CHALLENGES IN TEACHING GYMNASTICS: WITH SPECIFIC REFERENCE TO ASTBI WEREDA SECONDARY SCHOOLS, TIGRAY REGION

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This is to certify that the thesis prepared by Tedros kiros, entitled: Challenges in Teaching Gymnastics and submitted in partial fulfillment of the requirements for the Degree of Master education (in teaching physical education) complies with the regulation of the university and meets the accepted standards with respect to originality and quality.

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ABSTRACT

Challenges in Teaching Gymnastics: with specific reference to Astibi Wereda Secondary Schools, tigray region

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The purpose of this study was to identify the challenges in teaching gymnastics in Atsbi wereda secondary schools namely Atsbi, Dera and Haikmesal secondary schools and to suggest to the challenges. In order to gathering relevant data from the study samples questionnaires, interviews and observation check-lists were used as the main data collection instruments. The target population of the study involves 2308 students, teachers and school principal. From this population the study sample size involves 460 or (20%) of students were selected using simple random sampling technique that is lottery methods, 5 physical education teachers, 3 school principal and the sample schools were selected using purposive sampling technique. Three basic questions were raised to achieve the objectives of the study. To answer those basic research questions, descriptive survey research design and mixed research method were employed. The data were analyzed using SPSS version-16 software package using descriptive statistics (mean and standard deviation) and percentage. The study found the challenge related with students, with the physical education teachers and with the school principal. The researcher finding shows that, in order to bring improvement of teaching gymnastics challenges such as large class size, time allotment, inter-school tournament, lack of gymnastics equipments, lack of skills in gymnastics and experience must be improved. In view of this summary, conclusion and recommendations are provided.

***Keywords**: Gymnastic, Teaching-Learning, principal, Challenge*

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ACRONYMS

HPE	Health and Physical Education
MAG	Men's Artistic Gymnastic
NFHS	National Federation of state High School Association
PDO	Professional Development Opportunity
PE	Physical Education
SPSS	Statics package for social sciences
TLP	Teaching Learning Process
WAG	Women's Artistic Gymnastic

CHAPTER ONE

INTRODUCTION

This chapter presents the background of the study, statements of the problems, objectives, research questions, significant, delimitation and limitation of the study, definition terms, and organization of the study.

1.1 Background of the Study

Gymnastics and tumbling comprising some of our most basic motor skills also include some of the oldest skills. Their beginnings are somewhat obscure but can be placed at about 2600b.c when a Chinese developed a few activities that resembled gymnastics particularly of the medical type. However, the actual development of gymnastics began in the early Greek and roman periods of history. The Greeks first gave emphasis to gymnastics in fact the word itself is derived from the Greek.

The early Romans copied the physical training program from the Greeks but adapted it to their military training program.

Johann guts mouths (1759-1839) who is known as the "great grandfather of gymnastics" introduced gymnastics in to the Prussian schools he wrote several works and the subject including gymnastics for youth considered the first book on gymnastics. The actual "father of Gymnastics" was Friedrich John (1778-1852).

Based on Dawn and John (1999), physical education contributes to students' academic and intellectual growth as it provides knowledge and understanding about their bodies and how they function with exercise and without exercise. Students learn how to achieve physical fitness and the importance of maintaining an active lifestyle for a lifetime. They are introduced to and exposed to a wide variety of activities, competitive and noncompetitive, that bring them enjoyment and support those academic experiences that are critical to understanding the activity.

Educational gymnastics forms and important part of the P.E program in school encouraging the learner to develop skill and confidence according to their individual ability.

According to Werner P.H.(1994), gymnastic may be globally defined as any physical exercise on the floor or apparatus designed to promote endurance, strength, flexibility, agility, coordination, and body control. Basic gymnastic; are done without apparatus on the floor while, Apparatus gymnastic; are perform with different gymnastic apparatus. In apparatus gymnastic there are several types of equipment artistic gymnastic equipment, rhythmic gymnastics equipment, trampling etc.

According to MORAN, Gary T.(1197), Gymnastics: is not only a sport requiring strengh, skill, and agility, but it is a form of art and self-expression as well. Although many of the basic skills in gymnastics are part of the conditionning process, there must be additional exercises to improve strengh for all circumstances. Areas of importace are range of movement, strengh and endurance, and postural and style training. All are important to prepare the body to perform skills effeciently and reduce injuries, strenght training should be used to correct specific weaknesses. Specifically the rings and parallel bars require high levels of arm and shoulder strengh. Floor exercise, balance beam, and vaulting require a combination of muscle strengh, balance, and agility. Excellent activities for anaerobic endurance are rope jumping, circuit training, tennis, racquetball, and sprint running.Gymnasts also study ballet and work on body alignment and placement for agility and balance. Plyometrics resistence forde, and weight training are important for strengh and poer. Flexibility exercises should be concentrated on upper back, brlin, hamstrings, and trunk.

Therefore, this study was focused on the challenges in teaching gymnastics: with specific reference to Astbi Wereda secondary schools, Tigray region

1.2 Statement of the Problem

According to (Goudas & Biddle, 1993; Sloan, 2007) , Educational gymnastics involves the use of the body as a specific resource, which allows pupils to develop various skills on a cognitive, motor, attitudinal, affective and social level ,so leading to a better quality of life, social integration and a more balanced personality. In addition to, (Rikard &Banville, 2006), stated that Gymnastics stimulates the development of a wide range of loco motor skills, body balance, control of body movement, the transition from dynamic to static elements and vice versa, frequent changes of body position in space, and specific muscular activity. It was physical

education has been included in Ethiopian curriculum .It has given twice a week for elementary schools and once for secondary school students , which is 40 minutes in each period. According to this; gymnastic education has been given in Atsbi Wereda. As such having gymnastic education has the benefit of human health and body improvements, to the learner to develop skill and confidence according to their individual ability, it also recruiting excellent students in gymnastic zonal and regional tournaments.

Even though education gymnastics has given in Atsbi Wereda couldn't provide students for gymnastics team and failed to participate in zonal and regional tournaments. The main failure for this case are mentioned as lack of gymnastic materials and equipments, lack of time given for the field in a week, unbalance of number of students and time during practice period, organize different sport team and clubs for students and after all less intension of school principal and related officials of the field to whom regards. The study focuses on the identification of challenges in teaching gymnastics.

1.3 Basic Research Questions

To achieve the above mentioned of the basic quotations formulated by the researcher are as follows:

1. What are the major problems that faces while teaching gymnastics in practical session?
2. What are the factors that affect students in learning gymnastics?
3. What measures should be taken by teachers and students to improve teaching and learning gymnastics?

1.4 Objective of the Research

1.4.1 General Objective

The general objective of the study was to investigate the challenges in teaching gymnastics in Atsbi Wereda secondary schools.

1.4.2 Specific Objective

This study includes the following specific objectives:

1. To find out the challenges in teaching of gymnastics in practical session on Atsbi Wereda secondary schools.
2. To identifythe major chalenges that affect students in learning gymnastics at Atsbi Wereda secondary schools.
3. To take some possible measurements to improve teaching and learning gymnastics by the teachers and students.

1.5 Significant of the Research

It is important to understand high school students' in teaching gymnastics in physical education program since there will be future members of the workforce who will need to use their knowledge to maintain a healthy life. On doing this, the main significance of this study will be summarized as follows:

- To provide some bases for curriculum designers to distinguish the challenge in teaching gymnastics to develop the physical education program.
- To add some relevant literatures for others who are interested to conduct a study on the area.
- It may help as a facilitator for solution maker for problem that challenge in teaching gymnastics.
- It may also serve as a good indicator for further researchers relating to issues of challenge in the teaching gymnastics.

1.6 Delimitation of the Study

- The technique used to select participants was limited to simple random sampling technique.
- In order to achieve the intended results the researcher used qualitative and quantitative methods of research.
- The study was delimited to three secondary school students at Atsbi wereda on physical education program.
- The study was delimited to 9th and 10th grade students.
- The research was undertaken from July 7, 2015 to August 10, 2016 G.c

1.7 Limitation of the Study

Limitation of the study is lack of reference materials, internet service, time and financial consternates has limited the work of this study and other resources, including related researches in our context.

1.8 Operational Definition of Terms

Challenges:-difficulty in a job or understanding that is stimulating to one engaged in it.

Gymnastics: - the art or practice of training the body by means of certain exercises, often performed in competition with others.

Skill: The ability to choose and perform the right technique at the right time, success fully and with a minimum effort.

Learning environment: - is palace in which teaching-learning process takes place.

Practice:-regular acting in teaching-learning of physical education.

Recreational facilities: - are facilities or equipments which are useful for the purpose of recreation in utilizing recreational activates.

1.9Organization of the Study

This study was organized into five chapters. The first chapter dealt with the general background of the study and the underlined problem, Objectives, research method, significance of the study, delimitation and limitation of the study, operational definitions of the terms used in the study and organization of the study. The second chapter treated the review of related literature. The third chapter revealed the research design and methodology. Chapter four focused on the presentation and analysis of the data gathered and the chapter presented the summary, Conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF THE LITERATURE

Chapter two overviews the reviews of related literatures about the history of gymnastic, about the concept of gymnastic, lists of disciplines included in men's and women's artistic gymnastic, about the aims and benefits of gymnastic and, about the factors that affect the implementation of artistic gymnastic, about Component of Fitness in Gymnastic as well as it also discusses about the basics of gymnastics and educational gymnastics.

2.1 The History of Gymnastics

Gymnastics was introduced in early Greek civilization to facilitate bodily development through a series of exercises that included running, jumping, swimming, throwing, wrestling, and weight lifting. Many basic gymnastic events were practiced in some form before the introduction by the Greeks of gymnasium, literally, "to exercise naked." Physical fitness was a highly valued attribute in ancient Greece, and both men and women participated in vigorous gymnastic exercises. The Romans, after conquering Greece, developed the activities into a more formal sport, and they used the gymnasiums to physically prepare their legions for warfare. With the decline of Rome, however, interest in gymnastics dwindled, with tumbling remaining as a form of entertainment.

Gymnastics in modern Europe Hjalmar Fredrick ling (1882-1886) was a leader in the development of the Swedish gymnastic movement. Motivated by the desire to prove a "total gymnastic program" for all the people of major significance was the system's contribution to mass body activity. Gymnastics was one of the seven sports included in that first great modern Olympiad at Athens in 1896. It has been included ever since. At first the Gymnastic competitions were only for teams, and although exercises were performed on the apparatus, there was no floor exercise as we know it today. Instead, a team of gymnastics perhaps many as a hundred, would perform a massed display item.

2.2 Concept about Artistic Gymnastic

Gymnastics is a sport involving the performance of sequences of movement requires physical strength, flexibility, handstands, forward and backward rolls, aerials, cartwheel, tucks, somersault, etc. The ancient Greeks including skills for moving and dismounting skills in ancient times the term implied exercise taken in by men in a gymnasium avenue for intellectual and physical education.

Artistic gymnastic is dividing usually in to men's artistic gymnastic (MAG) and women's artistic gymnastic (WAG) each group doing different events and activates. Man compete on (MAG) there are floor exercise, pummel horse,

Artestic Gymnastic stilling ring vault [vaulting horse] parallel bar and women compete on (WAG) those are vault [vaulting horse], uneven bar [asymmetric bar], beam balance and floor exercise. In the past in some courtiers women competed on the rings and the high bar too. The following are lists of disciplines included in men's and women's artistic gymnastic.

2.3 Men's Events

A. Floor Exercise

Male gymnasts also perform on a 12 by 12 m (40'x40'). Sprung floor, A series of tumbling passes is performed to demonstrate flexibility, strength, and balance. The gymnast must also show strength skills, including circles, scales, and press handstands. Men's floor routines mostly have four passes that will total between 60–70 seconds and are performed without music, unlike the women's event. Rules require that gymnasts touch each corner of the floor at least once during their routine. Coopers (1982)

B. Vault

The vault is an event as well as the primary piece of equipment used in that event. Unlike most of the gymnastic events employing apparatuses, the vault is a common to both men's and women's competition, with little difference between the two categories. A gymnast sprints down a runway, which is a maximum of 25 meters in length, before leaping onto a spring board.

Harnessing the explosive energy of the spring, the gymnast directs his or her body hands-first towards the vault. Body position is maintained while popping," (blocking using only a shoulder movement) the vaulting platform.

The gymnast then rotates his or her body so as to land in a standing position on the far side of the vault. In advanced gymnastics, multiple twists and somersaults may be added before landing. Successful vaults depend on the speed of the run, the length of the hurdle, the power the gymnast generates from the legs and shoulder girdle, the kinesthetic awareness in the air, and the speed of rotation in the case of more difficult and complex vaults.

In 2001 the traditional vaulting horse was replaced with a new apparatus, sometimes known as a tongue or table. The new apparatus is more stable, wider, and longer than the older vaulting horse - approx. 1m in length and 1m in width, gives gymnasts a larger blocking surface, and is therefore safer than the old vaulting horse. With the addition of this new, safer vault, gymnasts are attempting far more difficult and dangerous vaults. Younger gymnasts do not vault onto a vaulting table, though. Younger gymnasts vault onto a mat consisting of cubes of sponge with a slick outside.

C. Pommel Horse

A typical pommel horse exercise involves both single leg and double leg work. Single leg skills are generally found in the form of scissors, an element often done on the pommels. Double leg work however, is the main staple of this event. The gymnast swings both legs in a circular motion (clockwise or counterclockwise depending on preference) and performs such skills on all parts of the apparatus. To make the exercise more challenging, gymnasts will often include variations on a typical circling skill by turning (moores and spindles) or by straddling their legs (Flares). Routines end when the gymnast performs a dismount, either by swinging his body over the horse, or landing after a handstand. Coopers (1982)

D. Still Rings

Still Rings is arguably the most physically demanding event. The rings are suspended on wire cable from a point 5.8 meters off the floor and adjusted in height so the gymnast has room to hang freely and swing. He must perform a routine demonstrating balance, strength, power, and dynamic motion while preventing the rings themselves from swinging. At least one static strength move is required, but some gymnasts may include two or three. A routine must begin with an impressive mount, and must conclude with an equally impressive dismount.

E. Parallel Bars

Men perform on two bars slightly further than a shoulder's width apart and usually 1.75m high while executing a series of swings, balances, and releases that require great strength and coordination. Coopers (1982)

F. High Bar/Horizontal Bar

A 2.4 cm thick steel bar raised 2.5m above the landing area is all the gymnast has to hold onto as he performs giants (revolutions around the bar), release skills, twists, and changes of direction. By using all of the momentum from giants and then releasing at the proper point, enough height can be achieved for spectacular dismounts, such as a triple-back salto. Leather grips are usually used to help maintain a grip on the bar.

2.4 Women's Events

A. Floor Exercise

The floor event occurs on a carpeted 12m × 12m (40'x40') square, usually consisting of hard foam over a layer of plywood, which is supported by springs or foam blocks generally called a "spring" floor. This provides a firm surface that will respond with force when compressed, allowing gymnasts to achieve extra height and a softer landing than would be possible on a regular floor.

Female gymnasts perform a choreographed exercise 70 to 90 seconds along with music. The music is instrumental and cannot include vocals. The routines consist of tumbling passes, series

of jumps, dance elements, acrobatic skills, and turns. Elite gymnasts may perform up to four or five tumbling passes that include three or more skills or 'tricks" Gymnasts in the lower competitive levels usually execute only do one or two tumbling passes.

There is white line which must be measure 4 sides for more accuracy.12m x 12m including inbound lines on all sides.

To adjust the white line, place 2 lines approximately 45 cm (18 inches) from edge of the floor. (WAG Equipment - Specifications and Measurements Procedures - November 2004 Edition)

B. Vault

Table: Height 125 cm from the floor (± 1 cm) Runway: 25 m, landing mats: 20 cm (± 2 cm) Supplementary mat: 600 cm x 200 cm x 10 cm (± 10 mm) the supplementary mat must be attached to the landing mat. Its use is optional.

Boards: Adjustable boards are no longer allowed. Before the training sessions at each National level competition, a representative of Sport and the Women's National Coach will determine the configuration for one soft, one medium and one hard board. The configuration will remain the same for the training sessions and the entire competition (for Novice, Junior Senior and Open). The deduction for unauthorized use of equipment will be applied if the configuration of a board is modified by an athlete or her coach.

Measuring the height of the table; from the landing end of the table, measure 68 cm and draw a line on top of the table towards the side of the table. Place a wooden board across the table, lining it up with the line drawn on the vault and measure from bottom of board overhanging on the side of the table to the floor (125 cm). (Ibid)

C. Balance Beam

The gymnast performs a choreographed routine from 70 to 90 seconds in length consisting of leaps, acrobatic skills, turns and dance elements on a padded sprung beam. Apparatus norms set by the (FIG) International Gymnastics Federation (used for Olympic and most elite

competitions) specify Artistic Gymnastic the beam must be 125 cm (4') high, 500 cm (16') long, and 10 cm (4.5") wide. The event requires in particular, balance, flexibility and strength.

Height: 125 cm to the floor (± 1 cm) for more accuracy, measure each side of the beam.

If there is a need to measure the height of the beam to the top of the mats (125 cm – 20 cm = height of 105 cm to the mats), the weight of the person measuring will affect the height of the mats, thus measurements for height of the beam. Mount and dismount: 7 m at each end of the beam Side: 2 m on one side of the beam (in Canada) If the matting for the mount is less that 7 m at one end of the beam, an additional 20 cm mat must be added. If this is not possible and less than 1 m is missing, a board may be placed at the end of the mat. Landing mats: 20 cm (± 2 cm) Supplementary mats: 400 cm x 200 cm x 10 cm (± 10 mm). Its use is optional (Ibid)

D. Uneven Bars

On the uneven bars (also known as asymmetric bars, UK), the gymnast navigates two horizontal bars set at different heights. The height is generally fixed, but the width may be adjusted. Gymnasts perform swinging, circling, transitional, and release moves, as well as moves that pass through the handstand. Usually in higher levels of gymnastics, leather grips are worn to ensure that the gymnast maintains a grip on the bar, and to protect the hands from blisters and tears (known as rips), Gymnasts sometimes wet their grips with water from a spray bottle and then may apply chalk to their grips to prevent the hands from slipping. Chalk may also be applied to the hands if grips are not worn and/or to the bar. The most common way to mount the uneven bars is jumping towards the lower bar. Coopers (1982)

2.5 Gymnastic aim and Benefit

According to Heath et al. (1994).A gymnastics programmer aims to extend these basic skills through a series of progressive physical challenges. The focus is on the body and body management skills as children explore the range of possibilities within their own limitations of movement. By using often familiar actions, children extend their body capabilities and explore aspects of their environments as they explore the different surfaces on which they move. As they

get older and increase in experience, they develop their kinesthetic awareness and learn to judge the speed, force and directional qualities of their movements.

Gymnastics aims also to develop control and quality of movement. Movement actions comprise travelling, turning, rolling, jumping, balancing, swinging and climbing. Through work in this area, children link movements together on the floor and on simple apparatus showing understanding of concepts such as Artistic Gymnastic precision, body tension, stillness, extension and fluency in movements that are proficient and aesthetically pleasing. They are guided to work safely and cooperatively with other children. It is also important that they appreciate movement and can describe and talk about what they observe.

Reynolds (2000) believes that gymnastics promotes problem solving, individuality and creativity; as children explore, practice and refine their actions, they are able to improve the execution of specific skills and apply this skillfulness in different contexts with imagination and creativity.

A physical education program featuring gymnastics benefits children in many areas. It improves body management and control and aids the development of locomotive, none locomotive, and manipulative skills. It promotes endurance, strength, flexibility, agility, and coordination. Their abilities in turn relate to health and fitness. In addition, gymnastics can improve cognitive and affective outcomes in the areas of problem solving, body mechanics, and aesthetics.

2.5.1 Physiological Development

Physiological development in gymnastics is concerned with health- related fitness concepts. Over time, work units in gymnastics should emphasize cardio respiratory development, muscular strength and endurance, and flexibility.

During periods of warm-up, children can derive cardio respiratory benefits by running, hopping, skipping, and jumping. They can also use traveling actions to approach- jump onto, along, and off- benches, boxes, beams, and other pieces of equipment to attain continuous movement. Continuous repetition of simple sequences, such as running on the floor and rolling or wheeling across mats, can also achieve a cardio respiratory effect.

Cardio respiratory fitness does not take place in a vacuum, however. It cannot be achieved in a 1 or 2 day a week program or in a 5 minute warm-up. When gymnastics is combined with other efforts such as fitness breaks during the school day, walking and running programs, and an active over-all program, it will contribute to-ward cardio respiratory development.

2.5.2 Cognitive Domain

In the cognitive domain outcomes and benchmarks address basic knowledge and higher- order thinking skills.

2.5.3 Basic Knowledge

Gymnastics should provide children a variety of experiences to develop cognitive abilities. At the simplest level children can acquire knowledge of their body parts and how to move them in and through space. Their movements should reflect knowledge of shape, level, direction, pathway, extension, time, force, flow, and relationships (body and space awareness, effort, and relationships framework). Over time, children should learn a variety of biomechanical principles such as rotation, center of gravity, base of support, levers, balance, counterbalance, momentum, and force application.

2.5.4 Higher-Order Thinking Skills

As children develop basic movement skills, present them with opportunities for higher- order thinking skills. Open- ended, process-oriented tasks provide opportunities to solve problems by developing the students' comprehension and abilities to apply, analyze, synthesize, and evaluate movement.

2.5.5 Affective Domain

In the affective domain outcomes and benchmarks address aesthetic and creative development:

2.5.6 Aesthetic Development

Gymnastics does not have the same aesthetic concerns as dance. Dancers are concerned with the body as an instrument of expression. Gymnasts are more concerned with the function of movement. The beauty of gymnastics movement derives from a concern for the shape and line of action. Gymnasts strive to link actions, or to create a flow of action from one movement to another. There is a kinesthetic satisfaction in performing an action just right. In terms of outcomes gymnasts know and apply movement concepts and principles to achieve Artistic Gymnastic satisfying, proficient, aesthetic performance of a single skill or a sequence. As observers and appraisers gymnasts also can appreciate watching the movement of others.

2.5.7 Psychological Development

Children learn what they can and cannot do with their bodies. In gymnastics system that promotes body management children will discover appropriate challenges within their ability level. Challenges require some risk taking, courage, and perseverance. If you present tasks, lessons, and units in a logical sequence, children will challenge themselves to do their best work, overcome some fears, learn their limits, and probably develop a healthy measure of self- esteem.

Children's natural movements as they climb, swing, roll, scramble over objects and balance are so much a part of childhood. All children enjoy the thrill of these actions, the physical challenge and the opportunity to shape their movement responses in their own creative fashion. In short, 'they do impossible things in impossible ways' (department for education and science 1972).

2.5.8 Movement Development

Between the ages of 2 and 7 years, the movement capabilities of children enter a period of acceleration. This is the time when 'children lay the foundations for a lifetime of movement' (Bailey 2000a). It is a time for developing mastery in generic movement skills and for children to test themselves physically in different environments. Children of this age enjoy the thrill of discovering how fast they can run, how quickly they can climb, if they can travel across the monkey bars and mater the slide in the playground or park.

Movement activities can be viewed from various perspectives but all are based around the three categories described earlier' namely stability, locomotion man manipulation as these is found in the movement behaviors for all ages. One common classification is into fine motor and gross motor activities (Malina and Bouchard 1991). Fine motor activities involve movements that require precision and dexterity, usually regulating the use of hands and eyes together. Movement patterns in this category range from writing, drawing, cutting, pasting and the manipulation of small objects and instruments. Gross motor activities involve the whole body or major segments. Williams (1983).point out that: often referred to as 'fundamental motor skills', they include such skills as running, jumping, galloping, hopping, throwing and kicking).

2.6 Benefits of Participating in Gymnastics

Despite these concerns Benn and Benn (2000: 36) stress that: The reality that gymnastics has survived in a core physical education curriculum place for so long suggests that many within the profession are convinced of the value of the activity area as a medium for a worthwhile educational experience in its widest meaning.

Involvement within gymnastics can contribute greatly to the all-round development of a child. It can augment physical and social development (Dickenson, 1985), skilled body management along with an increased level of confidence, performance and individuality (Smith, 1991). It embraces the promotion of intrinsic rewards such as excitement of sport and personal accomplishment as opposed to more extrinsic factors like winning (Goudas and Biddle, 1993). As such it should be placed within the broader context of the PE programs, curriculum and philosophy of schools. The introduction of the NCPE sought to address the issue of a balanced curriculum as it set out to establish a clear, full and statutory entitlement to learning for all pupils. When it was introduced in 1992, gymnastics was identified as one of the six activity areas designated to be delivered within schools (the other five being dance, games, swimming and water safety, athletics, outdoor and adventurous activities).

According to B,Houlihan. (2000) it has been reported that some schools have been slow to modify their planning to address Curriculum 2000 developments. The time allocated to invasion games is sometimes between three and five times that for gymnastics, dance and other aspects that contribute significantly different skills, knowledge and understanding in the development of

pupils' physical competence within the statutory curriculum. This creates a very unbalanced curriculum.

2.7 Challenges in the Teaching and Learning of Gymnastics

2.7.1 Time Allotment

According to the physical activity nature of the subject it needs more time than any other academic subjects. It is clear that one the teaching of physical education more time is needed before begging the main topic and after the end the topic rather than any subject. Artistic gymnastic take more time than other physical education activity because it is the subject nature.

"...Five minutes at the start and ten minutes at the end are needed for dressing and showering, the longer the period the higher the percentage of time available for physical activity. A sixty minute period allows 75% of the total time for activity other than dressing where as a frothy-minute class permits62.5% relative long periods are advantageous for physical education classes" Volumer (1979), describes, "The matter of time allotment is great importance because no program of activities can operate successfully unless a proper time allocated". And (Knapp and Leahand 1968), put the usefulness of the time when it is lengthen. "Physical education is almost unanimous in the brief that a daily Artistic Gymnastic period referred in both elementary and secondary schools if the developmental recreational and skill needs of young people are to be met with reasonable adequacy".

Schools and classes differ in the number of days per week that the children attend physical education classes and the length of the classes. Children who have physical education every day for 30 minutes can be expected to learn more than children who only have 60 minutes of physical education each week.

Kelly (1989), suggest that this one reason it is virtually impossible to a standardized physical education curriculum.

Not all the physical activity needed for healthful growth and development can be provided during one school period daily. However, a daily period of liberal length does allow time for considerable healthful activities. Further it permits the teaching of a variety of physical activities

that develop skills abilities, and interest that form a basis for further participation in worthwhile activities. Those prescription indicates the provision of sufficient time allows the leading learning process go in interesting way.

2.7.2 Class Size

In indicates the number of students in one classroom, when the class size small it is important to input the planned activities, in the other way when the class size small it is important to import the planned activities. "...the size of physical education class differ greatly from school to school it may vary from class to class with any one school. The number of students in each class has implication for teacher's effectiveness ... the effectiveness of both others teachers and physical education teacher will be seriously hampered if there are an excessive number of pupils..."

According to (Bucher 1975) although it is recommended that "physical education classes contain the same number of children as the classrooms (e.g., 25 children per class)" (council on physical education for children, 1992), some schools and districts schedule two Artistic Gymnastic or three classes at the same time, which means the PE teacher, must teach 60 or more children simultaneously.

Graham, (1992),Although this makes the teacher's job difficult, there are ways teachers can develop the content to provide children with positive (albeit far from ideal) learning experiences. For example, the use of stations or learning centers, is probably one of the more efficient ways to organize large groups of children As tried to indicate the above large class size of the physical education class is above normal or very large, the expected value of physical education will be limited and the organization of class required more time and also their will have a discipline problem.

Bucher and Koing (1974) ,Stated that organization of large class size takes more time, discipline maybe a great problem, and the administrative structure of the class must be more formal, further more there is less opportunity to help meet the individual interests and needs of the children". For proper class size (Knapp and Leohard 1968) described are follows "generally speaking, classes should be limited to 30 students and 40 should be regard a maximum"

It is the course that type of program, teaching methods, and available facilities affect. The number of that can adequately be provided for in one class. An understandable lock step program which pays little of no attention to individualization instruction can accommodate large numbers in small group.

In the other hand Vannier and Fait, (1964), put about normal class size "for optimum teaching class size should be not exceed 40 students".

According to (Bucher and Koing 1974) "The size of physical education classes will vary greatly from class with in a one school. The number of pupils in each class has implication for teacher's effectiveness".

Whereas the teacher use his method to control the class (Ibid 1974) stated about management, "effective class management is essential in every phase of teaching, it is perhaps even more important in physical education because of the nature of the equipment, facilities and records involved and the larger class sizes that often exist. Because of the partial loss of time needed for dressing and showing procedures, the remaining minutes must be put to the very best use of an effective teaching program is to result. This can be done only through efficient class management".

2.7.3 Facilities Equipments and Supplies

An excellent educational program doesn't correctly implement without facilities and equipments. For implementing the program property the appropriate facilities and equipments and supplies must be sufficient. Especially artistic gymnastic can't teach without apparatus and supplies one of the most importance's in conducting a comprehensive program of physical education in the secondary school.

In the physical education program the materials should participated whose students in the manner of avoiding the limitation of the class time.

Regarding to those (Bucher and Koing 1979) described as follows "physical education facilities supplies and equipment should be provided for the instructional, interscholastic, and recreational programs in proportion to the needs, interests and numbers of girls and boys to be served. This

includes adequate and desirable shower and locker room facilities" and "each area of the physical education program should be provided with appropriate equipment and supplies in sufficient quantity to provided each student with an opportunity to actively participate throughout the entire class period". Beside those equipments using for physical educator as an apparatus and other equipments are essential, use as teaching and those are audiovisual materials.

According to (Bucher 1972) describes regarding to physical education equipments, "Audiovisual centers will be readily available for individual students study on various sport skills or other aspects of physical education centers will contain television, movies, super 8 cassette, tapes and teaching machine. Materials such as rules strategies facts of anatomy, and first aid will be programmed, so more time will be free for skill development".

One reason why large class sizes are not recommended is that most physical education pro-grams do not have sufficient equipment not even for 25 or 30 children. Consequently, if teachers are not careful, the children spend fact; some teachers have no indoor space whatsoever. Others have no grassy areas.

Richard Bailey (2003), states that teaching gymnastics outside is not ideal, but it is workable. In the south, where many schools often do not have gyms, there may be no other choice practicing gymnastics and a blacktop surface, with or without the protection of a roof, on the playground, or on an open grassy area can be difficult you need to be creative.
When planning the use of facilities and equipment, teachers should organize the learning environment in a way that allows for movement and ensures student comfort and safety. It is important to plan routines that students can follow as they move to and from the gymnasium or activity space, make transitions from one activity to another, and collect and put away equipment.

Planning time and creating guidelines for changing clothes, using equipment, and other procedures can maximize student comfort and participation (Mary, 1999).

2.7.4 Scheduling of Classes

Regarding to (Knapp and Leohard 1961) described as follows: "... a time near the middle of the morning or near the middle of the afternoon is favored by some schools for physical education classes. Among reason given for favoring this mid-half-day times are these (1) A break from the variation of secondary class room activity is needed, (2) before school and after school physical activity makes physical education classes near the beginning or near the end of a session unnecessary (3) early morning hours should be reserved Artistic Gymnastic for more difficult subjects and (4) physical activity should be avoided after meals". In addition to Knapp and Leonhard regarding to the above (Bucher and Koing 1979) stated "the instructional program should schedule to allow for maximum. Participation and adequate time for each pupil to have an opportunity to gain the satisfaction that comes from achievement" When doing scheduling the class we many considerations are in mind.

Regarding these (Ibid) put as follows. "Scheduling of physical education classes represents an important administration function involving the total school program. Consideration must be given to relative needs among the various areas of the school program. On the other hand scheduling factors as time available group structure, time of day, class size and handling of special students, fundamentally affect a physical education teacher's choice of activity and methods and ultimately, of course the kinds of results achieved.

To modify these ideas also (Bucher and Koing 1974) put as follows "physical education and science laboratory periods should also be given particular consideration because there are usually fewer physical education and science and science laboratories available than rooms other subjects".

If the administrators or anybody that has a capacity to schedule a period there must be account conditions before planning, regarding to these (Bucher and Koing 1978) "scheduling should be done according to plan. The plan for scheduling should be based up on: (1) the number of students taking physical education, (2) the number of teachers available to teach physical education (3) the number of rooms or teachers stations available. This plan should provide from early scheduling of physical education."

2.7.5 Safety Guidelines

Teachers must model safe practices at all times and communicate safety requirements to students in accordance with school board and ministry policies. Teachers are responsible for ensuring the safety of students during classroom activities and also for encouraging and motivating students to assume responsibility for their own safety and the safety of others. Teachers should follow board safety guidelines to ensure that students have the knowledge and skills needed for safe participation in physical education activities (Reston, 1998).

Safety guidelines should outline the practices to be followed for each activity, addressing questions related to equipment, clothing and footwear, facilities, special rules and instructions, and supervision. They should also reflect school board policies on how to conduct activities. While all physical activity involves an element of risk, administrators and teachers have an obligation to provide a safe environment to minimize that risk. Safety awareness, based on up-to-date information, common sense observation, action, and foresight, is the key to safe programming (Richard, 2008).

Concern for safety should be an integral part of instructional planning and implementation. In a safe learning environment, the teacher will: be aware of up-to-date safety information; plan activities with safety as a primary consideration; observe students to ensure safe practices are being followed; have a plan in case of emergency; show foresight; act quickly. Moreover teachers must think about safety before having students participate in any activity. They must consider any potential dangers, assess those dangers, and implement control measures to protect the students from the risks. By implementing safer instructional practices, such as using logical teaching progressions and transitions and choosing appropriate and developmentally appropriate activities, teachers can reduce risk and guard against injury. Students demonstrate that they have the knowledge, skills, and habits of mind required for safe participation in physical education activities when they: understand why rules are in place; follow established routines. When considering student safety, including their physical safety, it is important to ensure that students feel comfortable emotionally and psychologically (Richard, 2008).

2.7.6 Co-curricular Programs

Within the context of a healthy school, the physical education curriculum provides all students with the skills and strategies they need to participate in a wide variety of physical activities. A supportive school environment will provide opportunities for students to continue their learning either in the school, at home, or in the community. Intramural programs allow all students to participate in activities that are informal and not highly competitive. Interschool programs offer students opportunities to participate in more organized and competitive activities. Other recreational activities and clubs also provide opportunities for students with common interests to participate in physical activities in non-competitive settings. In planning and organizing the physical education curriculum, schools should use community organizations, facilities, and programs as resources to provide students with additional experiences and opportunities for physical activity and healthy living (Richard, 2008).

The curriculum contains a wide assortment of examples and prompts that illustrate different ways of meeting the expectations. Teachers can use these as a source of ideas for adapting the delivery of the expectations to meet the particular needs of their students. When making decisions about equipment and facilities, teachers should ensure that they are distributed in a way that provides fair and equal access to support the development of specific skills and add interest to physical activities, a variety of equipment should be used (Grout and Long, 2009).

When supplies are limited, teachers will have to be resourceful to ensure that each student has opportunities to use as many different kinds of equipment as possible. Teachers must provide specific instruction to students on the appropriate handling of equipment, ensure that equipment is in good repair and suitably organized (Mary, 1999).

2.7.7 Parents

Parents play an important role in their children's learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the physical education curriculum, parents can better appreciate what is being taught in each grade and what their children are expected to learn. This awareness will enhance the parents' ability to

discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress (Ontario, 2010).

Knowledge of the expectations will also help parents to understand how their children are progressing in school, to interpret teachers' comments on student progress, and to work with teachers to improve their children's learning. Effective ways in which parents can support their children's learning include the following: attending parent-teacher interviews, participating in parent workshops and school council activities (including becoming a school council member), and encouraging their children to practice at home and to complete their assignments. Parents can be supportive by promoting and attending events related to healthy, active living at their children's school (Ontario, 2010).

2.7.8 Instructional Strategies

Teachers use a variety of teaching styles including command, peer, guided discovery, problem solving and practice, and plan learning experiences accordingly. "Choice of teaching style is determined by instructional goals, the needs and attributes of the students, class size, and safety. Teachers monitor learning styles of students and design lessons to support the full range of learning styles. Teachers plan adequate instructional time for all students to acquire the concept or skill being taught". Meaningful practice is progressive in scope and sequence to facilitate learning.

Conceptual instruction transfers from one activity to another. The District limits class size so activity produces maximum contact with equipment, learning, and participation (Grout and Long, 2009).

Teachers plan, monitor, and evaluate class activity to maximize participation. They provide sufficient equipment for effective practice. Teachers design modified games providing for full and meaningful participation of all students. Warm-up activities reinforce/practice skills from previous lessons as well as to lead into the day's lesson. Warm-up activities are safe, appropriate exercises that accommodate different fitness levels. Teachers monitor execution of warm-ups and stretching to be sure all students benefit and that the activity achieves its purpose. Teachers

design outside of class assignments that extend class activities and provide authentic practice or reinforcement of skills and knowledge. Teachers extend experiences from in-class activity lessons to community and family activities. Teachers use technology in many phases of their programs. Teachers are provided opportunities of in-service training to increase their skills, learn about new software and hardware, and incorporate state-of-the art technology appropriately into the curriculum to enhance instruction and student learning (Macdonald and Brooker, 1997).

2.8 Component of Fitness in Gymnastic

2.8.1 Body Composition

Body composition, a necessary fitness component of gymnastics, is the association between fat, muscle and bone within the body. The body fat percentage of a male gymnast ranges from 5 to 12 percent, while the body fat of a female gymnast ranges from 10 to 16 percent, according to Sport-Fitness-Advisor.com. Increasing body fat percentage can hamper a gymnast's stamina, flexibility and ability to jump. Adequate bone density and lean muscle mass provide the adequate strength and support to perform taxing gymnastic skills. Elite gymnasts follow a nutrition plan that incorporates the consumption of lean proteins, healthy fats and complex carbohydrates, as well as engage in a strength-training and conditioning regimen to obtain the optimal body composition.

2.8.2 Flexibility

Another important component of fitness in gymnastics includes flexibility, the ability to move a joint through a complete range of motion. Elite gymnasts possess superior flexibility, as this fitness component allows them to hyperextend their legs, execute various jumps and tumble forward and backward. Flexibility may enhance coordination and balance, as this fitness component improves skeletal alignment and reduces musculoskeletal injury.

2.8.3 Muscular Strength

Muscular strength, the maximum force exerted by a single muscle or muscle group, plays a critical role in executing advanced gymnastics skills. Male gymnasts demonstrate muscular strength when they lift their body weight on the pommel horse or hold their weight while

it comes to content, similarities include the basic forms of gymnastic movement in balance, rolling, and flight, and in their elaboration in sequences. Mechanically speaking, there are similarities of body action. The differences are seen in the context in which the forms of gymnastics are practiced, the aims and objectives of each, and in the methods of teaching.

Olympic gymnastics is competitive. Objectives are concerned with sequences of action which include set skills that are specific to the sport. The teaching method involves training individual skills, combining the skills into sequences, and having the individual practice to as near a perfect performance as possible. The aim of educational gymnastics, on the other hand, is to develop skill, but always in the context of the ability and understanding of the individual student. The method of teaching is one of guided discovery and self-selection within the limits and freedoms of a general objective (Williams, 1987).

Proyer (1973), suggests that the main differences between traditional and educational gymnastics include the apparatus used, the subject-matter, and the methodology. In traditional gymnastics, which the author calls "formal" gymnastics, the apparatus may be such equipment as parallel bars, beams, or rings. The subject matter is based upon skill-learning, and the teaching style is usually direct. Educational gymnastics, on the other hand, uses non-traditional apparatus, a theme or idea based upon a movement concept is the subject-matter, and indirect teaching methods are used. The purpose of educational gymnastics is development of control of the body in functional movement.

Widdop (1973), sought to clarify the terminology and methodology of gymnastics, and to show the ways in which formal and educational gymnastics differ with regard to teaching methods and type of apparatus used. The author concluded that the terminology used in gymnastic texts can be vague or misleading, and that the choice of teaching method may be influenced by the teacher's and students' backgrounds, and by the apparatus being used. Finally, she identifies the two most usual combinations of methods and apparatus as 1) a method of finality using traditional apparatus, resulting in formal (traditional) gymnastics, and 2) an open-ended method using a non-traditional apparatus, resulting in educational gymnastics.

Capel (1986), provides a similar comparison of educational and traditional (which the author calls "Olympic") gymnastics, saying that they have similar content but differ in their philosophy,

aims, objectives, and teaching methods. Similarities of the two approaches include the mechanical and anatomical actions of the basic gymnastics movements. In both types of gymnastics, these are incorporated into sequences which have both logical structure and aesthetic appeal. In terms of the differences, Olympic gymnastics is essentially competitive and judged by set criteria. The aim is to win, and objectives are related to sequences which include sport-specific skills and actions.

Therefore, Olympic gymnastics develops depth within a narrow range. This is in contrast to educational gymnastics, which stresses a broad range of activities and then gradually selects, arranges, and refines them. The aims of educational gymnastics include 1) developing the body's efficiency and skilled use in practical situations when working alone and with others, on the floor and on apparatus, and 2) stimulating an understanding and appreciation of objective movement, coupled with an ability to invent and select appropriate actions.

Sitzman (1987), makes similar distinctions between the two forms of gymnastics. He describes traditional gymnastics (which the author calls "artistic" gymnastics) as a sport with a high threshold of success that requires years to develop the skills necessary to perform at a high level competency. In educational gymnastics, on the other hand, learning a wide variety of movement patterns in a wide variety of situations is key. He describes educational gymnastics as non-competitive, inexpensive, and having a lower entry level threshold in comparison to traditional gymnastics. Educational gymnastics offers youth the opportunity to develop a wide variety of movement patterns, which will fit well into many sports and recreational skills as the youth matures in skill, strength, and endurance.

Nilges (1997), describes that educational gymnastics as an alternative for teachers who find traditional gymnastics incongruent with developmentally appropriate physical education practices.

Nilges (1999), says that in traditional Olympic gymnastics, students conform to externally imposed movement patterns. Learners are asked to repeat ideas and perform and practice as told, and this typically results in identical outcomes for all students (Nilges, 2002). Educational gymnastics can be defined as an approach to teaching students the foundational body-management skills of movement and stillness, while focusing on the body, space, effort, and

relationship concepts from the movement framework. Educational gymnastics differs considerably from traditional gymnastics in that a variety of student responses is desirable rather than conformity to a single movement form (Nilges-Charles, 2008). The teaching methodology of educational gymnastics will be described in a later section titled "Teaching educational gymnastics."

Beaumont (1979) , describes that educational gymnastics as an area of the curriculum emanating from the needs, interests, and capabilities of children.

Bean (1977), describes educational gymnastics as a process based upon sound educational principles. He credits educational gymnastics for acknowledging many fundamental aspects of educational theory: The awareness of individual differences and standards, the concern for creativity, and the need for greater movement understanding. He describes educational gymnastics as a subjective process, where content and approach are related to the needs and aptitudes of the individual.

Hardy (1978), suggests that through educational gymnastics tasks, the child learns how his own body structure functions in a variety of situations. The author goes on to suggest that educational gymnastics taught to primary school children might be beneficial not only to their development as "total" human beings, but also to their future development in motor skills.

Capel (1986), describes educational gymnastics as an ideal medium through which the goals and objectives of physical education in elementary school may be achieved. According to this author, gymnastics provides opportunities for inventiveness, creativity, challenge, and adventure. She says that a well-planned educational gymnastics program contributes to the total development of the child, and that gymnastics builds increasingly complex body management and control skills which are the bases for later skill learning.

Sitzman (1987), also promotes educational gymnastics in the primary grades, describing it as an ideal program for the elementary schools. Overall, educational gymnastics can be described as a form of movement in which everyone can find meaning and satisfaction and some understanding of their own movement ability (Williams, 1987).

2.10 Gymnastics Apparatus /1998

Gymnastics as method of body exercise is widely applicable in the process of developing elementary and high school education. It is used regardless of age or sex individually or in groups. Because of the movements and creative tasks, gymnastics provides an unlimited number of movements and their combinations thus satisfying objectives in health and hygiene, in other words supplying the basic movements needed for work and leisure. Some elements of apparatus gymnastics are used in other sports as a supporting sport. Health 24: Gymnastics {online} {2005}.

A. **Flexibility:** Perhaps more than any other sport, gymnastics requires tremendous flexibility of the athlete's shoulders, legs, etc. Good flexibility often determines whether or not gymnasts will be able to achieve certain skills, which require different ranges of motion. A flexible gymnast will not only execute split leaps and jumps more beautifully, but she will be able to perform certain difficult elements that require this characteristic REILLY Thomas,(1992).

B. **Strength:** Although the participants of the sport of gymnastics are mainly young girls, the strength required to complete the most difficult elements compares to the strength of any football player or weight lifter! Strength is necessary to hold oneself in many of the hand- supported positions in gymnastics, such as handstands and handsprings. Leg strength is also needed for all of the skills that require a powerful jump, such as flip- flops and leaps.

C. **Speed:** Without tremendous speed, events such as the vault and the floor exercise cannot be mastered. The entire vault is generated from a quick run and punch of the spring board, and all tumbling elements require a fast approach or quick muscle movement to initiate the skill. The gymnast needs the speed of a sprinter to achieve the most advanced skills of gymnastics.

D. **Power & Punch:** Without power, a gymnast cannot achieve the height she needs to complete her gymnastics skill before landing. Many elements, such as full twisting semi's and double back flips, demand that the gymnast reach heights of up to 10 feet in the air

before completion. And all of this height comes from the power and the punch generated entirely from a gymnast's legs.

E. **Air Awareness:** Once a gymnast achieves height in her tumbling and gymnastics elements, she must be able to control herself both in the air and on the landings. The athlete must be aware of exactly where she is while both flipping and twisting; no easy task! To avoid taking "extra steps" on the landings, and "form breaks" in the air, this awareness must be developed over years of training.

F. **Coordination:** To put all of the above characteristics together, the gymnast must have outstanding coordination. She must be able to combine her fast approach with her powerful takeoff, and be completely aware of her position in the air prior to landing. This type of coordination also comes with years of gymnastics training REILLY Thomas,(1992).

G. **Grace:** Beyond the pounding athleticism of gymnastics, there is a graceful and beautiful side to the sport. Not only must skills be performed with amplitude and technique, but they must be surrounded by flowing dance that ties the routines together. Top gymnasts also take ballet and dance classes every week, working on the execution of their leaps, turns, and movements. Since floor exercise routines are performed to music, the gymnast must also have a good sense of beats, rhythms, and expression.

H. **Dedication:** Perhaps more than any other trait, a gymnast must have dedication. As any gymnasts know, success in the sport does not come easy and immediately. Skills are not achieved over night, but are the end result of countless long hours of training and conditioning. But for those who are willing to put in the time and energy, the rewards make it well worth the effort REILLY Thomas,(1992).

2.11 Gymnastics Basics: Teaching Safely Teaching Well

According to (Meeusen, R, Borms, J, 1992), stated that Gymnastics is perhaps the best activity to use for teaching children overall body- management skills. Gymnastics reinforces and improves posture: it increases strength, flexibility, and overall fitness: it builds skills that apply to other

sports: it builds confidence and self discipline: it develops children s spatial awareness: and it helps develop children s awareness of body mechanics. All children should have some exposure to exploratory and beginning gymnastics skills, which are defined and presented later in this book. As great as gymnastics is, it is also a sport whit risks. This is especially true as gymnasts move on to intermediate and advanced skills .And like any other sport, gymnastics requires special effort to be taught properly.

2.11.1 Providing a Safe Environment

As prentice, and, William, (2004), recommended, providing safe environment involves the following points:

- The warm-up areas should be level, firm and free from obstruction.
- Consideration should be given to ceiling height, floor surface, lighting and heating/ventilation.
- All matting must be non-slip and without gaps. Spraying the underside of mats with water will help prevent slipping.
- An appropriate distance between apparatus must be allowed to cater for unintentional falls.
- Equipment should be able to be modified in terms of heights, widths and access providing a safe program:
- Coaches should be accredited through the Australian Coaching Council.
- Activities must be appropriate to the age and ability of the participant.
- Skills should be taught in a progressive manner, with readiness (strength, flexibility, understanding of requirements, etc.) eking constantly monitored.
- Programs should be balanced, providing a variety of content over a period of classes. They should include adequate physical conditioning and a range of movement experiences.

- Conditioning programs should focus on the major muscle groups for strength as well as the smaller muscle groups for joint stabilization.
- All lessons should include adequate warm-up and cool-down sessions.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 The Research Design

The aim of this study was to describe the current challenges in the teaching gymnastics of students in physical education classes at Atsbi wereda secondary schools, and to find factors that influence in the teaching gymnastics in physical education classes. In doing this, descriptive survey design was employed in this study for its appropriateness to gather adequate and relevant data on teaching gymnastics in physical education in the area under the study.

Best and Kahan (2003) stated that descriptive research design helps to describe and interpret the current condition. It is concerned with the conditions or relationships that exist; opinions that are held, processes that are going on, the effects that are evident, or trends that are developing.

3.2 Research Site

The study was conducted in Atsbi wereda which is found in Eastern zone Tigray Region. However, the main research sites were on three secondary schools in Atsbi wereda.

3.3 Research Method

Mixed research method was employed in conducting this study as it is an approach that combines or associates both qualitative and quantitative forms. As Creswell & Plano Clark, (2007) stated it involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. Thus, it is more than simply collecting and analyzing both kinds of data; it also has involved the use of both approaches in tandem so that the overall strength of a study was greater than either qualitative or quantitative research method.

3.4 Population and Sampling techniques

The population of this study was obtained from Atsbi Wereda found in Eastern zone Tigray region. In this Wereda there are three secondary schools. Namely Atsbi, Dera,Haikmeshal the researcher as the population of the study which involves all students in grade nine (9^{th}) 1200and tenth (10^{th})1100 students. were as Atsbi number of students1050,Dera number of students 700 and Haikmeshal number of students 550,for those three secondary schools selected sample for Atsbi 210,Dera 140, Haikmeshal 110.were as 3 physical education teachers for Atsbi,1 physical education teacher for Dera and 1 physical education teacher for Haikmeshal and 1 school principal for each three secondary schools of Atsbi Wereda. The total population of the study 2308.The study involved 460 students using simple random sampling technique lottery method in order to provide equal and independent chance to the population to be involved in the study, were five physical education teachers and three school principal were using purposive method.

3.5 Source of data

While conducting the study the researcher used both primary and secondary data sources.

3.5.1 Primary data

Students, physical education teachers, school principals were used as primary data sources for this study.

3.5.2 Secondary data

In the secondary resources of data for this study includes; related books, previous researches that are related to the title, documents, Journals and review literatures were used as secondary data sources.

3.6 Data collection Instruments

To get reliable information from the study participants, types of instruments to be used have paramount importance. Therefore, questionnaires (both open-ended and close-ended),

observations and interviews, journals and previous related researches were used as pertinent tools for the study.

3.6.1 Questionnaires

In order to elicit the necessary data questionnaires have been constructed based on the reviewed of related literature in mixed format, i.e. open-ended and close-ended format. The questionnaire was designed in two parts. The first part contains the demographics data on individuals, followed by five open-ended questions focus on teaching gymnastics in physical education classes, how they value the activities in the physical education program, their opinion on their physical education teachers' qualifications. The second part comprises with twelve close-ended questions using a five-point liker scales ranging from strongly agree to strongly disagree. The statements focused on what students like or dislike from the physical education classes, their opinion about physical education teachers as well as their teaching gymnastics in physical education classes and activities they would like to be added in physical education program.

3.6.2 Observation check lists

The second method of data collection instrument was observation. Observations of lessons provide a way to gain extra data that may differ from what is found in the interviews. Lichtman (2010), states that observation is "a technique of data collection in which the researcher observes the interaction of individuals in natural settings." Observations therefore gave the researcher the chance to grasp the context of a situation, to discover ideas from participants that they may not feel like sharing in an interview and they provide a fresh raw set of data not found using other methods (Cohen, et al., 2000). Although observations do not allow the opinion of the participants to be determined, they do provide the opportunity to examine the behavior of teachers and students in the classroom and then compare how they acted with what they shared in the interviews (Bell, 2010).The observations that were undertaken as part of this study were categorized as descriptive field notes. Descriptive field notes give a brief account of what the researcher can see and hear within the natural setting and subjectively portray the events that are occurring (Lodico et al., 2010). The completed observations were descriptive and briefly explained what was happening in the classroom during the lesson.

3.6.3 Interview

The second method of data collection instrument was structural interview. As indicated in Wilkinson and Bhandarkar (1999:288), "interviewing is necessary to get deep feeling, perceptions, values or how people interpret the world around them, and past events that are impossible to replicate".

In the light of this, to supplement the data obtained through structural questionnaire the researcher conducted interviews with three school principals using open- ended questions, which are related to the challenges in the teaching and learning of gymnastics.

3.7 Procedure of Data Analysis and Interpretation

After the questionnaires were collected, organized, tabulated and coded in SPSS version, the items of the questionnaire were classified into different tables based on their similarities to interpret the results based on the following statistical procedures:

Descriptive statistics like mean and standard deviation as well as Frequency counts and percentages were used to analyze information gained from close-ended questions from the questionnaires.

The data that were collected through open-ended questions, observations and interviews were summarized and analyzed by using descriptive field notes.

3.8 Ethical Considerations

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and or other related values. The researcher promised to the participants of the study that the information which was collected from the respondents shall not be transferred to third party in candid or it will not be exploited for undertaking other than the purpose of the research study.

Besides this, the process of data collection was done anonymously without writing their name, identification number, telephone number, so that the threat of being disclosed was very much minimized.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF THE DATA

This chapter deals with the presentation and analysis of data gathered on the general characteristics of the respondents and the main features of challenges of teaching gymnastics. The primarily objectives of this to find out the appropriate responses from the basic questions raised under the statement of the problem from the data gathering through questioners distributed to the P.E teachers and students. Structured interview designed for school administrations, observation conducted on facility and equipments, playing area, class size. The data are presented in tables, and analyzed using frequencies percentage, descriptive statistic such as mean and standard deviation.

4.1 Results and Discussion on Delivered Questionnaire

1. What are the major factors that affect the teaching-learning process of gymnastic skills?

The first research question requires identifying the determinant factors that can hinder the proper teaching-learning process of gymnastic skills during physical education practical classes. Thus, about 36 numbers of questions were asked both students and PE teachers in the form of scales and results were analyzed and interpreted accordingly.

Table 1: Teachers' responses on challenges in teaching gymnastic and parents' encouragement for the students

1. Yes **2.to some extent** **3. No**

No	Item	1		2		3		Descriptive values	
1	What are challenges in teaching gymnastics in your school?	F	%	F	%	F	%	M	SD
		4	80	1	20	-		1.20	0.447
2	Do parents encourage your school students to participate in physical education practical class?	2	40	1	20	2	40	2.00	1.00

In the above table 2 of question number one, 4, (80%) of the respondents supposed that there were challenges in the teaching gymnastics in their schools, similarly one of the teacher respondents (20%) said to some extent and there wasn't any respondent who ranked the third scale. However, the mean value obtained from this question was 1.20, (SD=1.00). This indicates that the teacher respondents were agreed that there were challenges in teaching gymnastics during practical classes in their schools.

In case of question number two of table one, two, (40%) of the participants were supposed that students in their schools were encouraged by their parents to participate in physical education practical class, one teacher (20%) replayed that there was parents' encouragement for their students to participate in physical education practical class to some extent. In the contrary, (40%) of respondents said that students in their schools were not encouraged by their parents to participate in physical education practical activities at all. The average response from question number two can be interpreted from its mean value (M=2.00, SD=1.00) to mean that the majority of the respondents said there were challenges in teaching gymnastic skills in their schools.

Based on the above table we can conclude that influential challenges can hinder proper implementation of teaching-learning of gymnastics in the schools. In addition to this, without

cooperative encouragement, motivation and support by teachers, principals and students parents the expected participation and performance in physical activity properly should not achieved.

Table 2: Teachers' responses on students understanding

1/ Strongly Agree 2. Agree 3. Neither agree nor disagree 4. Disagree 5. Strongly disagree

No	Item	Ranks										Descriptive values	
		1		2		3		4		5			
1	Students	F	%	F	%	F	%	F	%	F	%	M	SD
	Show good understanding of concepts taught?	-	-	2	40	2	40	1	20	-	-	2.80	0.837

As the above Table3 presents two (40%) respondents ranked the Agree Students Show good understanding of concepts taught, similarly two of them said were (40%), and one teacher (20%) ranked Disagree . The mean result, 2.80, (SD=0.837) indicates that the majority of respondents said that Agree Students Show good understanding of concepts taught.

Table 3: Teachers' responses on physical education periods allotment

1. One **2. Two** **3. Three**

No	Item	1		2		3		Descriptive values	
		F	%	F	%	F	%	M	SD
1	How many periods per week do you have for physical education class?	5	100	-		-		1.00	0.00

Based on the above table, all the teachers were responded that the number of periods per week for physical education classes was one period. Similarly, the mean result shows as all the teachers were agreed on one period per week was allotted for physical education classes.

Table 4: Responses of teachers on inter-school tournaments

1. Yes **2. No**

No	Item	1		2		Descriptive values	
1	Do you prepare inter-school tournaments in gymnastic among your students?	F	%	F	%	M	SD
		-	-	5	100	2.00	0.00

As table 5 indicates, all the respondents were said there was not any inter-school tournament prepared in gymnastic in their schools. The researcher concluded that there were no tournaments in their schools. Similarly, the mean result (M=2.00, SD= 0.00) shows as there was not any inter-school tournament prepared in gymnastic in their schools.

2. What are the factors that affec students in learning gymnastic?

Table 5: Teachers' responses on Availability of school field and equipments

1. Yes **2. To some extent** **3. No**

No	Item	1		2		3		Descriptive values	
1	Students often wear comfortable sport cloths during physical education practical class?	F	%	F	%	F	%	M	SD
		-	-	1	20	4	80	2.80	0.447
2	Facilities and equipments and supplies in your school to learn and practice gymnastic skills?	-	-	1	20	4	80	2.80	0.447

According to the above table 6 questions one (20%) of the teachers said that Students often wear comfortable sport cloths during physical education practical class was to some extent. Whereas, 4 (80%) teacher respondents stated that Students often wear comfortable sport cloths during physical education practical class and there were no any respondents that ranked "yes" which means they didn't agree on the availability of school field and equipment in their schools all the time for the students during physical education practical class. However, a mean of 2.80, (SD=0.447) shows the average responses of the respondents indicates the school field and equipments are available to some extent for the students during physical education practical class.

In the second question of the above table, results show that, about one (20%) of the respondents replayed that there are facilities and equipments presented in some school to some extent. Whereas, most of them about 4 (80%) responded that there were no sufficient facilities, equipments and supplies in their school to learn and practice gymnastic skills. Generally, the researcher, conclude that in the current situation the facilities, equipments and supplies are not sufficient to teach and practice gymnastic skills in the schools. This causes the teaching-learning process can challenge

Table 6: Responses of teachers on equipments used during Gymnastic practical class

1. Floor exercise (mattress) 2. Parallel bar 3. Horizontal bar and Uneven bar (asymmetric bar) 4.beem bar 5 .pommel –hours

No	Equipments	teachers' Responses										Descriptive values	
		1		2		3		4		5			
		F	%	F	%	F	%	F	%			M	SD
1	Which of the following gymnastic equipments that are used during practical class in your school?	2	40	2	40	1	20	-	-	-	-	1.80	0.837

The above table (table 7) indicates the responses obtained from the samples about the types of gymnastic equipments that are used during practical class in their schools. In this regard, about two (40%) of the respondents were ranked their choice on floor exercise (mat exercises), whereas, about two (40%) of the teachers were selected their choice on parallel bar and one (20%) teacher respondent said that, there are only horizontal bars and uneven bars in his school. The fourth alternative from the table (None) was not ranked by any of the teacher respondents. A mean of 1.80, (SD=0.837) indicates the majority of teachers replayed as only Parallel bar was available.

3. What measurements shuold be taken by teachers and students to improve teaching-learning gymnastic s?

Table 7: Teachers' responses on safety procedures of gymnastic skills

1. Yes 2.No

No	Item	1		2		Descriptive values	
1	Do you think a period per week is enough to teach and practice different gymnastic skills in physical education class?	F	%	F	%	M	SD
		-	-	5	100	2.00	0.00
2	Do you use safety procedures while you teach gymnastic skills for your students?	4	80	1	20	1.20	0.447
3	Do you use appropriate instructional methods to teach gymnastic skills?	5	100	-	-	1.00	0.00

As the above table 8 of question number one indicates, about all the participants were showed their level of agreement on a period per week is not enough to teach and practice different gymnastic skills in physical education class. The mean result of the question (M=2.00, SD=0.00) also indicates a period per week is enough to teach and practice different gymnastic skills in physical education classes.

In case of the second question of this table, participants were asked if they use safety procedures while they teach gymnastic skills for your students in their schools. About four (80%) of them said "Yes" to mean that they use safety procedures while they teach gymnastic skills for your students in their schools. In the contrary, one (20%) respondent said he didn't use safety procedures while he teaches gymnastic skills for his students in his school. The reason for this was because he uses only theoretical method to teach the students.

In case of the results from question three of this table, all the five (100%) respondents replayed that they use appropriate instructional methods to teach gymnastic skills. The mean indicates for the first scale, "Yes" as they use appropriate instructional methods to teach gymnastic skills for their students.

Table 8: Responses of teachers on the use of instructional methods to teach gymnastic skills

1. Lecture 2.Practical 3.Both

No	Item	1		2		3		Descriptive values	
		F	%	F	%	F	%	M	SD
1	What kinds of instructional methods do you use regularly to teach gymnastic skills for your students?	1	20	2	40	2	40	2.20	0.837

As table 9 indicates that respondents were requested to rank their level of agreement on the kinds of instructional methods that they use to teach gymnastic skills for the students in their schools. Thus, one (20%) of the respondents was chose lecture method whereas, two (40%) of them used practical and Two (40%) of them were said both, to say that they use both lecture and practice method. As we see the mean, 2.20, SD=0.837 indicates the majority of the respondents were agreed that most of the time they use practical method to teach gymnastic skills for their students in their schools.

Table 9: Response of teachers on demonstration during the practical classes

1. Always 2.Rarely 3.Never

No	Item	Ranks						Descriptive values	
		1		2		3			
		F	%	F	%	F	%	M	SD
1	How often do you demonstrate the skills for the students while you teach gymnastic for the students?	1	20	3	60	1	20	2.00	0.707

The above table10 illustrates, one teacher respondent responded that he always demonstrates the basic skills for the students while he teaches gymnastic skills for the students. Then the result shows about three (60%) of teachers replayed that they demonstrate rarely while they teach gymnastic skills. Whereas, one (20%) of them was said he didn't use demonstration at all. However, a mean of was obtained which shows the majority of teachers use demonstration rarely.

4.2 Data Analysis and Interpretation of Result From Student Participants

The back ground information of students by age, sex, grade, were analyzed and interpreted in the following table.

Table 10: characteristics of student's respondents

No	Item	Student respondents		Descriptive values	
		Frequency	Percent (%)	M	SD
1	Age			1.58	0.519
	13-16	198	43		
	17-20	256	55.4		
	Above 21	6	1.3		
	Total	460	100		
2	Sex			1.55	1.48
	Male	205	44.6		
	Female	255	55.4		
	Total	460	100		
3	Grade			1.48	0.500
	9^{th}	240	52.2		
	10^{th}	220	47.8		
	Total	460	100		

As the above table11 indicates About 198 (43%) of respondents were between the ages of 13-16 years, 256 (54.4%) of them are between the ages of 17-20 years and there were 6 (1.3%) respondents in the age level years and above 21. When we see in case of sex, about 220 (44.6%) respondents were male and 240 (55.4%) respondents were female. When we see their grade level About 240 (52.2%) of the respondents were grade 9^{th} and also about 220 (47.8%) of respondents were grade 10^{th} students from all sample schools.

Table 11: Background information of sample schools

Grade	Sex	Sample schools					
		Atsbi		Dera		Haikmesal	
		No	%	No	%	No	%
9th	Male	50	23.8	30	21.4	25	22.3
	Female	55	26.2	45	32.1	35	31.8
10th	Male	55	26.2	25	17.9	20	18.2
	Female	50	23.8	40	28.6	30	27.3
	Total	210	100	140	100	110	100
	M	2.50		2.54		2.50	
	SD	1.099		1.121		1.123	

As it was indicated in the above table, a total number of 460 (Male=205 and Female=255) selected from Atsbi, Dera, Haikmeshal secondary schools students were involved in the study.

1. What are the major problems that faces while teaching and learning of gymnastics in practical session?

Table 12: responses of students on challenges in the teaching and learning of gymnastics

1. Yes 2.to some extent 3. No

No	Item	Sex	1		2		3		Descriptive values	
			F	%	F	%	F	%	M	SD
1	Do you like to participate in physical education practical sessions?	M	180	89.3	20	11.9	5	9.9	1.35	0.667
		F	170		40		45			
		T	350		60		50			
2	Do your parents encourage you to participate in gymnastic skills of physical education practical class?	M	25	6.9	60	20.8	120	63.4	2.62	0.623
		F	10		45		200			
		T	35		105		320			
3	Do you think that the physical education period allotment is appropriate to practice gymnastics?	M	6	2.0	24	8.9	175		2.86	0.406
		F	4		21		230			
		T	10		45		405	82.0		
4	Does your physical education teacher demonstrate the Gymnastics during the practical session?	M	102	49.1	62	20.0	41	27.6	1.70	0.833
		F	146		39		70			
		T	248		101		111			
5	Do you prepare inter-school tournaments in gymnastics among your students?	M	-		-		205	100		
		F	-		-		255		3.00	0.00
		T	-		-		460			

Regarding the above table13, 350 (89.3%) of the respondents replayed that they like to participate in physical education practical classes. Whereas, 60(11.9%) of them were ranked in to some extent scale to mean that they participate in Practical classes rarely. In the contrary, about

50 (9.9%) of participants were supposed that they do not participate in practical classes at all. Generally, the descriptive statistical value of this question was a mean of 1.35,SD=0.667 which indicates that the majority of respondents said yes to mean that they like participating in physical education practical class.

In the second question of this table, students were asked if they encouraged by their parents to participate in physical education practical classes. Around 35 (6.9%) of them understood that they were encouraged, and 105(20.8%) of respondents said that they were not encouraged to some extent; but 320(63.4 %) of them responded that they not encouraged by their parents to participate in practical activity at all. However, the mean value of the result from question number two of the above table a mean of 2.62,SD=0.623 shows that the indicates the students do not gain any encouragement from their parents to participate in gymnastic skills of physical education practical class.

Concerning to question three, 10 (2.2%) of students responded that the time allotment is appropriate to practice gymnastic skills, whereas, 45(8.9%) of students showed their disagreement that the time allocation is no appropriate, and 405(82.0%) of student respondents believed that the time allotment is appropriate in some extent. However, when we see the mean value of its result, a mean of 2.68, SD=0.406, it implies almost all the respondents replayed that the time allotment for physical education period is appropriate to practice gymnastic skills.

The result from question number four indicates that 248(49.1%) of students said yes as their physical education teacher de monstrates the Gymnastic skills during the practical session. But, most of the students 101(20.0%) respondent said their idea is to some extent only. In the contrary, about 111(27.6%) of participants replayed that their physical education teacher demonstrates the Gymnastic skills during the practical session. In case of question number four a mean of 1.70, SD=0.833 indicates the majority of the respondents were agreed that their physical education teacher demonstrates the Gymnastic skills during the practical sessions to some extent or rarely.

In case of question number five of the table, all the respondents were answered saying "No" which means there were no any inter-school tournaments in gymnastic among the students prepared. The descriptive value of this question a mean of 3.00,SD=0.00 shows that all the students were said there were not any inter-school tournaments in gymnastic among the students prepared in their schools at all.

Table 13: Response of students on class size

1. 31-40 2. 41-50 3. 51-60 4. Above 61

No	Item	Sex	Ranks								Descriptive values	
			31-40		41-50		51-60		Above 61			
1	How many students are there in your class?		F	%	F	%	F	%	F	%	M	SD
		M	-	-	170	78.3	30	14.8	5	7.0	2.29	0.587
		F	-	-	190		38		27			
		T	-	-	360		68		32			

The above table indicates that the majority of respondent 78.3% of students said, the number of student per class were as between 41-50. On other hand, 68 (14.8%) of respondents supposed that the class size is between 51 and 60. In addition about 32 (32%) of respondents said the class size is above 61. However, when we see the mean value of the above results, it was 3.29 (SD=0.586) which indicates that majority of the participants agreed on that the class size was between51-60. Based on this, we can conclude that the number of student per class is high so not only for learning gymnastic skills for other physical education class it is very difficult to teach activities, skill, drills and also it is not proportional with materials and facilities that are available in the schools.

Table 14: Response of students on physical education teacher's knowledge and ability to teach you gymnastic skills

1. Excellent 2. Very Good 3. Good 4. Minimal

No	Item	Sex	Ranks								Descriptive values	
			1		2		3		4			
			F	%	F	%	F	%	F	%	M	SD
1	How is your physical education teacher's motivation to teach you gymnastics?	M	-	-	18	11.3	124	59.3	63	29.3	3.18	0.612
		F	-		34		149		72			
		T	-		52		273		135			

The above table15 described that 52 (11.3%) student respondents responded by leveling a very good rank which means their physical education teacher had enough motivation and ability to teach gymnastic skills. Whereas, 273 (59.3%) of student respondents leveled that physical education teacher's motivation to teach gymnastics was good. In this case, there were no any student respondents who ranked their physical education teacher's motivation to teach gymnastics in an excellent range. The total mean obtained from the above table was 3.18 (SD=0.612) which could be interpreted as the majority of the respondents were agreed to leveled that their physical education teacher's motivation to teach gymnastic skills was ranked as good level.

From this result we can conclude that the motivation to teach was not enough and it affects the achievement of teaching-learning of gymnastics in the schools.

Table 15: Responses of students on challenges in teaching-learning process of gymnastic skills

1. Yes 2. To some extent 3. No

No	Item	Sex	Ranks						Descriptive values	
			1		2		3			
			F	%	F	%	F	%	M	SD
1	What are challenges in teaching-learning of gymnastics in your schools?	M	187	83.3	18	16.7	-	-	1.17	0.374
		F	196		59					
		T	383		77					

The results from the above table shows that about 383, (83.3%) of students as there were challenges in teaching-learning of gymnastics in their schools. Whereas, 77 (16.7%) of them responded as there were challenges in teaching-learning of gymnastics in their schools. But there were no any respondents who said no for the presence of challenges in the schools. However, a mean value of 1.17, (SD=0.374) indicates the majority of participants were agreed on the presence of challenges in teaching-learning of gymnastics in their schools.

2. Does the lack of gymnastics equipments and facilities affect the teaching and learning of gymnastics?

Table 16: Response of students on facilities, equipments and supplies

1. Yes 2.To some extent 3.No

No	Item	Sex	Ranks						Descriptive values	
			Yes		To some extent		No			
			F	%	F	%	F	%	M	SD
1	Facilities, equipments and supplies in your school to learn and practice gymnastics?	M	-	-	42	23.3	163	72.5	2.76	0.430
		F	-		70		185			
		T	-		112		348			
2	Do you actively participate in gymnastics during physical education practical class?	M	-		46	22.7	159	73.1	2.76	0.426
		F	-		63		192			
		T	-		109		351			

According to the results from above table, 112 (23.3%) of students said facilities, equipments and supplies in your school to learn and practice gymnastics were to some extents, but most of them, 348 (72.5%), replayed that there were no sufficient facilities, equipments and supplies in their schools to learn and practice gymnastic skills. In general, the obtained mean of 2.76, (SD=0.430) indicates the majority of respondents were agreed on that there were no sufficient facilities, equipments and supplies in their schools to learn and practice gymnastic skills during physical education practical classes. The results from question number two of this table, about 109, (22.7%) of the respondents responded as actively participate in gymnastics during physical education practical class to some extent for the students during physical education practical classes. Whereas, 351, (73.3%) of them responded that actively participate in gymnastics during physical education practical class not. However, the mean value of this question results was obtained as 2.76, (SD=0.426) which indicates most of the participants responded that actively participate in gymnastics during physical education practical class during physical education practical class.

Table 17: Response of students on availability equipments and facilities during practical class

1. Floor exercise (mattress) 3. Horizontal bar and Uneven bar (asymmetric bar)

2. Parallel bar 4. Pommel horse

No	Equipments	Sex	Students' Responses								Descriptive values	
			1		2		3		4			
			F	%	F	%	F	%	F	%	M	SD
11	Which of the following gymnastic equipments are frequently used during practical class in your schools?	M	167	77.8	30	16.5	8	5.7	-	-	1.28	0.561
		F	191		47		17		-			
		T	358		76		25		-			

As the results observed from the above table, about 358 (77.8 %) of respondents were selected Floor exercise (mattress) as it was the equipments which frequently used during practicing gymnastic skills in practical classes in their schools. 76 (16.5%) of students were said the frequently used sport equipment during practicing gymnastic skills in practical classes in their schools was Parallel bar. Horizontal bar and Uneven bar (asymmetric bar) were ranked by only 25 (5.5%) of student respondents as the frequently used equipments in their schools. However, the descriptive values of the above question was (M=1.28, SD=0.561) which indicates as the majority of the students were responded that the frequently used during practical class in your schools was Floor exercise (mattress).

From the above results we can conclude that school administrations as well as the responsible bodies should strive to solve the problems of facilities and equipments in the schools. Otherwise, the lack of facilities and equipments to teach gymnastic skills can influence the teaching-learning process.

3. What are the possible suggestions and solutions for identified challenges of teaching learning process of gymnastics skills?

Table 18: Response of students on a period per week to learn gymnastic skills in physical education and their level of engagement

1. Yes 2. No

No	Item	Sex	1		2		Descriptive values	
			F	%	F	%	M	SD
1	Do you think a period per week is enough to learn and practice different gymnastics in physical education class?	M	7	4.3	198	95.7	1.96	0.199
		F	12		243			
		T	19		441			
2	Do you like to engage in gymnastic s in your practical class?	M	177	79.6	28	20.4	1.20	0.404
		F	189		66			
		T	366		94			

As the above table of question one indicates, students were requested how they think about a period per week is enough to learn and practice different skills in physical education class. Thus, 19 (4.3%) were replayed using positively worded statements as they said a period per week is enough to learn and practice different gymnastic skills in physical education classes. In the contrary, most of the respondents said "No" to mean that they think a period per week is enough to learn and practice different gymnastic skills in physical education classes. A mean of 1.96 (SD=0.199) gained from the first question of the table refers to the second scale (No) which is most of the students were agreed on a period per week was not enough to learn and practice different gymnastic skills in physical education classes

In the second question of this table, about 366 (79.6%) of students were Replayed that they like to engage in gymnastic skills in your practical classes. But the remaining 94 (20.4%) students replayed that they did not like to engage in gymnastic skills in your practical classes. Similarly, the mean value obtained from question two of the table, (M=1.2, SD=0.404), indicates that the majority of the student respondents were like to engage in gymnastic skills in practical classes. Therefore, based on the results from the above two questions, we can conclude that the majority of students complained a period per week is not enough for physical education so that

stockholders should revise the period allotment for physical education as it may influence the proper implementation of the teaching-learning process of gymnastic skills in the schools. In addition to this some measures should be taken on the students who do not like to engage in gymnastic skills of practical classes.

4.3 Discussion on Observation

The discussion on field observation focused on what I observed in field in Atsbi, Dera and Haikmeshal secondary schools.

Based on the observation, I have made an indication on each table indicated points. The observation focused on three major and basic observation points and based on those point we gave a parameter for the observation.

As the observer seen, facility of all secondary schools compound observation presented as follow. In the first place all schools of teaching rooms' facilities in each are observed as very good .when I see playing ground of (Dara) which is school three years ago. But school high. And (Atsbi) were the older school when I compare with other Dera and Hikmeshal schools; it's started time to be secondary schools. As the observer observed it has sufficient play ground.

Whereas, the playing ground of (Haikmeshal) is poor which means there is no practical filed. On the observation to see whether there are adequate seats and toilet in the school compound. I have observed that all schools have sufficient adequate seats and good toilet conditions. Whereas, when I see except Haikmeshal the school's library facilities I have observed that the facility of the library of all schools are medium, on the other hand Haikmeshal I can say it is insufficient.

Accordingly, when I see the conditions of the schools observation, we have learned that Atsbi and Dera school compound constructed as very good and attracted. Whereas, when I see the construction of Haikmeshal School I have seen it as poor and it is boring. In addition, I put Atsbi and Dera on very good place and Haikmeshal on poor place when I consider the safety of the schools. Moreover, point three indicate observations on teaching materials and when I see basic teaching aid of the schools, I ranked Atsbi as sufficient, Dera as poor and Haikmeshal as very good.

As the same time I have observed learner books of the schools, in all schools the student gain text book by each numbers, it is sufficient. In addition, when I consider teaching materials of the schools I have observed whether there were as facilitator manuals in the schools are poor. Observation on facilities material store on each schools are ranked Atsbi as medium, they use store together with department office, Haikmeshal as poor, because there is no store and material, were as in Dera, sufficient.

CHAPTER FIVE

SUMMARY CONCLUSION AND RECOMMENDATION

This chapter deals with the summary, conclusion and recommendations that drawn from the major findings of the study.

5.1 Summary

The purpose of the study was to investigate the challenges in teaching gymnastics: with specific reference to Atsbi wereda secondary schools.

To achieve the stated purpose, the researcher attempted to identify basic questions which served as guides in the data collection and analysis activities as well as in sharpening the specific problems that needs to be addressed in the study. .

The basic questions that had been raised in the study are the following:

1. What are the major problems that faces while teaching gymnastics in practical class?
2. What are the factors that affect students in learnig gymnastics?
3. What measurements shuold be taken by teachers and students to improve teaching-learning gymnastic s?

The study employed descriptive survey method. As such data was collected using sets of questioners for physical education teachers and students, structured interview for school administers and observation. The target populations of the study were 5 physical education teachers, 3 schools principal and 460 students of Astbi wereda secondary schools were employed. The data collected through questioner were, analyzed using descriptive statics, frequency and percentage quantitative method was employed, and qualitative method was employed for interview, open ended questions and observation.

Based on the analyzed data the following major findings were obtained.

- In case of sex, about 220 (44.6%) male and 240 (54.4%) female respondents were involved in the study.
- When we see their grade level About 240 (52.2%) of the respondents were grade 9th and also about 220 (47.8%) of respondents were grade 10th students from all sample schools.
- A mean of 1.35, SD=0.667 which indicates that the majority of respondents said yes to mean that they like participating in physical education practical class.
- A mean of 2.62, SD=0.623 shows that indicates the students do not gain any encouragement from their parents to participate in gymnastics of physical education practical class.
- A mean of 2.68 (SD=0.406) implies that almost all the respondents replayed the time allotment for physical education period is appropriate to practice gymnastic skills.
- A mean of 1.70 (SD=0.833) indicates the majority of the respondents were agreed that their physical education teacher demonstrates the Gymnastics during the practical sessions to some extent or rarely.
- The descriptive value (mean= 3.00,SD=0.00) showed that all the students were said there were not any inter-school tournaments in gymnastics between the students prepared in their schools at all.
- Most of the respondents were replayed that the physical education teachers used demonstration rarely while teaching gymnastics for their students.
- As we see a mean of 2.20 (SD=0.837) indicates the majority of the teacher respondents were replayed they use both lecture and practical method to teach gymnastics for their students.
- The obtained mean score of 2.76 (SD=0.426) indicates most of the participants responded that school field and equipments were not available all the time in their schools for the students during physical education practical class.
- A mean value of 1.17 (SD=0.374) indicates the majority of participants were agreed on the presence of challenges in teaching gymnastics in their schools.
- The mean result, 2.80, (SD=0.837) indicates that the majority of respondents said the number of students in their class were between 51-60 students.

5.2 Conclusion

Generally, it could be concluded that even though different efforts were made by concerned bodies to realize the existence of good teaching-learning process of gymnastics in certain secondary schools, there are various challenges that influence the proper teaching gymnastics regarding the delivery of qualified education because of shortage of sport equipments and facilities. Furthermore, physical education teachers do not encourage the interest of students to participate in the activities and they are inefficient in teaching gymnastics, where they do not use various methods, equipment appropriately, that do not provide opportunity for students to participate in teaching gymnastics. Moreover, during the school observations of the study, the researcher was obtained that in Atsbi Wereda schools sport fields were not equipped well for teaching gymnastics. The period allotment as well as the school program (Schedule) of health and physical education in many respects has serious problems. For one thing it is not enough to practice gymnastic; secondly, it is not properly arranged in the school program. That is it mostly concludes with the time of the highest solar Isolation, sometimes just arranged after meal, and before tough subject.

Therefore, the presence of those challenges hindered the implementation of the proper teaching gymnastics in the sample schools.

5.3 Recommendation

In light of the findings and conclusion of the study, the following recommendations were forwarded as solution to improve the challenges in teaching gymnastics in Atsbi wereda.

1. The schools' pricipals and managements in Atsbi Wereda secondary schools should be aware of the challenges in teaching of physical education, especially, in gymnastics as well as should take possible measures to solve the problems.

2. As indicated in the finding of this study, the availability of equipments and facilities in the sample schools is insufficient. Thus, concerned bodies should take full commitment as the teaching gymnastics is highly depend on equipments, facilities and teaching materials.

3. The physical education teachers should devote their full time to provide the necessary local materials to solve the problems in teaching gymnastics as well as should prepare inter-school tournaments as it can develop students' interest and motivation to participate in gymnastics.

4. As the above finding indicated, the encouragement of parents for their children was not sufficient. Thus, students should be supported by their parents as its' important for them to improve their interest to participate in gymnastics properly.

5. Based on the nature and the contribution of the subject, the concerned bodies particularly minister of education should look for additional periods so that an effective teaching-learning will be realized. Moreover, it should provide educational opportunities for physical education teachers to upgrade their qualifications as it is necessary in improving their instructional methods of the teaching gymnastics.

6. The schools' administrations and managements should give emphasis on arrangement of school budget allotment for physical education, time schedule and period allocation for physical education, especially for gymnastics practical class.

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APPENDIX I

ADDIS ABABA UNIVERSITY

SCHOOL OF GRADUATE STUDIES

COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES

DEPARTMENT OFSCIENCE AND MATHEMATIC EDUCATION

Questionnaire for teachers

A. Introduction

These questions are prepared to gather teacher's opinions about the challenges of teaching-learning process of gymnastic skills and to undertake survey study. The opinions you provide are very important to forward constructive suggestions in the improvement of teacher's participation in teaching learning process of gymnastic skills and to encourage student's attitude to gymnastic. It is not necessary to write your name on question paper.

Indicate your response by making circle in one of the box provided.

B. Notice

- No need of writing your name
- Circle letter of your choice
- Use only the provided blank space

C. Basic Information

- Sex: Male _____Female _____
- Age: 20-30_____31-40 _____41-50 _____51-60 _____
- Qualification: Certificate: _____Diploma _____Degree _____Masters _____
- Year of service in teaching: 1-5____6-10____11-15_____16-20_____21>____
- Your major subject:_____
- Subject you are teaching: _____

Thank you in advance for your co-operation

1. Do you think that there may be challenges in teaching gymnastic skills?

A/ Yes B/ No C/ to same extent

2. If your answer is "yes" for the above question, what challenges did you faced while you teach gymnastic skills in physical education practical classes?

_____

_____

3. How many students are there in your class?

A/ 31-40 B/ 41-50 C/ 51-60 D/ above 60

4. If your answer is Above 60, do you think that may be a challenge for proper teaching-learning process of gymnastic skills during your practical session? If so, what do you suggest to solve this problem?

_____

_____

5. How many periods per week you have for physical education class?

A/ One B/ two C/ three D/ if no/more than _____

6. Do parents encourage your school students to participate in physical education practical class?

A/ yes B/ to some extent C/ no

7. Do you prepare inter-school tournaments in gymnastic among your students?

A/ YES B/ No

8. If your answer is "NO" for the above question, what challenge did you encounter?

_____

_____

9. Are there sufficient facilities, equipments and supplies in your school to learn and practice gymnastic skills?

A/ yes B/ to some extant C/ no

10. Which of the following gymnastic equipments that are used during practical class in your school?

A/ floor exercise (mattress) B/ parallel bar C/ horizontal bar and uneven bar D/ None

11. Do you think the school field and equipments are available all the time for the students during physical education practical class?

A/ yes B/ to some extent C/ no

12. Do you think a period per week is enough per week to learn and practice different gymnastic skills in physical education class?

A/ Yes B/ No

13. If your answer is "No", what would be your suggestion to solve the problem? And how many periods is enough per week to learn and practice different gymnastic skills in physical educationclass?_____

_____

14. Do you use safety procedures while you teach gymnastic skills for your students?

A/ Yes B/ No

15. If your answer is "YES" for the above question, how? If your answer is "No" Why?

_____

_____

16. Do you use safety procedures while you teach gymnastic skills for your students?

A/ Yes B/ No

17. Do you use appropriate instructional methods to teach gymnastic skills?

A/ YES B/ No

18. What kinds of instructional methods do you use to teach gymnastic skills for your students?

A/ lecture B/ Practical C/ Both

19. How often do you demonstrate the skills for the students while you teach gymnastic for the students?

A/ Always B/ Rarely C/ Never

APPENDIX II

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF SCINECE AND MATHEMATICS EDUCATION

Questionnaire for students

Introduction

Dear respondents! This questionnaire is designed to collect relevant information on "challenge of teaching learning process of gymnastic skills the case of Atsbi wereda Secondary Schools" The information collected through this questionnaire were treated confidentially and be used only for academic purpose. Your genuine contributions were as greatly essential for the success of the study. Thus, you are kindly requested to fill the questionnaire carefully and honestly.

GENERAL DURECTION: - Dear respondents, please note that:

1. No need of writing your name on any page of the questionnaire.

2. To those questions with alternatives, show your response by putting" √" in the space provided or circles it.

3. Write your opinion of the open ended questions in the space provided.

1. Background information

1.1. Sex male _____female_____

1.2. Age _____years old

1.3. Your grade level: - ____ (Only for Students)

Thank you in advance for your cooperation.

1. Do you like to participate in physical education practical sessions?

A /Yes B/ to some extent C/ no

2. Do your parents encourage you to participate in gymnastic skills of physical education practical class?

A/ yes B/ to some extent C/ no

3. How is your physical education teachers' knowledge and ability to teach you gymnastic skills?

A/ Excellent B/ Very good C/ Good D/ Minimal

4. What do you suggest for a solution if you rank the minimal scale (choice D) from the above question?

_____

_____

5. Does your physical education teacher demonstrate the Gymnastic skills during the practical session?

A/ yes B/ to some extant C/ No

6. How many students are there in your class?

A/ 31-40 B/ 41-50 C/ 51-60 D/ Above 60

7. If your answer is Above 60, do you think that may be a challenge for proper teaching-learning process of gymnastic skills during your practical session? If so, what do you suggest to solve this problem?

_____

_____

_____

8. Do you think that the physical education period allotment (allocation) is appropriate for practical gymnastic skills class?

A/ yes B/ to some extant C/ No

9. Do you prepare inter-school tournaments in gymnastic among your students?

A/ YES B/ No

10. If your answer is "NO" for the above question, what challenge did you encounter?

_____

_____

_____

11. How much do you like to engage in gymnastic skills in your practical class?

A/ Always B/ sometimes C/ Rarely D/ Never

12. Are there sufficient facilities, equipments and supplies in your school to learn and practice gymnastic skills?

A/ yes B/ to some extant C/ No

13. Which of the following gymnastic equipments that are used during practical class in your school?

A/ floor exercise (mattress) B/ parallel bar

C/ horizontal bar a. uneven bar D/ None

14. Do you think the school field and equipments are available all the time for the students during physical education practical class?

A/ yes B/ to some extent C/ No

15. Do you think a period per week is enough per week to learn and practice different skill in physical education class?

A/ Yes B/ No

16. If your answer is "No", what would be your suggestion to solve the problem? And how many periods is enough per week to learn and practice different gymnastic skills in physical educationclass?_____

_____

_____

17. What would be the possible suggestions to eliminate the determinant factors that can hinder the proper implementation of teaching gymnastic skills?

_____

_____

_____

APPENDIX III

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF SCINECE AND MATHEMATICS EDUCATION

1. Interview questions for school administrators

These interviews questions were prepared to gather school administrator's opinions about the challenges of teaching-learning process of gymnastic skills: the case of secondary schools.

1. How do you evaluate the importance of learning gymnastic skills in the schools?
2. Do you think that there are challenges in teaching-learning process of gymnastic skills? If so, what measures you are taking to minimize those problems?
3. How much do you facilitate the condition to develop gymnastic?
4. Does your school provide some sort of supports for students and physical education teaches to improve the teaching-learning process of gymnastic skills?
5. How much your school's time schedule is appreciate to teach gymnastic skills during physical education practical classes?
6. Do you believe there challenge in teaching-learning process of gymnastic in your school? What do you suggest as a solution for those factors that affect teaching learning process of gymnastic?

APPENDIX IV

ADDIS ABABA UNIVERSITY SCHOOL OF GRADUATE STUDIES COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES DEPARTMENT OF SCINECE AND MATHEMATICS EDUCATION

2. Observation check lists

A. Introduction

For Atsbi ,Dera, Haikemeshal, of Atsbi Wereda secondary schools. These observations are prepared to gather information from schools challenges of teaching-learning processes of gymnastic skills. The observations provide very important to forward constructive information to researcher data.

1. School Name _____
2. Subject_____
3. Duration of Time for visit _____
4. Date of visit_____
5. No of class for each grade 9th_____10th_____

Observation check list

1. Highly sufficient 2. Sufficient 3 .Medium 4. Poor

No	Variable to observed School	High	Sufficient	Medium	poor
1	Facility of the compound				
	Classroom				
	Play ground (teaching field)				
	Toilet				
	Library				
	Material store				
2	Condition of the schools				
	Well constructed				
	Attractive				
	Safe				
3	Material for teaching				
	Basic teaching Aids				
	Learner book				
	Facilitator manual				

DECLARATION

This thesis is my original work done under the guidance of Solomon teka (PhD), and has not been presented for any other degree to any university and that all sources consulted for the thesis have been properly acknowledged.

Name: Tedros Kiros

Signature _____

Date _____

This thesis has been submitted for examination with my approval as a university advisor.

Name: Solomon Teka (PhD)

Signature _____

Date _____