find out the reasons why students are attracted to play handball or other sports activity and the reasons that lead them to abandon these sports activities. The study was conducted on a sample of 60 students, 40 boys and 20 girls, aged between 13 and 14 years old. To begin with, I made a questionnaire that I applied to the group of students, in order to be able to observe their interest in practicing handball sports or in practicing other sports activities, and I followed the students' interests, the purpose and what motivates them to practice handball. Some students also practiced other sports such as: football, volleyball, basketball, handball and swimming. Students are attracted in a special way by the desire to belong to a group, by the desire for affirmation, by the desire to develop harmoniously from a physical and motor point of view, all of which are Pro arguments in order to practice the game of handball. If we look at the other side of giving up playing handball, it is due to the lack of knowledge of the benefits of this game on the development of each individual, the lack of intrinsic motivation, the lack of positive models, the lack of materials necessary for the development of these sports activities, the lack of promotion.

Key Words: children, sport, motivation, participation, handball.

INTRODUCTION

Recently, we have observed the need for students to participate in various sports activities and their awareness of the positive effects of playing handball. To reach this goal we need a mobilization from each student, with a little influence from the family that plays an important role in guiding the student to practice a sport or the game of handball in our case. First of all, it is necessary for every student to understand the positive effects that sports in general and handball in particular have on health, well-being, social development and communication, but also on education and sports performance. The game of handball is a team sports game, so we can say that team spirit develops very well by practicing this sport. It captures the systems of its exercises, and

depending on the goal pursued, handball is both a means of physical education and a sport - a sports discipline.

The game of handball combines very well the essential motricity skills with the special ones, being a mental request that has an educative-formative character. [1]

The positive effects that the game of handball has on students are multiple. Through a conscious and active participation of the students, they move faster to the improvement phase thanks to fractional learning, within the physical education lessons.

They can develop harmoniously from all points of view. If we refer to playing handball at the age of 13-14, the general physical development at this stage is strongly influenced by the puberty period. The student grows very fast in height, in some periods it can reach up to one cm per month. This growth is achieved, mainly, at the level of the limbs and extremities, thus affecting the external appearance of the student, which sometimes becomes unaesthetic. At this stage, some attitudes of kyphosis, lordosis, scoliosis can be installed. [2]

In recent years, a system of sports competitions has been created that allows the training of a large number of students and young people in the systematic practice of sports branches. The importance of organizing this system of competitions is as follows: it is possible to compare both individual and team sports performances, from an educational point of view they play a very important role, they are an important element in order to promote the activity of physical education and sports. Considering that within the physical education and sports lessons, the teaching of sports games must be carried out respecting the following principles: learning the basic technical and tactical procedures within the complex structure, teaching the basic technical and tactical procedures in conditions close to the game, teaching basic technical and tactical procedures under stress. [3]

The sports game is loved by all students due to the complex nature of the physical exercises practiced in the form of a game, using an object, a ball, within which two teams compete according to well-established rules from the beginning. The game itself contributes to the achievement of the objectives of physical education and school sports through motor skills, by developing motor qualities and educating mental qualities, but also by ensuring a good density of the lesson. We can say that by practicing sports

games, students will educate their spirit of initiative, collective spirit, respecting tasks, assuming responsibilities, making decisions, developing the spirit of self-organization, self-leadership, independence. [4]

Handball is a sport game that in recent years has enjoyed great success among students, being played by both girls and boys. Handball can be played very easily at any age category in every year of the primary cycle, middle school and high school, having a small playing field, being easy to set up, the game being a dynamic one, varied by transitions from attack to defense, and the evolution of the score through the goals scored makes it interesting. The rules are few, simple and easy for students to learn. Learning and assimilating easily and very quickly, is included through the characteristics of technical procedures with the intercalation of motor qualities on a background of resistance in speed mode. Students who are talented and gifted from a motor point of view, facing the requirements of the selection process, can be guided to practice the game of handball, in accredited structures of sports clubs or associations. Thus, handball contributes to the achievement of the objectives of school physical education. [5]

The objectives of the game of handball are realized by: acquiring, consolidating, perfecting the technical procedures of the technical-tactical structures and the game, the rhythmic completion in learning of the technical procedures and technical-tactical structures with more complex ones, increasing the ability to act in an organized attack and defense, development of motor skills, education of physical qualities. If we notice, the model of physical ability is especially addressed to the particular development of the players, rather than the team in general. [6]

Analyzing all these aspects, students have different reasons for practicing sports activities or playing handball. This motivation comes from the awareness of the beneficial effects on students, but also due to the need to belong to a group, for affirmation, for socialization. Epuran M. believes that it is primarily related to the need for movement, and secondly self-affirmation. This motivation must come from within each participant, being rather difficult to measure, that's why we applied those questionnaires to see the motivation and what causes each individual student to

participate in activities specific to the game of handball. Intrinsic motivation comes from the direct relationship between the athlete and the sports activity. [7], [10]

The game of handball plays an important role in the field of psychopedagogy of sport, contributing to the analysis of the individual's motivational sources. [8] The use of motivational factors regarding the achievement of performances in the game has an effect on the psychopedagogy of sport, offering the opportunity to analyze in detail the individual's motivational sources. [9]

General motility is an important criterion for practicing the game of handball, but the level of development of coordinative capacities is the indicator recommended by specialists to develop the motor potential of students for their progress and evolution. [11]

METHODOLOGY

The research was carried out on a group of 60 students, of which 40 were boys and 20 were girls aged between 13 and 14. Some of the students systematically practiced other sports such as: football, volleyball, basketball, swimming, and some of them did not participate in any sports activity.

The first stage consisted in selecting the sample of students, they were between 13 and 14 years old, both girls and boys. Both the students and their parents were informed about the purpose of this study, the methods and means that will be used in the experiment, the objectives that are pursued during the application of the program, the tasks that must be performed by all participants in the study, they can withdraw from the program at any time without any obligation.

In the experiment they used as research methods: the observation method, the conversation method, the investigation method, the questionnaire method, the statistical and graphic method.

After applying the questionnaires and after receiving the consents from the parents and the students to participate in this study, we made a preparation plan and prepared the necessary materials for conducting the experiment.

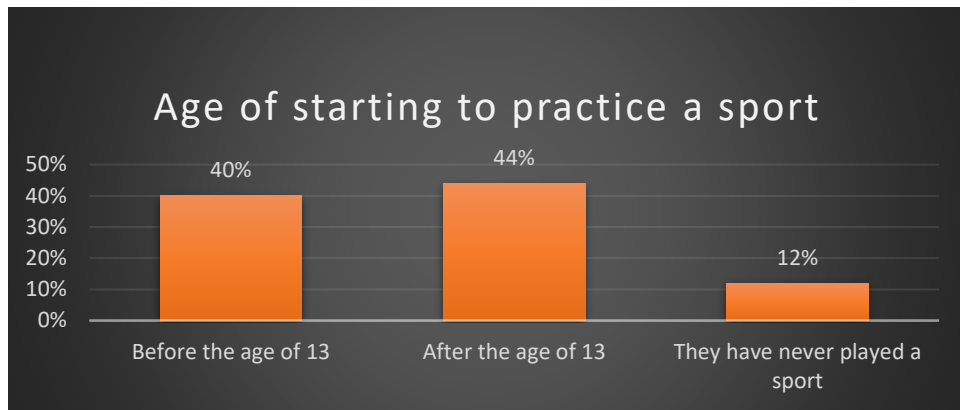


Fig.1 Age of starting to practice a sport

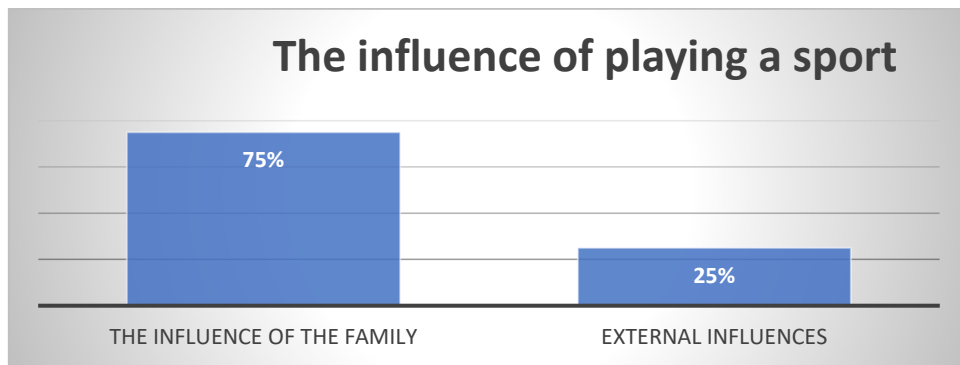


Fig. 2- The influence of practicing a sport

Students who practiced a sport both before the age of 13 and after the age of 13 chose football in proportion of 40%, basketball in proportion of 13%, volleyball with a percentage of 10%, handball with a percentage of 20%, and swimming with a percentage of 17%.

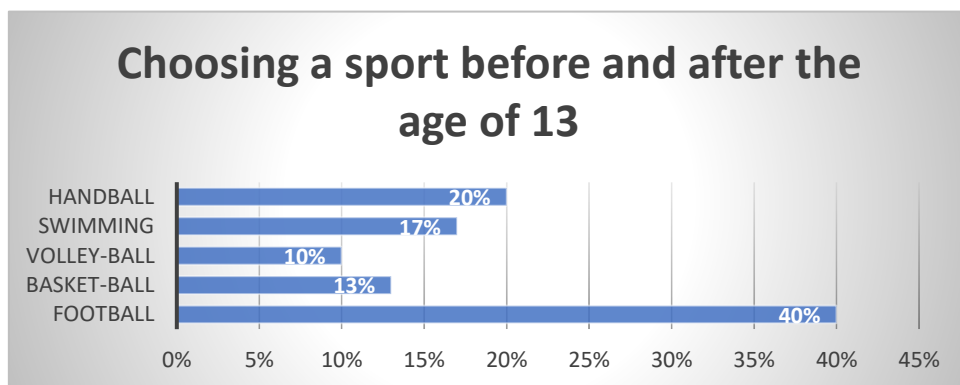


Fig. 3- Choosing a sport before and after the age of 13

The most sought-after reasons why students want to practice handball are: the desire to belong to a group (27%), the desire to socialize (20%), the desire to run (18%),

the desire to participate in sports competitions (20%), the desire for harmonious physical development (10%), and to all this is added the ability of the physical education and sports teacher to capture the student in the practice of handball (5%).

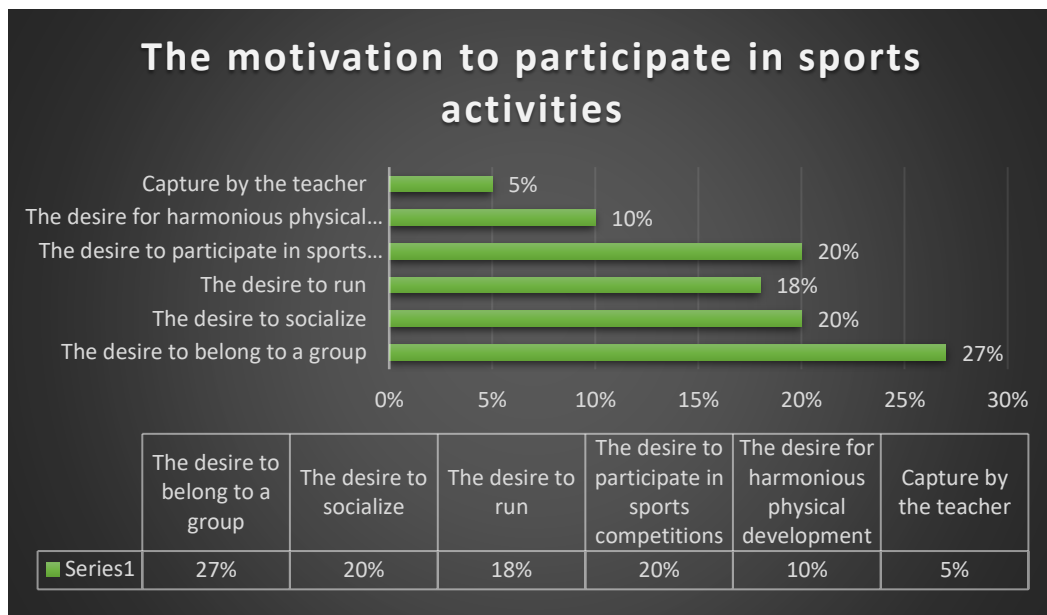


Fig. 4 - The motivation for participating in sports activities

Another motivation for the students to practice sports activities in general and handball in our case is the admiration from the parents, the family in a percentage of 70%. The remaining 30% represents the motivation created by the admiration of friends or teachers in proportion to 20%, and 10% of them practice sports activities or handball for pleasure.

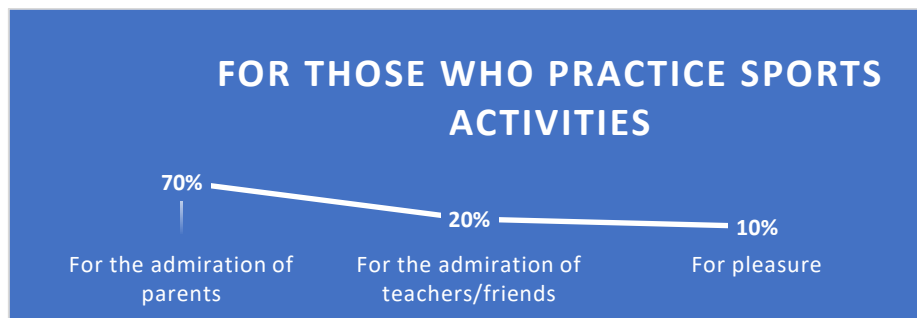


Fig. 5 – For those who practice sports activities

We analyze the factors that could lead to abandoning the practice of sports activities or the game of handball, from the sample of 60 students who completed the questionnaire, 45 students, 75% of them did not think of giving up the practice of the game of handball, or to the sports activities they practice and did not do during the study. This allows us to conclude that there is a very good motivation, both from the family

and from the outside, but the most important motivation is the intrinsic one, in which the student finds the resources necessary to practice a sport. The reasons why the 15 students, representing a percentage of 25%, abandoned the practice of handball or a sports activity during the study were: 10% school problems, 8% injuries, 7% other reasons.

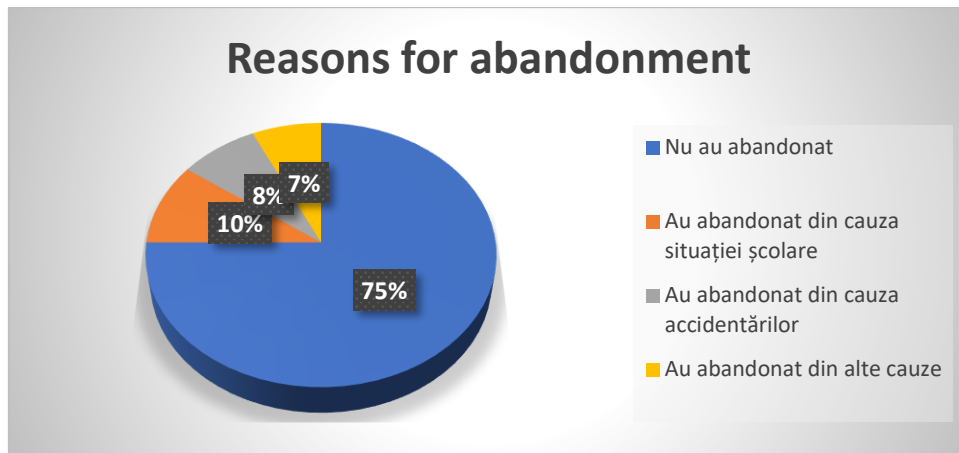


Fig. 6 – Reasons for abandoning the game of handball or sports activities

Marcen found in a study that the reasons for practicing sports activities are health and hygiene, physical and intellectual balance, the desire to participate in sports activities, fitness and fun. These aspects weighed more than the social reasons, those of becoming known, of gaining popularity. Kesend & Murphy (1989) interviewed female athletes in the United States and highlighted the main reasons identified for these athletes to become involved in professional sports. These were: achievement of evaluation and correction skills, intrinsic motivation through fun, and wish fulfillment. [10]

CONCLUSIONS

In conclusion, we can say that students are eager to practice handball or certain sports activities, especially after the age of 13. They want to participate in these sports activities for the desire to belong to a group, for admiration from family or relatives, for recognition of value in groups of friends or by teachers, for harmonious physical development. The reasons why they abandon the practice of handball or other sports activities are related to the school situation, injuries, or other situations such as a change of residence.

Acknowledgement

The authors of this work have taken all steps by which the subjects participating in the study were informed about all aspects related to the voluntary nature of their participation in this study. The information received from them is published, without negative repercussions on them. The present study complied with all the ethical norms of a research and the participants gave their consent to participate in this study.

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