



**WOLKITE UNIVERSITY COLLEGE OF NATURAL AND COMPUTITIONAL  
SCIENCESDEPARTMENT OF SPORT SCIENCE**

**FACTORS THAT AFFECT THE MOTIVATION OF WOLKITE  
UNIVERSITY SPORT SCIENCE STUDENTS TOWARDS LEARNING  
APPARATUS GYMNASTICS PRACTICAL SESSIONS**

**PREPARED BY: 1.ENKOSA HABTE; ID NO148/10  
2. EMABET NUGUSA; ID NO 142/10**

**ADVISOR NAME: SAMSON TEREFE**

**JANUARY 2021  
WOLKITE, ETHIOPIA**

# APROVAL SHEET

## BOARD OF EXAMINOR'S

| NAME            | SIGNITURE | DATE  |
|-----------------|-----------|-------|
| ADVOSOR: _____  | _____     | _____ |
| EXAMINOR: _____ | _____     | _____ |

## **Acknowledgement**

First of all I would like to thank the almighty **GOD** who helped me in overall dimension to my success. Secondly, I would like to express my heartfelt gratitude to my advisor **Mr SAMSON TEREFE** for his guidance and constrictive comments and advice for my research success. Also I would like to thank to department gymnastic teachers for responding my questionnaire. I also thank students of sport science department for their great cooperation in filling out the questionnaires effectively. Finally, I would like to thank my Families providing me with financial support and giving me constrictive ideas in good manner and proper ways for the accomplishment of this study.

## Table of contents

| <b>Contents</b>   | <b>pages</b> |
|---|--------------|
| Acknowledgement .....   | III          |
| List of tables.....   | VI           |
| List of appendixes .....  | VII          |
| Abstract.....   | VIII         |
| CHAPTER ONE .....   | 1            |
| 1. INTRODUCTION .....   | 1            |
| 1.1 BACKGROUND OF THE STUYDY .....                                      | 1            |
| 1.2 statement of the problem.....                                       | 3            |
| 1.3Research questions.....  | 3            |
| 1.4 Objective of the study .....  | 3            |
| 1.4.1 General Objective of the Study .....                              | 3            |
| 1.4.2 Specific Objectives .....   | 4            |
| 1.5 Significance of the Study .....                                     | 4            |
| 1.6 Limitation of study.....  | 4            |
| 1.7 Delimitation of the Study .....                                     | 4            |
| 1.8 Operational definition of terms .....                               | 5            |
| 1.9 Organization of the Study .....                                     | 5            |
| CHAPTER TWO .....   | 6            |
| 2. REVIEW OF RELATED LITRATURE.....                                     | 6            |
| 2.1 HISTORICAL BACK GROUND OF GYMNASTICS.....                           | 6            |
| 2.2 The value of gymnastics .....                                       | 8            |
| 2.3 Teaching Apparatus Gymnastics .....                                 | 10           |
| 2.4. Factors Affecting Teaching and Learning Apparatus Gymnastics ..... | 11           |
| CHAPTER THREE .....   | 16           |
| 3. METHODOLOGY OF THE STUDY .....                                       | 16           |
| 3.1 Study Design.....   | 16           |
| 3.3 Population of the Study.....  | 16           |
| 3.4 Source of Data.....   | 16           |

|   |    |
|---|----|
| 3.5 Sampling Size and Sampling Techniques .....               | 16 |
| 3.6 Data Collection Instruments.....                          | 17 |
| 3.7 Procedure of Data Collection.....                         | 17 |
| 3.8 Method of Data Analysis .....                             | 17 |
| CHAPTER FOUR.....   | 18 |
| 4. ANALYSIS AND INTERPRETATION OF DATA .....                  | 18 |
| 4.1 Description of student’s response to questionnaires ..... | 18 |
| 4.2 Description to teachers responses to questionnaires ..... | 24 |
| 5. SUMMARY. CONCLUSION AND RECOMMENDATION .....               | 28 |
| 5.1 Summary .....   | 28 |
| 5.2 Conclusions.....  | 28 |
| 5.3 Recommendation .....                                      | 29 |
| REFERENCE.....  | 30 |
| Appendix II .....   | 33 |

**List of tables** *Pages*

|   |    |
|---|----|
| <b>Table 1:</b> Characteristics of Students.....  | 18 |
| <b>Table 2:</b> How to Learn Apparatus Gymnastics.....  | 19 |
| <b>Table 3:</b> the presence of sufficient equipment.....   | 19 |
| <b>Table 4:</b> teaching method of apparatus gymnastic.....   | 20 |
| <b>Table 5:</b> The effort of the teacher in enhancing students' performance.....                   | 21 |
| <b>Table 6:</b> The time located for apparatus gymnastics per week.....                             | 22 |
| <b>Table 7:</b> The practice hours of apparatus gymnastics per day.....                             | 22 |
| <b>Table 8:</b> time allotted to the practice lesson per a week is enough.....                      | 23 |
| <b>Table 9:</b> factor affects learning process of apparatus gymnastics practical lesson.....       | 24 |
| <b>Table 10:</b> teacher motivate you in both theoretical and practical class.....                  | 25 |
| <b>Table 11:</b> characteristics of teacher respondents.....  | 25 |
| <b>Table 12:</b> Teachers respondents on, types of method they use for apparatus gymnastic class... | 26 |
| <b>Table 13:</b> Teachers respondents on, encourage and motivate students.....                      | 26 |
| <b>Table 14:</b> Teachers' respondent on, Do you interested to teach practically.....               | 27 |
| <b>Table 15:</b> Teacher respondent on, is the time allocated for the class per week.....           | 27 |

**List of appendixes pages**

Appendix I. Questionnaire for students.....II

Appendix II. Questionnaire for teachers.....IV

## **Abstract**

*The researcher was aimed to investigate factors that affect the motivation of students towards apparatus gymnastics practical class in Wolkite University department of sport science students. When the researcher conduct this study there are some gaps in sport science department which affect the motivation of students, Lack of facilities and equipment, lack of comfortable gymnasium for practice, lack of enough gymnasium size with its full materials with in the gymnasium, lack of practice behind the normal programthe students experience, back ground, their motivation level, their physical fitness, the shortage of credit hours of basic gymnastics is some of them.*

*The researcher used primary source and secondary source of data by using dig out the written document and distributing the questionnaires. The total populations of this study were 22 students from 2<sup>rd</sup> year sport science department students and 2 teachers from sport sciences department. From this total number of the researcher selected 15 students and 2 teachers from sport science department to the sample. Data was collected from 2<sup>rd</sup> year sport science department students by using qualitative form of data analysis method. The gathered data from respondents were analyzed and interpreted in table form in chapter four.*

*FinallyBy the collaborative effort of students and teachers the factors can be minimized and the university is under great preparation to fulfill the facilities and equipment of gymnastics so that this can bring a physical and psychological adaptation towards the apparatus gymnastic practice.*

*Key words*

## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1 BACKGROUND OF THE STUYDY

Learning implies changing behavior of the individuals. As (**E.Hauden and J.Loyson**) (1979) stated, there is no doubt that education is becoming increasing associated not only with take of teacher accountability, in terms of measurement of achievement against established standards of pupil performance, but so with their such achievement can be seen to serve the changing needs children and society. Furthermore, learning in physical education is mostly a progressive change as a result of mostly practice of physical exercise. Practicing method active, active participation and performing different motor skills in the main future of learning in physical education. Learning in physical education involves many aspects such as improving skills through practice, solving problems, related activities, preparing and adjusting to a new situation etc.

Sport science is one of the components of education that is through all over the world with intent of achieving the objectives of the general education in general and developing student in physical, mental, social and other aspects regarding this stress. (**Laport R. Runner G**) (1938)

Physical education contributes to the complete education of individual through mental, physical, social and emotional.

Sport science involves various educational disciplines such as gymnastics athletics ball games etc. gymnastics is a sport science discipline that has an important place in the system of sport science. Gymnastics and tumbling compressing same our most motor skill (**Robert G. Willough**) by (1977:1). However, the historical development of modern gymnastics was very let and mostly associated with invention of different apparatus gymnastics, (**J Loyson**) (1979:11). There are different factors that affecting teaching and learning apparatus. Such as lack of enough equipment, facilities students back ground fitness level and motivation level. (**William J. Morgan**, 1989) concerns wolkite university different problems are apparent. Impact on the student motivation, students personality interests, equipment and facilities. Gymnastics exercise with their reach variation of movement make them to be suitable for different age group and level of capacity under development of sport science a lot of course in divided and given as basic

and apparatus gymnastic independently. The gymnastics course has more of practical work conducted in gymnasium and some theoretical classes. Apparatus gymnastics from an important of physical education in the university for sport science department students encouraging the clearness to develop the skill and confidence and according to their individual ability, besides there are s special qualities one can achieve by taking part in gymnastics such as strength, flexibility, balance coordination etc.

Even though the presence of gymnastics, basic and apparatus, as an integral part of education or training in the university in now, there are many factors that affect the performance of students in practical class especially in apparatus gymnastics.

Thus, the problem or major factor has a determinant effect on achieving the intended goal on apparatus gymnastics practical classes.

Therefore, whether the expected values are obtained or not identified the problem in the teaching process of practical work especially in apparatus gymnastics and pointing out solution to minimize the problem are the main concerns this research.

## **1.2 statement of the problem**

This study was conducted on factors that affect the motivation of students towards learning apparatus gymnastics practical class in wolkite university department of sport science student. When the researcher study on motivation of students towards learning apparatus gymnastics practical class in sport science department, there are a lot of gaps indifferent ways to know the that Lack of facilities and equipment, lack of comfortable gymnasium for practice, lack of enough gymnasium size with its full materials with in the gymnasium, lack of practice behind the normal programthe students experience, back ground, their motivation level, their physical fitness, the shortage of credit hours of basic gymnastics is some of them.

Generally the researcher would inspire to clarity factors that affect the motivation of students towards learning apparatus gymnastics practical class in wolkite university department of sport science student.

## **1.3Research questions**

The hypothesis of the study is used to investigate out the problem. So, the study raising the following questions

- ❖ What are the major factors that affect the students' performance in apparatus gymnastic practical classes?
- ❖ What are major factors that affect the motivation of students in apparatus gymnastics practical classes?
- ❖ What are the solutions can be taken to solve the problem?

## **1.4 Objective of the study**

### **1.4.1 General Objective of the Study**

The general objective of the study was to assess the factors that affect the motivation of students learning apparatus gymnastics practical sessions in case of Wolkite University sport science second year student.

### **1.4.2 Specific Objectives**

The specific objective of the study was expected to:

- Identifying the major factors that affect the motivation students in apparatus gymnastics practical classes.
- To proposed the possible solutions of the problem.
- To indicate the role of teachers and students and finding out solution.

### **1.5 Significance of the Study**

The findings of the study were expected to have following important contribution:

- Create awareness for teacher by bringing the values of apparatus gymnastics and problem in to attention in practice.
- It helps to identify the major factors that cause the students' apparatus gymnastics practical classes' causes.
- It can also serve as source for other researches or as stepping stone for thus who will have on interest in conducting study in the same area.

### **1.6 Limitation of study**

In many school of our country Ethiopia, there is a problem in teaching and learning process of apparatus gymnastic. However the research was very limited in wolkite university sport science department students. To conduct this research, because of

- Shortage of time
- Money /resource
- Experience of the researcher

### **1.7 Delimitation of the Study**

The research was conducted to assess major factors that affect motivation of students in apparatus gymnastics. It is delimited in scope. Thus the participants of this study were 2<sup>nd</sup> year sport science students and teachers.

## **1.8 Operational definition of terms**

**Apparatus gymnastics:** - are gymnastics performed with apparatus such as parallel bar, pommel horse etc.

**Gymnastics:** - Is the act of performing exercise efficiently fit of skill word book encyclopedia 1994.

**Physical fitness:** - Is the bodies to function effectively and efficiently.

**Spotting:** - Is the art of giving assistance were most needed for success and prevent the students from injury.

**Tumbling:-**The basic motor skill that covers extensively the mechanism of rolling. Turning (Nethanc.1977).

**SNNPR:-**Southern nation nationalities and people of region

## **1.9 Organization of the Study**

In this study, the organization of the study was occurred as follows:

Chapter one deals about back ground of the study, statements of the problems, objective of the study , hypothesis of the study, significance of the study, limitation of the study, Delimitation of the study ,organization of the study and definition of terms, Chapter two studies about the review of related literature, Chapter three concerns about methodology of study. Such as descriptive area, study design, source, sampling size and sampling techniques, data collection, data analysis, Chapter four concerned about interpretation and analysis of study and Chapter five deals with summary, conclusion and recommendation of the study.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITRATURE

#### 2.1 HISTORICAL BACK GROUND OF GYMNASTICS

The historical back ground of gymnastics tresses back to ancient people: regarding this (**NethonC.Lackon and Robert J.Wilough**) by (1977:1) describe as follows.

The sport of gymnastics, which derives its name from the ancient Greek word for disciplinary exercises, combines physical skills such as body control, coordination, dexterity, gracefulness, and strength with tumbling and acrobatic skills, all performed in an artistic manner. Gymnastics is performed by both men and women at many levels, from local clubs and schools to colleges and universities, and in elite national and international competitions.

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 *gymnazein*, 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.

#### **Modern Gymnastics**

In 1774, a(**Prussian, Johann Bernhard Basedow**), included physical exercises with other forms of instruction at his school in Dessau, Saxony. With this action began the modernization of gymnastics, and also thrust the Germanic countries into the forefront in the sport. In the late 1700s, **Friedrich Ludwig Jahn of** Germany developed the side bar, the horizontal bar, the parallel bars, the balance beam, and jumping events. He, more than anyone else, is considered the "father of modern gymnastics." Gymnastics flourished in Germany in the 1800s, while in Sweden a more graceful form of the sport, stressing rhythmic movement, and was developed by **Guts Muth**. The opening (1811) of Jahn's school in Berlin, to promote his version of the sport, was followed by the formation of many clubs in Europe and later in England. The sport was introduced to the United States by **Dr. Dudley Allen Sargent**, who taught gymnastics in several

U.S. universities about the time of the Civil War, and who is credited with inventing more than 30 pieces of apparatus. Most of the growth of gymnastics in the United States centered on the activities of European immigrants, who introduced the sport in their new cities in the 1880s. Clubs were formed as Turnverein and Sokol groups, and gymnasts were often referred to as "turners." Modern gymnastics excluded some traditional events, such as weight lifting and wrestling, and emphasized form rather than personal rivalry.

### **Modern Competition**

Men's gymnastics was on the schedule of the first modern Olympic Games in 1896, and it has been on the Olympic agenda continually since 1924. Olympic gymnastics competition for women began in 1936 with an all-around competition, and in 1952 competition for the separate events was added. In the early Olympic competitions the dominant male gymnasts were from Germany, Sweden, Italy, and Switzerland, the countries where the sport first developed. But by the 1950s, Japan, the Soviet Union, and the Eastern European countries began to produce the leading male and female gymnasts.

Modern gymnastics gained considerable popularity because of the performances of Olga Korbut of the Soviet Union in the 1972 Olympics, and Nadia Comaneci of Romania in the 1976 Olympics. The widespread television coverage of these dramatic performances gave the sport the publicity that it lacked in the past. Many countries other than the traditional mainstays at the time — the USSR, Japan, East and West Germany, and other Eastern European nations — began to promote gymnastics, particularly for women; among these countries were China and the United States.

Modern international competition has six events for men and four events for women. The men's events are the rings, parallel bars, horizontal bar, side or pommel-horse, long or vaulting horse, and floor (or free) exercise. These events emphasize upper body strength and flexibility along with acrobatics. The women's events are the vaulting horse, balance beam, uneven bars, and floor exercise, which is performed with musical accompaniment. These events combine graceful, dancelike movements with strength and acrobatic skills. In the United States, tumbling and trampoline exercises are also included in many competitions.

Teams for international competitions are made up of six gymnasts. In the team competition each gymnast performs on every piece of equipment, and the team with the highest number of points wins. There is also a separate competition for the all-around title, which goes to the gymnast with the highest point total after performing on each piece of equipment, and a competition to determine the highest score for each individual apparatus.

Another type of competitive gymnastics for women is called rhythmic gymnastics, an Olympic sport since 1984. Acrobatic skills are not used. The rhythmic gymnast performs graceful, dancelike movements while holding and moving items such as a ball, hoop, rope, ribbon, or Indian clubs, with musical accompaniment. Routines are performed individually or in group performances for six gymnasts.

Gymnastics and Tambling compressing of some of our most motor skill also includes some of the oldest skills. Their beginning is same obscure, but can be place at about 2006 B.C, when the Chinese develop a few activities that resembled gymnastic particular of medical type. However, the actual development of gymnastics began in the early Greek and Roman period of history.

## **2.2 The value of gymnastics**

The historical development of educational gymnastics was from 1940s and 1950s periods as one of the invention, in the 1960 the material and the method were classified and considered in 1970s the emphasis has been theoretical and conceptual oriented.

It is well known that, the numerous values are obtained from gymnastics. To this regard, scholars studied in different ways. Eg.(**Nethon C.Loken and Robert J.Williamby**)(1927) described as follows:

The movements in gymnastics activity are fundamental big muscles movement and well developed gradually the muscle groups and the arms, shoulders, chest and abdomen. Besides building strength, length and power, gymnastics contributes to other factors of physical fitness such as agility, flexibility, coordination and balance.

An individual when engaging in gymnastics able to develop his/her physical, mental, social, and emotional aspects of personality concerning aesthetics values and mental development obtained from gymnastics. (**Nethon C.Loken and Robert J. Willough**) by (1977:4) stated that:

In addition to physical condition gymnastics develops such as mental qualities as alertness, during and precise one sprit second timing is necessary in many of the stunts that call for quick thinking such as character those trait as self-confidence, perseverance and self-discipline and developed from gymnastics activity. Great pleasure is derived from making out possible combination and routines. This develops on understanding of continuity, coordination, balance and timing in the gymnastics. Another value is the employment received from participating in the activity.

This implies that gymnastics is essential for all rounded development of students. Gymnastics activity should be given priority because it provides the basic for learning and practicing more advanced skills and performance with apparatus and especial concentration should be give the establishment of good safety habits which teaching gymnastics effective spotting should be give deals the concentration needed for success and to prevent inquiry.

In generally, giving proper assistance is the most teaching learning process to maintain interest and enhance performance. Some of benefits of gymnastics are:-

### **Fitness and Body Control**

Children who get involved in a sport like gymnastics learn about fitness from a practical aspect. They learn the value of warming up before exercising and the need for practice to accomplish the gymnastic routines. They discover how lack of sleep or poor nutrition can steal energy needed to participate. They experience pride as they learn body control necessary to execute gymnastic maneuvers. Involvement, especially from a young age, reduces the risk of obesity and health issues associated with a sedentary lifestyle. Weight-bearing sports like gymnastics build healthy bones and muscles. The type of activities performed by a gymnast creates proper body alignment and a healthy posture.

### **Strength, Endurance and Determination**

Gymnastics requires physical strength and endurance. The gymnast builds tremendous upper-body strength to hoist herself up on the bars or flip across the mat. Lower-body strength is required to land correctly in dismounts and to run and jump. Endurance is required to execute maneuvers over and over until they are mastered. Determination and discipline are required to learn the routines. This builds strong character to accompany the strong body.

### **Flexibility, Coordination and Balance**

Gymnastics provides the necessary physical activity to promote balance, coordination and flexibility. From tumbling to spins on the parallel bars and the pommel horse, the body must bend and twist in multiple directions and remain balanced to complete the routine. The gymnast learns to instinctively know where the body must go and where it is in relation to objects to successfully execute and complete each portion of the program.

### **Self-Esteem, Confidence and Overcoming Fears**

Attaining success at gymnastics teaches the student self-confidence and boosts self-esteem. The student may have to overcome fear as he approaches a new piece of equipment or begins to learn a new skill. Some will have to overcome fear as they execute the gymnastics routines in front of an audience. Each new skill conquered affirms the ability of the student and builds pride in personal accomplishment. Personal accomplishment encourages the gymnast to attempt new things and push the limits.

### **Cognitive Benefits**

Learning that includes movement is more successful than engaging the mind alone. Gymnastics helps students learn new skills by engaging the mind and body. Adding the movement-based training of gymnastics improves focus and concentration necessary in the classroom. Learning the terms and descriptive language necessary to describe the activity increases communication skills. Analyzing and determining how to execute a maneuver can boost problem-solving skills.

### **2.3 Teaching Apparatus Gymnastics**

The teacher should concern with condition safe bas and maintenance of apparatus in teaching apparatus gymnastics. According to (E. **MauldonandJ.Lossen**) (1979).

Apparatus is a capable of being adapted to variety abilities and presenting progressively difficult changes. So that experienced individuals can choose the situation which answer the problem set by the teachers is best suiting to their capabilities.

The Gymnastics strand outlines the movement activities for each class level and indicates how movement can be developed sequentially. The focus is on body action such as jumping, turning, swinging and balancing and with the control and management of body movements in

increasingly challenging situations. Movement tasks should be set to match children's stages of development and should provide all children with opportunities for achievement.

The gymnastics curriculum also emphasizes the importance of safety when handling equipment.

The gymnastics curriculum also contains activities which refer to the teaching of specific skills e.g. forward roll, handstand, and cartwheel. Whereas all aspects of gymnastics have to be planned with an emphasis on the state of readiness of the child, this applies particularly to the teaching of specific skills. To be able to perform these with a degree of success, the child needs to be strong and supple and to be able to create tension throughout the body. The teacher should only teach these skills when the child is proficient in the introductory exercises.

According to (**E.Mauldon and J.Lsson**) (1979) the teacher attention should be on the observation of space, body, speed, relationship, tension and energy.

#### **2.4. Factors Affecting Teaching and Learning Apparatus Gymnastics**

The affecting and teaching learning of apparatus gymnastics process is successfully achieved when carried out in a conducive environment. The teaching learning environment is a competent teacher and condition under which teachers and students are working including availability of equipment. The quality of education and learning achievements depends on competence, personality and dedication of teachers.

Hence, the quality of teaching and learning gymnastics depends upon various factors that the major ones are availability of equipment, facilities, students' background and fitness level, their motivation level etc.

In the teaching learning process there are many factors that hinder the attainment of the prescribed objectives. It is evident that many students do not acquire the objectives of physical education especially apparatus gymnastic factors that hinder the teaching learning process of apparatus gymnastics are time allotment, class size, facilities, scheduling the class, qualified teachers, attitude of students

##### **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 of the reasons for the teaching of physical education more time is needed before beginning the main topic and after the end of 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 forty-minute class permits 62.5% relative long periods are advantageous for physical education classes

### **Class size**

It indicates the amount 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 pupil in each class has implication for teachers 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, for proper class size.”

### **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 apparatus gymnastic can't teach without apparatus and supplies one of the most importance's in conducting a comprehensive program of physical education in the schools. 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 King 1974) 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 provide 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.

### **Scheduling of classes**

Scheduling of classes has problem on the implantation of physical education because physical education classes special attention rather than the other because it must be done before students are fired. 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 King 1974) “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.”

### **Qualification of physical education teachers**

Physical education teachers as a teacher must be trained with physical education to import sound knowledge and skills. in the absence of trained teachers, techniques and facts may be learned but a sense of purpose The strengthening of teachers, skill and formulation of permanent values with high levels of knowledge and skills are not likely to be measurable. It is known that in the absence of trained teachers, purposeful planned and consciously organized education may not be developed”. According to untrained teacher like other profession physical education requires competent professional leadership and physical education teacher who has quantified. It is clear, the person is qualified he can implement the subject easily. According to their qualification (Bucher and King 1974)” qualified and dynamic leadership is essential to the implementation of an effective and comprehensive program of physical education in the school. The key point to the teaching learning environments a competent, concerned teacher. The teacher must be knowledgeable about growth and maturation patterns and sensitive to students’ needs desires and concerns”. Physical education is mainly performed with activities so the teachers required not only mentally intelligent also he has a qualified physically. This is important if they are going to grow as teachers and apply the principles of learning to their discipline. Mastery of techniques and methodology changes based on research finding and implementing new approaches to the teaching process requires above average intellectual ability. an ability to express ideas clearly and destines both orally and on paper is also important, for students learn from what is imported to them and therefore materials must be intelligently presented. This indicates knowledgeable teachers can learn the students easily and properly.

### **Attitude of students to learn physical education**

The attitude that students toward physical education play a major role in determining the support that physical educators and physical education programs receive, the roles such persons and programs play in school, college and other organization and the status that physical education has in today's world. As (Bucher 1972) indicates "some students felt that physical education programs that resulted in the experience having little value for them, such as poor instruction, lack of planning and organization, crowded classes, lack of motivation program not adapted the individual, and too much stress on computation". Many students attitude toward physical education is mainly unfair so the teachers of physical education are responsible to change their attitude positively. Physical education is the phase of education concerned with the teaching of skills acquisition than a passive attitude. If the students develop attitude toward physical education, the teaching learning process become soundly move. the characteristics of convinced students toward physical education. A Survey Study on Factor that Affect the Teaching Learning Process of Artistic Gymnastic - A strong desire to be healthy. - An acceptance of the need to exercise daily to maintain physical fitness. - Appreciation of "change pace" from work to recreational activation. - A desired to achieve a high degree of excellence in skills to enjoy participation. - Appreciation of one's strength and limitation - Acceptance of the concepts one's role as a member of team. - Positive attitude and desire for personal cleanness and respect for the right of others. - Appreciation of the value in good sportsmanship and its Furness application to total living. - Appreciation of the value of the creative aspects of correct body movements is mainly seen.

### **Knowledge of physical education**

It is clear that the objective of physical education have changed over the course of history, so that the present time they are directed at the better development of man, not only physically but also emotionally, socially, and intellectually. But those objectives not understand by students because many students are misconception about physical education. Educators advise the teachers during teaching physical education it is better by using principles and application of activities with the addition of theories and rules to develop their knowledge about physical education. Knowledge of what constitutes body mechanics and how this relates to good health. - Knowledge the proper functioning of the body and of their responsibility to maintain personal fitness. -Understanding

of the nature and importance of physical fitness and knowledge of how to develop and maintain it throughout life. - Understanding of the rules strategies, background and values of sports and other physical activities. - Understanding and appreciation of the role of physical education in the total education program. - Knowledge of the proper mechanics of sports and activities. - Understanding of the importance and the role of physical fitness in successful academic achievement (sound mind) fit body. - Understanding of one's physical capacities and limitations. such work requires special qualification if one is to perform the service well such qualification, integrity, administrative mind, ability to instill good human relation, ability to make discussion health and fitness for the job willingness to accept responsibility, understanding of work command of administrative technique and intellectual capacity.

## **CHAPTER THREE**

### **3. METHODOLOGY OF THE STUDY**

This chapter describes the way in which the study was designed and conducted in the selected sample sport science students in wolkite University on 2012. It includes research design or methods, population, sampling techniques, data collection instrument, and method of data analysis.

#### **3.1 Study Design**

The design employed in this research was survey study design. This research applies both qualitative and quantitative data to describe the research design.

#### **3.2 Study Area**

This research was conducted in wolkite University. The University is one of the higher institutions which are found in Southern nations, nationalities and people's regional state in Gurage zone this wolkite university is 162km far from the capital city of Addis Ababa Ethiopia.

#### **3.3 Population of the Study**

The total population of this study were (22) from second year sport science department students and (2) teachers in sport science department in Wolkite University.

#### **3.4 Source of Data**

The researcher used primary source and secondary source of data by distributing close ended and open ended questionnaires, observation and find out written document in order to get enough information about the motivation of students learning apparatus gymnastics practical class of sport science department.

#### **3.5 Sampling Size and Sampling Techniques**

The sample size was determined using simple random sampling techniques for the second year sport science students and Teachers. This sample is used to the necessary information. The sample size was 17 from this 2 of them are teachers and 15of them are students from these 5(33.3%) of them were males and 10(66.7) of them were females.

### **3.6 Data Collection Instruments**

The data would have been collected through questionnaire. This data can be collected by chart method or by written forms. Then, it was analyzed.

### **3.7 Procedure of Data Collection**

In order to collect data first the researcher would ask the voluntaries of the respondents and tell them the objectives of this study .Then the researcher distributed question and starts observation for respondents and collect the paper from the respondents.

Finally the researcher use qualitative them thanks for the respondent willingness.

### **3.8 Method of Data Analysis**

The researcher used qualitative and quantitative method to interpret and analyze the collect data. Qualitative method by the word and quantitative by use number and percentage data in the form of table.

## CHAPTER FOUR

### 4. ANALYSIS AND INTERPRETATION OF DATA

This part of the research is concerned with the analysis and interpretation of questionnaires for students and in regarding the major factors that affect the motivation of students in apparatus gymnastics in practical classes in the case of wolkite university second year sport science students.

#### 4.1 Description of student's response to questionnaires

##### Part I: students' response

**Table 1: Characteristics of Students**

| <b>No</b> | <b>Item</b> | <b>Alternatives</b> | <b>No of respondents</b> | <b>Percentage</b> |
|-----------|-------------|---------------------|--------------------------|-------------------|
| 1         | Sex         | Male                | 5                        | 33.3%             |
|           |             | Female              | 10                       | 66.7%             |
|           |             | Total               | 15                       | 100%              |
| 2         | Age         | Between 10-15       |                          |                   |
|           |             | Between 15-20       | 3                        | 20%               |
|           |             | Above 20            | 12                       | 80%               |
|           |             | Total               | 15                       | 100%              |
| 3         | Religion    | Orthodox            | 2                        | 13.3%             |
|           |             | Protestant          | 8                        | 53.33%            |
|           |             | Muslim              | 4                        | 26.6%             |
|           |             | Catholic            | 1                        | 6.66%             |
|           |             | Total               | 15                       | 100%              |

As shown in 10 (66.6%) of students were female and 5 (33.3%) were males. The above table also show 12 (80%) of students were found on the age of above 20 years and 3(20%) were between

15-20 years. and 2(13.3%) of respondent students are orthodox, 4(26.6%) of them are Muslim, Catholic 1(6.6%) and 8(53.3%) are protestants. This shows that, most students are in adult age which is difficult to achieving skills easily and also most of students are Protestants.

**Table 2: How to Learn Apparatus Gymnastics?**

| <b>No</b> | <b>Item</b>                            | <b>Alternative</b> | <b>Number</b> | <b>Percentage</b> |
|-----------|--|--------------------|---------------|-------------------|
| 4         | How do you learn apparatus gymnastics? | More theoretical   | 3             | 20%               |
|           |  | More practical     | 6             | 40%               |
|           |  | Both are equal     | 6             | 40%               |
|           |  | Total              | 15            | 100%              |

According to the above table, the majority of the respondent 6(40%) said they learn apparatus gymnastics both equal and 6 (40%) of the respondents replied they learn apparatus gymnastics more of practical. 3 (20%) of the respondents replied apparatus gymnastics more of theoretical which shows emphasis on the practice with of the teaching learning process. This indicates that students learn apparatus gymnastics both theoretically and practically.

**Table 3: the presence of sufficient equipment**

| <b>No</b> | <b>Item</b>                                       | <b>Alternative</b> | <b>No of respondents</b> | <b>Percentage</b> |
|-----------|---|--------------------|--------------------------|-------------------|
| 5         | Is there sufficient equipment in your gymnastics? | Yes                | 6                        | 40%               |
|           |   | No                 | 9                        | 60%               |
|           |   | Total              | 15                       | 100%              |

As the above table shows 9 (60%) of the respondents replied “yes” and 6 (40%) replied “no” regarding the availability of the sufficient gymnastics equipment in the gymnasium or in the store. These shows that the student were learn apparatus gymnastics without enough facilities and equipment.

**Table 4: The teaching method of apparatus gymnastic**

| <b>N<sub>o</sub></b> | <b>Item</b>                                | <b>Alternative</b> | <b>N<sub>o</sub> of respondents</b> | <b>Percentage</b> |
|----------------------|--|--------------------|-------------------------------------|-------------------|
| 6                    | The teaching method of apparatus gymnastic | High               | 5                                   | 33.3%             |
|                      |  | Average            | 6                                   | 40%               |
|                      |  | Low                | 4                                   | 26.6%             |
|                      |  | Total              | 15                                  | 100%              |

As the above table shows, 5 (33.3%) of the students replied that the teaching method of apparatus gymnastic were high. 6 (40) of the respondents replied average and 4 (26.6%) of students are low. This shows that teaching process of apparatus gymnastics is good.

**Table 5: The effort of the teacher in enhancing students’ performance**

| <b>N<sub>o</sub></b> | <b>Item</b>   | <b>Alternative</b> | <b>N<sub>o</sub> of re/nts</b> | <b>Percentage</b> |
|----------------------|---|--------------------|--------------------------------|-------------------|
| 7                    | The effort of the teacher enhancing students’ performance and apparatus gymnastics? | High               | 5                              | 33.3%             |
|                      |   | Average            | 6                              | 40%               |
|                      |   | Low                | 4                              | 26.6%             |
|                      |   | Total              | 15                             | 100%              |

As the above table shows 6 (40%) of the respondents replied average regarding the teachers effort in enhancing the students' performance in apparatus gymnastics, 5 (33.3%) of the respondents replied high and 4 (26.6%) replied low.

From the above information we can conclude that the teachers effort enhance students' performance were more or less good.

**Table 6: The time located for apparatus gymnastics per week**

| <b>No</b> | <b>Item</b>   | <b>Alternative</b> | <b>No of respondents</b> | <b>Percentage</b> |
|-----------|---|--------------------|--------------------------|-------------------|
| 8         | The time allocated for apparatus gymnastics practice per week | more than 3 days   | 2                        | 13.3%             |
|           |   | 3 days             | 5                        | 33.3%             |
|           |   | 2 days             | 7                        | 46.7%             |
|           |   | 1 day              | 1                        | 6.6%              |
|           |   | Total              | 15                       | 100%              |

As the above table shows 2 (13.3%) of the respondent replied that more than 3 days regarding the time allocated for apparatus gymnastics per week. 5 (33.3%) of the respondents replied that 3 days allocated for apparatus gymnastics per week, and 7(46.7%) of the respondents replied 2 days per week, 1(6.6%) is respondent reply 1 day per week. This shows the student were learn apparatus gymnastics 2days per week.

**Table 7: The practice hours of apparatus gymnastics per day?**

| <b>No</b> | <b>Item</b>   | <b>Alternative</b> | <b>No of respondents</b> | <b>Percentage</b> |
|-----------|---|--------------------|--------------------------|-------------------|
| 9         | The practical hour of apparatus gymnastics per day? | 1hour              | 6                        | 40%               |
|           |   | 2 hour             | 6                        | 40%               |
|           |   | 3 hour             | 3                        | 20%               |
|           |   | 4 hour             | -                        | -                 |
|           |   | More than 4 hour   | -                        | -                 |
|           |   | Total              | 15                       | 100%              |

As the above table shows 6 (40%) of the respondents replied 2 hours concerned the practice hours of apparatus gymnastics per day. 6 (40%) of the respondent replied 1 hours concerned the practice hours of apparatus gymnastics per day.3 (20%) respondents replied 3 hours.

**7. From the question number 6 answers you choose and what do you suggest time given for practice per day?**

The open ended question raised from the students was to suggest the time given practice per day. Therefore they suggest that

- 2 hours per day was enough to practice apparatus gymnastic.
- Since, apparatus gymnastics needs practice, the practice could be 3 hours and above per day.
- In relation to the number of students, the availability of materials and absence of gymnasium the practice hours should be increase to much with all of the students.

From the above suggestions, we can conclude that as for as apparatus gymnastics need a lot of practice in order to achieve the necessary skills, 2 hours per day is not enough to practice in relation to the availability of materials and absence of gymnasium the practice hours should be 3 and above per day.

**Table 8: the time allotted to the practice lesson per a week is enough**

| <b>No</b> | <b>Item</b>   | <b>Alternative</b> | <b>No of respondents</b> | <b>Percentage</b> |
|-----------|---|--------------------|--------------------------|-------------------|
| 9         | Do you believe that the time allotted to the practice per week is enough? | Yes                | 11                       | 73.3%             |
|           |   | No                 | 4                        | 26.6%             |
|           |   | Total              | 15                       | 100%              |

As the above table shows 11(73.3%) of the students replied “yes” towards the time allotted the practice lesson per week and 4 (26.6%) of the respondents replied “no”. This shows that the time allotted to the practice lesson per week is enough.

**9.If your answer for question number 8 is “no” what do you suggest?**

The time should have been added as per practical effort in order to get more familiar with all equipment and materials that we practice.

**Table 9: factor affects active learning process of apparatus gymnastics practical lesson**

| <b>No</b> | <b>Item</b>  | <b>Alternative</b>                   | <b>No of Re/n</b> | <b>%</b> |
|-----------|--|--------------------------------------|-------------------|----------|
| 10        | What factors affect active teaching learning process of apparatus gymnastics practical lesson? | A. Improperly constructed gymnasium. | 4                 | 26.6%    |
|           |  | B, Insufficiency of equipment        | 3                 | 20%      |
|           |  | C, Irresponsibility of teachers      | 2                 | 13.3%    |
|           |  | D, A and B are possible answers.     | 6                 | 40%      |
|           |  | Total                                | 15                | 100%     |

As the above table shows 4 (26.6%) of the students replied improperly constructed gymnasium the factor that affect active teaching learning process of apparatus gymnastics practice lesson. 3 (20%) of the respondents replied insufficiency of equipment. 2 (13.3%) of the respondents replied irresponsibility to teachers and both of A and B are 6 (40%). This shows that both insufficiency of materials and equipment and improperly constructed gymnasium affect the teaching learning process of apparatus gymnastics most seriously.

**Table 10: Does your teacher motivate you in both theoretical and practical classes?**

| <b>No</b> | <b>Item</b>   | <b>Alternative</b> | <b>No of respondents</b> | <b>Percentage</b> |
|-----------|---|--------------------|--------------------------|-------------------|
| 11        | Does your teacher motivate you in both theoretical and practical classes? | Yes                | 10                       | 66.7%             |
|           |   | No                 | 5                        | 33.3%             |
|           |   | Total              | 15                       | 100%              |

As the above table shows 10 (66.7%) of the students replied “yes” towards the time allotted the practice lesson per week and 5 (33.3%) of the respondents replied “no”. This shows that the teacher motivate students in both practical and theoretical classes.

#### **4.2 Description to teachers responses to questionnaires**

Questionnaire was distributed for two teachers who are teaching apparatus gymnastics in Wolkite University their character are arrange as following

**Table 11: characteristics of teacher respondents**

| No. | Item           |                | Number | Percentage |
|-----|----------------|----------------|--------|------------|
| 1   | Sex            | Male           | 1      | 50%        |
|     |                | Female         | 1      | 50%        |
| 2   | Qualification  | Diploma        | -      |            |
|     |                | BSc degree     | -      |            |
|     |                | MSc            | 2      | 100%       |
|     |                | Others         | -      |            |
|     | Job experience | 1-5            | 1      | 50%        |
|     |                | 6-10           | 1      | 50%        |
|     |                | Above 10 Years | -      |            |

This implies that the teachers are qualified, competent and experience which enables them to teach apparatus gymnastics effectively.

**Table 12: Teachers respondents on, which types of method you use for apparatus gymnastic class?**

| <b>N<sub>o</sub></b> | <b>Item</b>  | <b>Alternative</b> | <b>Number</b> | <b>Percentage</b> |
|----------------------|--|--------------------|---------------|-------------------|
| 15                   | Which types of method you use for apparatus gymnastic class? | Practical          | -             |                   |
|                      |  | Theoretical        | -             |                   |
|                      |  | Both equally       | 2             | 100%              |
|                      |  | Total              | 2             | 100%              |

As it show in table 12, 2(100%) of the teachers responded that both equally .Regarding to use for apparatus gymnastic class from this it is possible to understand that the apparatus gymnastic was given both equally.

**Table 13: Teachers respondents on, do you encourage and motivate students during the practical class?**

| <b>N<sub>o</sub></b> | <b>Item</b>   | <b>Alternative</b> | <b>Number</b> | <b>Percentage</b> |
|----------------------|---|--------------------|---------------|-------------------|
| 16                   | Do you encourage and motivate student during the practical class? | Yes                | 2             | 100%              |
|                      |   | No                 | -             |                   |
|                      |   | Total              | 2             | 100%              |

According to table 13, 2 (100%) of the teacher respondent relied that “Yes”, this show that the teachers encourage and motivate student during the apparatus gymnastics practical class.

**Table 14: Teachers’ respondent on, Do you interested to teach practically?**

| <b>N<sub>o</sub></b> | <b>Item</b>                             | <b>Alternative</b> | <b>Number</b> | <b>Percentage</b> |
|----------------------|---|--------------------|---------------|-------------------|
| 17                   | Do you interested to teach practically? | Yes                | 2             | 100%              |
|                      |   | No                 | -             | -                 |
|                      |   | Total              | 2             | 100%              |

As show in table 14, 2 (100%) of the teacher responds to interested to teach practically this show more of the teachers interested to teach practically.

**Table 15: Teacher respondent on, is the time allocated for the class per week is enough for practicing?**

| <b>N<sub>o</sub></b> | <b>Item</b>  | <b>Alternative</b> | <b>Number</b> | <b>Percentage</b> |
|----------------------|--|--------------------|---------------|-------------------|
| 18                   | Is the time allocated for the class per week is enough for practicing? | Yes                | 1             | 50%               |
|                      |  | No                 | 1             | 50%               |
|                      |  | Total              | 2             | 100%              |

According to table 15: 1(50%) of teachers respond that “No” and 1 (50%) of teachers respond that “Yes”. This shows the time allocated for the class per week is not enough for practicing, So that it should be not arranged as much.

### **Part Two: Teachers response to open ended questionnaire**

3. The open ended question raised, are there enough equipment /teaching material in your university? Yes / No, why? If your answer is No, how can teach? there for the respondents was summarized as follows “No” there is not enough equipment /teaching materials in university even though they teach by giving students more time to practice on some apparatus, additionally using extra time and telling students to practice in their free time because the materials will be free.

4, what factors affect your apparatus gymnastic practical session? Explain?

- Lack of physical fitness of students
- Lack of materials
- Students may not get enough time and chance to train and practice
- Students becoming easily tired because some other more practical courses are given in the same semester
- Lack of food after practical classes
- Farness of the gymnasium
- Lack of students experience in apparatus gymnastics

5, what is your recommendation about these factors?

- Buying additional gymnastics apparatus
- Developing students physical fitness before this course
- Distributing practical courses in to different years or semesters
- Providing gymnastic facilities and equipment in students nearby place
- Students may learn apparatus gymnastic in their elementary as well as secondary school
- Developing the interest of students

- **CHAPTER FIVE**

## **5. SUMMARY. CONCLUSION AND RECOMMENDATION**

### **5.1 Summary**

Mastering the skill enable learners to develop their capabilities in a skill achievements toward as specific exercise, in order to make teaching learning process and skill development more fruit full, engaging daily exercise play a great presently, the curriculum designed give more emphasis to gymnastics is given developmentally, so that same program were seen in the students' performance in Wolkite university, sport science department. The researcher studied the problems in the student practice ability. To get better information's, all the students and teachers were taken purposeful to investigate the problems. Generally, the response was summarized as follows:-

- Students have proper exercise back ground and lack of confidence and courage to achieve the skill efficiently in Gymnasium.
- Insufficiency of materials was the most problem.
- Students do not practice individual behind the normal program.
- The limitation of instructors and assistance to give extra time practice.

### **5.2 Conclusions**

The objective of the study was to investigate the factors that affect the motivation of Wolkite university department of sport science students toward learning apparatus gymnastics practical session.

Therefore, the question that was assumed to reflect attitude for teachers and students were analyzed in detail according to the data analysis the following conclusions were drawn:-

- The majority of the student and teacher response indicate that there was insufficiency of gymnastics materials.
- The practice hours of apparatus gymnastics per day was 2 hours.
- Most of the student informed that 2 hours practice to apparatus gymnastics per day not enough in relation to the complexity of the skill and insufficient of materials.

- Lack of motivations, lack of confidence, interest in the student themselves, lack of practice behind the normal practice and insufficiency of gymnasium materials were found as major impeding factors for the students skill enhancement in apparatus gymnastics.
- The students have no experience in practicing basic apparatus gymnastics skill.
- There was lack of psychological readiness by the students toward the complex skill of the apparatus gymnastics.

### **5.3 Recommendation**

From the analysis and conclusion made so far, the researcher would like to put the following recommendations, hoping that it will be remedied for the problems investigated and well help to improve the students' performance.

- The university must have standard gymnasium.
- The department administrators and concerned bodies should be sensitive enough in order to fulfill and buy enough gymnasium materials.
- Properly constructed multipurpose mini-gymnasium should began and give service.
- In national level the credit hours for basic gymnasium should increase to give basic skill and highlights for the apparatus gymnasium.
- The practice hours per day should increase from 2 to 3hours and above.
- Students must be encourage and oriented to avoid fear and psychological stress by the apparatus.

## REFERENCE

- Bowers, Carolynetal, (1960) *Judging and coaching woman's gymnastics* pal, alto,colit,national press 1927.
- Charles a Bucher (Consistent R. King (1974): *Method and Materials for Secondary School Physical Education*. Forth Edition. Saint Louis
- Charles a. Bucher (1975): *Foundation of Physical Education*. Seventh Edition Saint Louis
- Cooper P and Trukan M. (1982) *teaching gymnastics skill to men and women burgess*, published company.
- E mauldon and Jlyson (1979:11)
- LaportR.Runner G (1938) *tumblers manual practice hall*, England Clafis, New Jersey.
- Loken Newton C. and Willough by, Robert J. (1973) *the common book of gymnastics 3<sup>rd</sup> edition, by perentice-hall, Inc*, England claffis, New Jersey
- PaulinPerestiage J. (1979) *your book of gymnastics* BAS print limited, over wallong, Hampshir

**APPENDIX I**

**WOLKITE UNIVERSITY**

**COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE**

**DEPARTMENT OF SPORT SCIENCE**

**Questionnaires of students:**

The aim of this questionnaire, in order to collect brief information about the factors that affect the motivation of Wolkite University sport science students towards learning apparatus gymnastics practical session.

**Back ground information**

Please fill the following space provided and choice the option you agreed up on for each question and put (√) in the box in front of it.

**Part I: Socio-demographic characteristics of the study population.**

1. Region.....Zone.....Wereda.....Town.....Kebele.....

2. Sex                      Male       Female

3. Age                      B/n 10-15:       b/n15-20       Above 20

4. Religion                      Orthodox       Protestant       Muslim   
   Catholic                       If other specify

**Part two: Questionnaire interned information about The aim of this questioner in order to collect brief information about the factors that affect the motivation of Wolkite university sport science student towards learning apparatus gymnastics practical session**

1. How do learn apparatus gymnastics?

A, More of theoretically  B, more of practical  C, both are equal

2. Is there sufficient equipment in your gymnastics?

A, yes  B, no

3. The transfer of apparatus gymnastics from simple to complex in teaching learning process is?

A, high  B, average  C, low

4. The effort of the teacher enhancing students' performance in apparatus gymnastics?

A, high  B, average  C, low

5. The time allocated to apparatus gymnastics per week?

A, More than 3 days  B, 3 days  C, 2 days D,1 day

6. From the question number "6" answer you choose what do you suggest time given for the practice per day.....

7. Do you believe that the time allocated to the practical lesson per week is enough?

A, yes  B, no

8. If your answer for number 8 is "no", what do you suggest?.....

.....

10. What factors affects active teaching and learning process of apparatus gymnastics practical

lesson? A, improperly constructed gymnasium  B, insufficient equipment

C, Irresponsible of teacher

D, A and B

## Appendix II

**WOLKITE UNIVERSITY**

**COLLEGE OF NATURALAND COMPUTATIONAL SCIENCE**

**DEPARTMENT OF SPORT SCIENCE**

### Questionnaires for Teachers

**Dear Teacher:** the aim of this questionnaire is to collect information about the factors that affect the motivation of wolkite university sport science students towards learning apparatus gymnastics practical session

Therefore you should politely request to generate your idea freely in the question because your constructive idea is very useful to conduct this study and to get the solution for this problem

Thank you in advance for your cooperation

### Part one: instruction

Please use the “√” mark in the box for your answer for the close-ended questions.

### Part two: basic information

Sex: male  female

Qualification: diploma  BSC degree  MSC  others

Job experience: 1-5 year  6-10 year  above 10 years

### Part three

1. Which types of methods do you use for apparatus gymnastics class?

A, Practical  B, Theoretical  C, both equal

2. Do you encourage and motivate students during the practical class?

A, Yes  B, no

3. Do you interested to teach practically? A, yes  B, no

4. Is the time allocated for the class per week is enough for practicing?

A, Yes  B, no

**Part four: for each of the following give short answer**

5. Is there enough equipment teaching material in your university? A, Yes  B, no

if your answer is “no”, how can you teach?

.....  
.....  
.....  
.....

6. Do you believe students are actively participating during practical session? Yes   
no

if your answer is “no” why?

.....  
.....  
.....

7. What factors affect your apparatus gymnastic practical session? Explain?

.....  
.....  
.....  
.....  
.....

8. What are your recommendations about these factors?

.....  
.....