



WOLKITE UNIVERSITY

COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTEMENT OF SPORT SCIENCE

**CHALLENGES OF TEACHING GYMNASTIC PRACTICAL
CLASS AND THE ATTITUDE IN YABERUS SECONDARY
AND PREPARATORY SCHOOL IN GRADE 9 STUDENTS**

BY: ALHASHIM GRAGN

ADVISER: - BETELHEM MELKIE (MSC)

WOLKITE

AUGUST 2021

APPROVAL SHEET

This is to certify that the research entitled “challenges of teaching gymnastic practical class and the attitude in yaberus secondary and preparatory school in grade 9 students “submitted in partial fulfillment of the requirements for the bachelor degree in sport science, of the department of sport, and has been carried out Alhashim Gragni under my/our supervision. to the best of my knowledge, is an original work and not submitted earlier for any degree either at this university or any other university.

Therefore i recommend that the student has fulfilled the requirements and hence here by can submit the thesis to the department.

Advisor: Mrs Betelhem. M

Name of chaire man

signature

date

Name of Advisor

signature

date

Name of examiner

signature

date

DECLARATION

I, declare that this research entitled “challenges of teaching gymnastic practical class and the attitude in yaberus secondary and preparatory school in grade 9 students” is outcome of my own effort and study and that all sources of materials used for the study have been appropriately acknowledged. to the best of my knowledge, this study has not been submitted for any degree in this university or any other university. it is offered for the partial fulfillment of the bachelor degree in sport science.

By:

Alhashim Gragh

Signature _____

Date _____

Acknowledgement

I would like to take this opportunity to thank god for the abundant grace, love, protection and good health enjoyed throughout the period of this course and thesis. And I would like to thank the many people who played an important role in the completion of this thesis.

First, I would like to thank my advisor. Mr Betelhem Melekie (MSC) for extensive help; patience and guidance.

I would also like to thank yaberus secondary and preparatory school teachers and students for their cooperation and willingness to participate in this study.

I would like to thank the members of my family for always supporting me.

Finally thank you all friends who supported me in many ways Sadiya umer for her secretarial work.

Contents

page

APPROVAL SHEETi

DECLARATION ii

Acknowledgement..... iii

List of tablevii

Abstract viii

List of Acronyms.....ix

CHAPTER ONE 1

INTRODUCTION..... 1

 1.1 BACK GROUD OF THE STUDY 1

 1.2 Statement of the problem2

 1.3 OBJECTIVES OF THE STUDY2

 1.3.1 General Objective.....2

 1.3.2 Specific Objectives.....2

 1.4 Basic research questions.....2

 1.5. SIGNIFICANCE OF THE STUDY3

 1.6. Delimitation of the Study3

 1.7. Limitation of the study3

 1.8. Operational definition of the terms3

 1.9. Organization of the study4

CHAPTER TWO5

REVIEW OF RELATED LETRATUR5

 2.1. Definition of gymnastic sport.....5

 2.2. Gymnastics5

 2.3. Different Types of Gymnastics.....6

 2.4. THE SCIENCE OF GYMNASTICS STRENGTH TRAINING.....7

 2.5. Science of Gymnastics7

 2.6. Category Archives: Gymnastics8

 2.6. Gymnastics Disciplines and Events8

 2.7. Ethical Obligations.....8

 2.7.1 Promotion of a Safe, Positive and Healthy Environment8

 2.7.2 Commitment to Integrity9

 2.8. Balance and Coordination and Fitness9

2.9. Balance and Coordination	10
2.9.1 Professional Responsibility	10
2.9.2 Alcohol and Drug Free Environment.	10
2.10. Resolving Ethical Issues.....	10
2.10.1 Informal Resolution of Ethical Violations.....	11
2.10.2 Reporting Possible Ethical Violations.....	11
2.10.3 Resolution of Complaints.....	11
CHAPTER THREE.....	12
METHODOLOGY.....	12
Introduction.....	12
3.1 Study Area.....	12
3.3 population, Sample and sampling technique.....	12
3.4 Research Approach.....	12
3.5 Sources of Data	13
3.6 Instrument of data collection.....	13
3.7 Data collecting procedures	13
3.8. Method of Data Analysis.....	13
CHAPTER FOUR.....	14
DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS	14
4.1 Introduction.....	14
4.2 Analysis and discussion of findings	14
4.2 Demographic characteristics of respondents.....	14
4.2.1. Distribution of respondents gender	14
4.2.3. Distribution of respondents by their age	15
4.2.4. Distribution of respondents by levels of education	15
4.3. Rate of job challenges of gymnastic coaching.....	16
CHAPTER FIVE.....	23
SUMMARY, CONCLUSION AND RECOMMENDATION	23
5.1 SUMMARY	23
5.2 Conclusion	23
5.3 Recommendation.....	24
Reference	25
□ Ajzen, icek (2000). “Nature and Operations of Attitudes”. Annual Review of Psychology. 52:27-58.....	25
APPENDIX I.....	27

APENDIX II	29
Appendix III	30

List of table

<i>table 4. 1 Distribution of respondents gender</i>	<i>14</i>
<i>table 4. 2 Distribution of respondents by job category.....</i>	<i>15</i>
<i>table 4. 3 Distribution of respondents by their age</i>	<i>15</i>
<i>table 4. 4 Distribution of respondents by levels of education</i>	<i>15</i>
<i>table 4. 5 Distribution of respondents by their number of years at work.....</i>	<i>16</i>
<i>table 4. 6 respondents response on sufficient Gymnastics materials</i>	<i>16</i>
<i>table 4. 7 respondents response on sufficient Gymnastics materials</i>	<i>16</i>
<i>table 4. 8 respondents response on sufficient Gymnastics materials</i>	<i>17</i>
<i>table 4. 9 respondents response on sufficient Gymnastics materials</i>	<i>17</i>
<i>table 4. 10 respondents response on sufficient Gymnastics materials</i>	<i>17</i>
<i>table 4. 11 respondents response on sufficient Gymnastics materials</i>	<i>18</i>
<i>table 4. 12 respondents response on sufficient Gymnastics materials</i>	<i>18</i>
<i>table 4. 13 respondents response on sufficient Gymnastics materials</i>	<i>18</i>
<i>table 4. 14 respondents response on sufficient Gymnastics materials</i>	<i>19</i>
<i>table 4. 15 respondents response on sufficient Gymnastics materials</i>	<i>19</i>
<i>table 4. 16 respondents response on sufficient Gymnastics materials</i>	<i>19</i>
<i>table 4. 17 respondents response on sufficient Gymnastics materials</i>	<i>20</i>
<i>table 4. 18 respondents response on sufficient Gymnastics materials</i>	<i>20</i>
<i>table 4. 19 respondents response on sufficient Gymnastics materials</i>	<i>21</i>
<i>table 4. 20 respondents response on sufficient Gymnastics materials</i>	<i>21</i>
<i>table 4. 21 respondents response on sufficient Gymnastics materials</i>	<i>21</i>

Abstract

The purpose of this study is to investigate the challenges of teaching gymnastic practical class and the attitude in Yaberus general secondary and preparatory school in grade 9 student's .In this research the researcher used from total population 1900 student's 25 student's as sample to gather information. The researcher was employed two data gathering instruments such as questionnaires' and observation . In this study both qualitative and quantitative methods were used to analysis the information. Generally the finding and result of study revealed that there is not suitable play ground in yaberus school .

Finally according to the result of the study recommend the school and the concerned bodies should be fulfil facilities and equipment's for the effectiveness of the teaching physical education.

List of Acronyms

FIG = The Federation International de Gymnastic

USA = United State of America

CHAPTER ONE

INTRODUCTION

1.1 Background of The Study

Physical education is an educational process that uses physical activity as a means to help individuals acquire skills fitness and wellbeing. The term education refers to the ongoing process of learning that occurs throughout our lifespan. Physical education takes place in a variety of settings and is not limited to a specific age group. Home schooling continuing education through distance learning, Work site, Promotion programs and schools are some of the expanded setting for education and Physical education. Gymnastics is a sport science discipline that has an important place in the system of sport science. Feeling of in convinces and lack of quality to teacher (*Butcher, 2006*).

however the historical development of modern gymnastics, J Logs on (1979).there are different factors that affecting teaching learning apparatus such as of enough equipment, Facilities, students Background fitness level and motivation level, Williams G Morgan (1989). The attainment of knowledge about physical activity and developing to positive attitudes conducive to lifelong learning and lifespan participation fizeglar (1994) reported research continues to expand knowledge with respect to the preparation of physical education teachers. Teacher's effectiveness and teaching method improve method of students leaning. It also provides us with new insight on coaches and athletes behavior (*Robert and Wollough, 1977*).

My study intends to see factors that affecting the gymnastic sport physical class. Due to this fact I would like to out certain challenges of students participation and teachers during physical education practical class in wolkite town yaberus secondary school Also we try to know the arson that those student become less participators due to such materials.

Sport is highly organized and competitive form of physical activity governed by rules, where the outcomes are largely determined by skills and strategy rules standardized the competition and conditions. As Deborah quest and Charles A Bucher (2006) stated the field of physical education and sport includes that both disciplinary and professional dimension. Discipline is the field focused on providing service for peoples of all ages in many different settings. Professionals use the body of knowledge and specialized skills to meet the unique need of people and help them improve the health and quality of life (*Bucher, 2006*).

1.2 Statement of The Problem

Science of Gymnastics Journal is an international journal that provides a wide range of scientific information specific to gymnastics. The journal is publishing both empirical and theoretical contributions related to gymnastics from the natural, social and human sciences. It is aimed at enhancing gymnastics knowledge (theoretical and practical) based on research and scientific methodology William H. freeman (1982). We welcome articles concerned with performance analysis, judges' analysis, biomechanical analysis of gymnastics elements, medical analysis in gymnastics, pedagogical analysis related to gymnastics, biographies of important gymnastics personalities and other historical analysis, social aspects of gymnastics, motor learning and motor control in gymnastics, methodology of learning gymnastics elements, etc. The central purpose of this study would be to see how far the students attitude towards learning physical education in yaberus secondary and preparatory school. And it would be able to identify the factors promoting and hindering their attitude.

1.3 Objectives of The Study

1.3.1 General Objective

The general objective of this study would be investigating the challenges of gymnastic and the attitude of grade 9 students towards physical education and Sport in the case of yaberus secondary and preparatory school.

1.3.2 Specific Objectives

The specific objectives of this study are:

- To identify challenges of gymnastic in yaberus secondary and preparatory school of students towards participating in physical education and sport.
- To find out possible solutions that help students and teachers to be good participator in gymnastic and sport.
- To identify the attitudes of gymnastics in yaberus secondary and preparatory school.

1.4 Basic Research Questions

This study is designed to investigate and analyze the challenges of gymnastic and the attitude of grade 9 students towards physical education and Sport in the case of yaberus secondary and preparatory school.

Specifically this study was tried to answer the following questions;

1. What are the challenges of teaching gymnastics physical education and sport in yaberus secondary and preparatory school?

2. What possible solution drawn out the current challenge?
3. What are the attitudes of gymnastics from teachers in yaberus secondary school?

1.5. Significance of The Study

The importance of this study would be improving student's attitude to participate in physical education and gymnastic sport. It also helps physical education and Sport teachers to know their roles in physical education and Sport. More over teachers would be aware of why students were not interested in participating in gymnastic sport activities.

Believe that the study have important in three ways;

- It would help responsible bodies such as curriculum designers, teachers and school administrators to make some action in favor of the effective application in the attitude of students towards physical education and Sport. It would be easy and possible to control the problems after they are investigated.
- It will provide some recommendation on the improvement to be taken while teaching physical education and gymnastic Sport.
- Even if the study will narrow in its scope due to some limitations it may be used as a base for further research in area.

1.6. Delimitation of The Study

The study was delimited only to assess the challenges of teaching gymnastic practical class and the attitude in yaberus secondary and preparatory school in grade 9 students

1.7. Limitation of The Study

Some challenges were faced while conducting this research these are including: -

1. shortage of time
2. lack of finance
3. lack of experience among the researchers

1.8. Operational Definition of The Terms

Attitude: - is a psychological construct a mental or emotional entity that inheres in, or characterize a perso(David, 2021).

Physical activity:-is an activity which is performed by individuals for their life style (piggn, 2020).

Physical education: - is an education which is give through physical activity to develop and maintain all

Aspects of personality as Physical, mental and social wellbeing (*William, 1982*).

Motivation:-is an internal energy that can determine aspects of our behavior (*Kendra, 2020*).

Affect:-to retard or hinder in progress of action, obstruct (*amymorn, 2021*).

1.9. Organization of The Study

This research has five chapters. Chapter one includes introduction, background of the study, statement of the problem, research question, objective of study, significance of the study, limitation of the study, definition of terms and organization of study; and chapter two includes review of related literature and chapter three includes methodology, research design, study area, population of the study, sample size and sampling techniques, data collection instrument and analyze method. Chapter four includes data analysis and interpretation, and finally chapter five includes summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LECTRATUR

2.1. Definition of Gymnastic Sport

The formal definition of gymnastics is "Exercises developing or displaying physical agility and coordination. The modern sport of gymnastics typically involves exercises on uneven bars, balance beam, floor, and vaulting horse for women, and horizontal and parallel bars, rings, floor, and pommel horse for men. "Gymnastics is a sport in which athletes called gymnasts perform acrobatic feats – leaps, flips, turns, handstands and more – on a piece of apparatus such as a balance beam, or with a piece of apparatus like a rope or ribbon (*Amy,2018*).

2.2. Gymnastics

Gymnastics is an activity of ancient origins and modern tensions. Most large and medium size cities and towns have a private gymnastics school or offer gymnastics activities via a park district, public school, Turners, Sokol, or YMCA. Media attention toward gymnastics has continued to grow, making gymnastics one of the top television-audience draws. Gymnastics at the top levels continues to draw attention. It has developed a large and vigorous "fan" following, as well as and developed some controversy as it has undergone modern growing pains. Little information has been offered regarding the benefits of gymnastics to those who are headed for Olympic glory and those not destined to reach such levels. People may justifiably ask: What are the benefits of gymnastics? I would like to organize the benefits and limitations of gymnastics in several categories for ease of understanding: physical, psycho-social, and miscellaneous. I would like to balance my treatment of benefits with appropriate discussion of some of the limitations of gymnastics participation. In this way, I hope to provide an even treatment of gymnastics so that parents, gymnasts, and coaches may better understand what gymnastics can and cannot do. Physical. Gymnastics is an anaerobic sport. Anaerobic means "without oxygen." Gymnasts tend to have middling levels of aerobic (with oxygen) capacity. However, gymnasts are among the strongest and most flexible of all athletes. Gymnastics performances usually last under 90 seconds. The level of intensity of the activities is too high for long-term performance such as seen in endurance sport long duration events like the marathon. Most sports are anaerobic in nature. Only the long term endurance sports such as cycling, swimming, and running are largely aerobic. Gymnastics is an "acyclic" sport which means that

the same movements are not repeated over and over. There are numerous benefits to cyclic, long-term endurance sports but variety is generally not one of them. One of the major benefits of gymnastics activity is that it subjects the gymnast's body to a wide variety of stimuli.

Gymnastics are among the most flexible of all athletes. Gymnastics emphasizes flexibility due to the need for gymnasts to adopt certain specific positions in order to perform skills. The flexibility demands of gymnastics are probably the most significant and unique aspects of gymnastics that serves to separate gymnastics.

Gymnastics has an entire event for women devoted to the concept of balance - the balance Beam. The men also have an event that requires extraordinary balance abilities - pommel horse. Of course, handstands are probably the single most recognized balance skills. The still rings in men's gymnastics are an underrated balance event which requires the gymnast to continuously keep the movable rings under himself. Gymnasts learn to balance on their feet and their hands. Interestingly, gymnasts tend to develop a higher tolerance for imbalance or disturbances to their balance. Gymnasts do not react with as large a "startle response" to sudden imbalances as no gymnasts.

Gymnastics is somewhat unique in that it provides competitive opportunities for the smallest and lightest athletes. Many sports are clearly biased to prefer athletes who are tall and/or big. Sports that cater to smaller athletes usually involve weight classes which limit the number of small athletes who can participate. However, gymnastics is not alone in this problem. Moreover, gymnastics is neither necessary nor sufficient for them. Technique development of eating disorders. These do not meet the criteria for causation, however. Excessive exercise and athletic participation may be enabling factors for the expression of these negative personality traits and not a cause of these behaviors. Daily exposure to the general milieu of athletics, coaches, parents, etc. may provide the reinforcing factors necessary to sustain them (*Hill, 1998*).

2.3. Different Types of Gymnastics

There are three types of gymnastics currently featured in the Olympics: artistic gymnastics, rhythmic gymnastics, and trampoline. Artistic gymnastics is the most commonly known. Men and women both compete on equipment like the uneven bars, parallel bars, and rings.

Rhythmic gymnastics is probably the second best known. Gymnasts all compete on the same floor mat, but they use ribbons, ropes, hoops and other equipment as part of their routines. The trampoline was

named an Olympic discipline of gymnastics for the 2000 Olympics. Gymnasts perform routines on a trampoline, completing flips on every single bounce. Other types of gymnastics not currently on the Olympic roster include tumbling, acrobatic gymnastics, and group gymnastics (Heinen, 2017).

2.4. The Science of Gymnastics Strength Training

Gymnastics is an event in the Olympics which involves physical strength, power, agility, flexibility, grace, control, coordination, and balance. The word gymnastics comes from the Greek word *gymnos* which means naked, but it generally means to train and exercise.

Dips - PB Russian to execute this drill I will I require either extended bars on your dipping station or a set of parallel bars. Be careful not to dip too low during the upper arm support and exceed your current level of flexibility as you may injure yourself by overstretching your sternum. Strive to use as little assistance from the legs as possible. From the jumping variation progress to using momentum to carry you from the upper arm position back to the bent arm support position in different.

Once you have mastered using momentum to complete the movement, then you may finally move on to performing this exercise deliberately and slowly without excessive bounce or speed. As a side note, Russian dips are excellent preparation for the rigors of the transition phase of muscle-ups. For extensive information on the development of muscle-ups, see the section on Combined Pull/Press exercises (Yang, 2003).

2.5. Science of Gymnastics

Science of Gymnastics Journal (abbreviated for citation is SCIGYMNASTICS J) is an international journal that provides a wide range of scientific information specific to gymnastics. The journal is publishing both empirical and theoretical contributions related to gymnastics from the natural, social and human sciences. It is aimed at enhancing gymnastics knowledge (theoretical and practical) based on research and scientific methodology. We welcome articles concerned with performance analysis, judges' analysis, biomechanical analysis of gymnastics elements, medical analysis in gymnastics, pedagogical analysis related to gymnastics, biographies of important gymnastics personalities and other historical analysis, social aspects of gymnastics, motor learning and motor control in gymnastics, methodology of learning gymnastics elements, etc. Manuscripts based on quality research and comprehensive research reviews will also be considered for publication. The journal welcomes papers from all types of research paradigms (Heinen, 2017).

2.6. Category Archives: Gymnastics

Gymnastics is a sport involving performance of exercises requiring physical strength, flexibility, agility, coordination, and balance. Internationally, all of the gymnastic sports are governed by the Federation International de Gymnastic (FIG) with each country having its own national governing body affiliated to FIG. Competitive Artistic gymnastics is the best known of the gymnastic sports. It typically involves the women's events of uneven bars, balance beam, floor exercise, and vault. Men's events are floor exercise, pommel horse, still rings, vault, parallel bars, and high bar. Gymnastics evolved from exercises used by the ancient Greeks that included skills for mounting and dismounting a horse and from circus performance skills (*Brinker, 2017*).

Other gymnastic sports include rhythmic gymnastics, the various tramp lining sports, aerobic and acrobatic gymnastics. Participants can include children as young as two years old doing kinder gym and children's gymnastics, recreational gymnasts of ages 5 and up, competitive gymnasts at varying levels of skill, and world class athletes (*Mack, 2017*).

2.6. Gymnastics Disciplines and Events

Rhythmic Gymnastics uses the elements of ballet, gymnastics, dance, and apparatus manipulation. Artistic an Olympic sport where gymnasts perform short routines on different apparatus, such as the Vault, Floor (men and women), Pommel Horse, Rings, Parallel Bars, High Bar (men), and Uneven Bars, Balance Beam (women). Tumbling a gymnastics event involving tumbling along a mat performing flips, rolls, jumps, performing somersaults and handsprings. Aesthetic a team sport where a large group of gymnasts perform coordinated continuous movements. Acrobatic team of gymnasts work together to perform acrobatic moves in combination with dance moves. Tramp competitors perform acrobatics while jumping on a trampoline. Sport the objective is to perform high-intensity gymnastic moves in sync with background music. Also called Aerobic Gymnastics. Calisthenics a competitive team sport in which athletes perform elements of rhythmic gymnastics and ballet. Baton a metal rod called a baton, is manipulated, while simultaneously making coordinated dance moves Equestrian vaulting gymnastics and dance discipline done on horseback. Mallakhamba a traditional Indian sport, where athletes perform various types of gymnastics moves and hold various poses on a vertical wooden pole or a rope (*Robert, 2014*).

2.7. Ethical Obligations

2.7.1 Promotion of a Safe, Positive and Healthy Environment.

Members have an ongoing obligation and commitment to ensure a safe and healthy environment for all

gymnastics participants. Consistent with this obligation, members must: Make decisions in the best interest of athletes. Maintain a safe training and competing environment. Promote a culture of trust and empowerment. Respect the fundamental rights, dignity, and worth of all participants. Encourage a healthy lifestyle and support nutritional well-being. Promote and respect all Safe Sport principles.

2.7.2 Commitment to Integrity

Members have a responsibility to uphold the integrity of the sport and to act honestly, openly, fairly, and competently. Members must:

- Be knowledgeable of, understand, and follow USA Gymnastics rules and policies, and refrain from knowingly misrepresenting or misinterpreting such.
- Promote fair play.
- Maintain respect on the floor and refrain from intimidating, embarrassing or improperly influencing any individual responsible for participating in, judging, or administering a competition.
- Follow the established procedures for challenging a competitive result.
- Make honest certifications regarding compliance with USA Gymnastics' policies, procedures or membership requirements.
- Avoid engaging in business practices directed toward another Member that are known to be or are determined by a court or similar adjudicatory body to be, unethical, illegal or a breach of contract.

2.8. Balance and Coordination and Fitness

Sports Definition: balance is the ability to stay upright or stay in control of body movement, and coordination is the ability to move two or more body parts under control, smoothly and efficiently. There are two types of balance: static and dynamic. Static balance is maintaining equilibrium when stationary, while dynamic balance is maintaining equilibrium when moving. We use our eyes, ears and 'body sense' to help retain our balance. Coordination is a complex skill that requires not only good balance, but good levels of other fitness components such strength and agility. Balance and coordination can be improved through practice and training within specific sports.

2.9. Balance and Coordination

Balance and Coordination is one of the main fitness components, a factor for success in many sports. In certain sports, such as gymnastics and surfing, balance is one of the most important physical attributes. Good coordination is also vital for sports involving hitting objects. In many other sports, including team sports, good balance and coordination is an important part of skill development and the overall fitness profile. A vote of the top sports requiring coordination has hitting sports such as baseball, tennis and squash ranked highest. See also another list ranking sports in which balance is important

2.9.1 Professional Responsibility

Members have the responsibility to aspire to the highest possible standards of conduct and must: Prioritize athlete welfare. Faithfully complete USA Gymnastics membership requirements. Strive to maintain high standards and excellence. Seek to increase proficiency levels through continuing education and in consultation with other professionals. Participation only at a level of the sport in which an individual is qualified and prepared for. Accept appropriate responsibility for one's own behavior and report any unlawful

2.9.2 Alcohol and Drug Free Environment.

Members of USA Gymnastics must ensure that the sport is conducted in an environment free of drug or alcohol abuse. Members may not: Use or provide to a third party any illegal (scheduled) drug pursuant to applicable federal, state or municipal law. Assist or condone any competing athlete's use of a drug banned by any applicable governing body, or, in the case of athletes, to use such drugs or refuse to submit to properly conducted drug tests administered by any governing body. Provide alcohol to or condone the use of alcohol by minors; consume alcohol while engaging in USA Gymnastics activities, including coaching and/or training and/or competing; consume excessive alcohol in the presence of athletes or at USA Gymnastics' events; or consume alcoholic beverages while a minor.

2.10. Resolving Ethical Issues

Members of USA Gymnastics have an obligation to be familiar with the principles outlined within this Code. The methods for reporting and resolution of possible ethical violations are outlined below. Members must cooperate fully with any and all undertakings in the review and resolution of a potential ethical violation.

2.10.1 Informal Resolution of Ethical Violations.

When a Member believes that another Member has committed an ethical violation, they may attempt to resolve the issue by bringing it to the attention of that individual if an informal resolution appears appropriate and when intervention does not violate any athlete rights that may be involved. If such information resolution does not resolve matters, the Member should report such ethical violation in accordance with the below.

2.10.2 Reporting Possible Ethical Violations

If an apparent ethical violation is not appropriate for informal resolution or is not resolved properly in that fashion, a Member may file a complaint with USA Gymnastics via any of USA Gymnastics' reporting avenues, including: Complaints must describe the nature of the alleged ethical violation, identify the aggrieved party and the individual believed to be responsible for the violation, and the desired resolution. While confidentiality will be maintained where possible, in no case will confidentiality preclude the reporting of a violation as required by state or federal law. Parents, on behalf of their minor child, are encouraged to file reports on behalf of their son or daughter, in situations where they believe a Member of USA Gymnastics has committed an ethical violation.

2.10.3 Resolution of Complaints.

Upon timely review and consideration of a complaint alleging an ethical violation, USA Gymnastics may: Determine that the complaint does not merit further action after review of all material facts and opportunity for informal inquiry. Refer the complaint for an alternate resolution path: If the complaint has not been dismissed or otherwise referred, then: Notice will be provided to both parties who will be given an opportunity to respond and/or provide supporting information, and If necessary, additional due diligence will be conducted which may include additional research or collection of documents, review of a member record, or any other actions that can be reasonably undertaken to assess the situation.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter presents the research methodology and the methods as would be the justification of the choices and their uses. In addition, the research process and design, study population and setting, sample and sampling procedures, data collection, pilot survey and data analysis method and management.

3.1 Study Area

The study will be challenges of teaching gymnastics practical class conducted to assess factors that affecting the attitude of grade 9 up to 12 students towards physical education and sport in the case of yaberus secondary and preparatory school. The school is found at Wolkite town in the south regional of Ethiopia. This town is 160km far from the capital city of Ethiopia, Addis Ababa. The weather condition of the area is hot.

3.2 Research Design

The researcher would be made use of descriptive study design, because it describes the real condition. According to Cooper and Schindler (2003), this method tries to answer the questions who, what, when, where and how and the researcher attempts to describe or define a subject, often by creating a profile of a group of problems, people or events. Hence, the researcher uses this method to assess the level of job satisfaction and its effects performance on division.

3.3 population, Sample and sampling technique

The researcher was target on yaberus secondary and preparatory school who had been learning specifically at grade 9th. The total population of the study was 900 students, the girl Students was 560 and the remaining were 340 boys. 25 students were selected by simple random sampling technique and 2 Physical education teachers were also considering as the subjects by using simple random sampling techniques.

3.4 Research Approach

The study used both the quantitative and qualitative research design. Quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain a phenomenon. Qualitative research, in contrast, focused on understanding social phenomenon from the perspective of

human participants in the study.

The rationale for adopting the mixed approach design would be that, they can be used to execute any research activity although the paradigm. The mixed approach of research design has the advantages of one compensating for the weakness of the other. The study also employed the case study research method alongside the two prominent design to collect data and enable the researcher study into detail all the variables involved especially the staff members in the division.

3.5 Sources of Data

There are two basic sources of data; these are primary source of data collected from managers, and team leaders by interview and questionnaire methods, which provide original information to the study on the other hand. Secondary data would be handled from related to literatures. It includes different kinds of books more related to the area of the study.

3.6 Instrument of data collection

Data collection tools are questionnaire and interview. These data gathered from yaberus school students and teachers, who related to the study. In the processes of data collection questioner are first organized and prepare in English language. But for better communication with informants, it is translates to Amharic language and then translates to English language for analysis; the same is true for interview.

3.7 Data collecting procedures

Questionnaire would be distributed for the randomly selected students and all physical education teachers. Regarding the types of questions more closed ended and few open ended questions prepared for students and teachers. And the prepared questionnaires are distributed for the selected students and all (3) physical education teachers. In addition to this some data would be also collected by interview from some students and all (2) physical education teachers.

3.8. Method of Data Analysis

After data would be gathered the information would grouped, tabulated and interpreted in terms of percentages, then it will be followed by analysis of table. Finally it will be followed by possible conclusions and recommendations.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

Introduction

The chapter presents analysis and discussions of findings of both the quantitative and qualitative approaches of the study.

4.1 Analysis and discussion of findings

The analysis involves the use of descriptive statistics (frequency). This section displays information on the demographics characteristics and other analysis which are related to challenges of gymnastic coaching. All the data set used for this analysis was derived from responses generated from the research questionnaires and interview. The findings are displayed using tables in order to provide a simplified picture of the data collected.

4.2 Demographic characteristics of respondents

This section discusses the demographic characteristics of the respondents. The major issues discussed here include the sex, age, position of work, educational background, and name of work of respondents and the number of years.

The researcher was distributed 25 questionnaires and all are returned back that means the response rate is became 100%.

4.2.1. Distribution of Respondents Gender

Table 1: Gender of Respondents

Gender	Variables	frequency	Present
	Male	15	60%
	Female	10	40%
	Total	25	100%

table 4. 1 Distribution of respondents gender

The data on table 1, indicate that men took the dominating number of 15 which was (45.45%) while, female who were also among the respondents were 10 which was (54.54%).

4.2.2. Distribution of respondents by job category

Table 2: Distribution of respondents by job category

b category	Variables	frequency	Present
	Teacher	3	11.54%
	Student	23	88.46%
	Total	26	100%

table 4. 2 Distribution of respondents by job category

Table 2, Show that 4(16%) were drivers, 1(4%) was teacher, 3(12%) were field trainers, 9(36%) were staff members, 5 (20%) were food cooker and 3(12%) were health officers. It implies the majority of employee’s number was staff employees having 9(36%).

4.2.3. Distribution of respondents by their age

Table 3: Distribution of respondents by their age

Age	variables	frequency	Present
	18-25	17	70%
	26-30	11	20%
	31-45	5	10%
	46-50	0	%
	total	25	100%

table 4. 3 Distribution of respondents by their age

Source: research finding (2019).

The table 3 shows that 17 employees (70%) fall in the group between 18-25 years. It was followed with those who were between 26-30 years who were 11 (48%), the age group of 31-45 years were 4 (16%), the age group of 46-50 years were 0 (0%), and total respondents are 25 or 100%. Age clawed is considered as challenges of gymnastic, in yaberus secondary and preparatory school.

4.2.4. Distribution of respondents by levels of education

Table 4: Distribution of student respondents by levels of education

Education	Variables	frequency	Present
	Grade 9 students	15	60%
	Grade 9 students	10	40%
Total	2	25	100%

table 4. 4 Distribution of respondents by levels of education

Table 4 Show that Distribution of respondents by levels of education at yaberus secondary and preparatory school. Based on the above table 15(60%) were grade 9 students, 10(40%) were grade 11 students.

4.2.5. Distribution of respondents by their number of years at work

Table 5: Distribution of teacher’s respondents by their number of years at work

	Variables	Frequency	Present
Year of work	0-5	2	12%
	6-10	1	3%
	11-15	1	3%
	16 and above		0%
	Total	25	100%

table 4. 5 Distribution of respondents by their number of years at work

As indicate on the table 5 the dominate group is workers who had been in the division for not more than 5 years who are 2 teacher s (12%), those who worked between 6-10 years are 1 teacher s (3%), those who worked between 11-15 years are 1 teacher (3%), and last group is those who worked 16 years and above are 0 employee (0%).

4.3. Rate of Job Challenges of Gymnastic Coaching.

Table 6: respondents response on sufficient Gymnastics materials

1. Is there sufficient Gymnastics materials in your school?	Frequency YSE	Frequency NO
	2	23
total	2	23
Present %	18%	92%

table 4. 6 respondents response on sufficient Gymnastics materials

As it is shown on table 6, regarding to the idea of ‘there sufficient Gymnastics materials in your school? 2 (18%) of respondents respond is answered yes. And 23 (92%) respondents respond no. Additionally qualitative data gotten through interview 2 interviewers supported the above stated speech that is no proper. There for, this implies equities of their sufficient Gymnastics materials in school is very poor.

Table 7: respondents response on sufficient Gymnastics materials

2. There properly constructed Gymnastics center?	Frequency YSE	Frequency NO
	13	20
total	13	20
Present %	40%	60%

table 4. 7 respondents response on sufficient Gymnastics materials

As it is shown on table 7, regarding to the idea of ‘there properly constructed Gymnastics center? 13 (40%) of respondents respond is answered yes. And 20 (60%) respondents respond no. Additionally qualitative data gotten through interview from all interviewers supported the above stated speech that is no proper. There for, this imply of their properly constructed Gymnastics center very poor.

Table 8: respondents response on sufficient Gymnastics materials

3.Do you think the allotted to apparatus Gymnastics practical lessons per week is enough	Frequency YSE	Frequency NO
	3	22
total	3	22
Present %	9%	91%

table 4. 8 respondents response on sufficient Gymnastics materials

As it is shown on table 8, regarding to the idea of ‘apparatus Gymnastics practical lessons per week is enough 3 (9%) of respondents respond is answered yes. And 22 (91%) respondents respond no. Additionally qualitative data gotten through interview from 3 interviewers supported the above stated speech that is no proper. There for, this imply of apparatus Gymnastics practical lessons per week very poor.

Table 9: respondents response on sufficient Gymnastics materials

4.What do you supplest the possible to Minimize the factors that affect the challenges	Frequency YSE	Frequency NO
	4	21
total	4	21
Present %	16%	84%

table 4. 9 respondents response on sufficient Gymnastics materials

As it is shown on table 9, regarding to the idea of ‘possible to Minimize the factors that affect the challenges 4 (16%) of respondents respond is answered yes. And 21 (84%) respondents respond no. Additionally qualitative data gotten through interview from 2 interviewers supported the above stated speech that is no proper. There for, this imply of possible to minimize the factors that affect the challenges the problem is available.

Table 10: respondents response on sufficient Gymnastics materials

5. Teaching gymnastics in practical class?	Frequency YSE	Frequency NO
	10	15
total	10	15
Present %	40%	60%

table 4. 10 respondents response on sufficient Gymnastics materials

As it is shown on table 10, regarding to the idea of ‘gymnastics in practical class 10(40%) of respondents respond is answered yes. And 15 (60%) respondents respond no. Additionally qualitative data gotten through interview from 2 interviewers supported the above stated speech that is no proper. There for, this

imply of possible to teaching gymnastics in practical class this problem is available.

Table 11: respondents response on sufficient Gymnastics materials

6. Do you give good demonstration and brief explanation for your student about Apparatus Gymnastic activities?	Frequency YSE	Frequency NO
	7	18
total	7	18
Present %	28%	72%

table 4. 11 respondents response on sufficient Gymnastics materials

As it is shown on table 11, regarding to the idea of ‘Apparatus Gymnastic activities 7(28%) of respondents respond is answered yes. And 18 (72%) respondents respond no. Additionally qualitative data gotten through interview from 3 interviewers supported the above stated speech that is no proper. There for, this implies of Apparatus Gymnastic activities this problem is available.

Table 12: respondents response on sufficient Gymnastics materials

7. Do you encourage and motivate students during the practical class?	Frequency YSE	Frequency NO
	5	20
total	5	20
Present %	20%	80%

table 4. 12 respondents response on sufficient Gymnastics materials

As it is shown on table 12, regarding to the idea of ‘encourage and motivate students during the practical class5 (20%) of respondents respond is answered yes. And 20 (80%) respondents respond no. There for, this implies of encourage and motivate students during the practical class problems is available.

Table 13: respondents response on sufficient Gymnastics materials

Did you participate in sport or physical activity before joining Yaberus Secondary and preparatory school?	Frequency YSE	Frequency NO
	5	20
total	5	20
Present %	20%	80%

table 4. 13 respondents response on sufficient Gymnastics materials

As it is shown on table 13, participate in sport or physical activity before joining 5(20%) of respondents respond is answered yes. And 20 (80%) respondents respond no. Additionally qualitative data gotten through interview from 3 interviewers supported the above stated speech that is no proper. There for, this implies of, participate in sport or physical activity before joining this problem is available.

Table 14: respondents response on sufficient Gymnastics materials

9. Do you have interest and experience to evaluate the Limitation and strength of student's?	Frequency YSE	Frequency NO
	15	16
total	15	16
Present %	36%	64%

table 4. 14 respondents response on sufficient Gymnastics materials

As it is shown on table 14, interest and experience to evaluate the Limitation and strength of student's 15(36%) of respondents respond is answered yes. And 16 (64%) respondents respond no. Additionally qualitative data gotten through interview from 3 interviewers supported the above stated speech that is no proper. There for, this implies of, interest and experience to evaluate the Limitation and strength of student's problem is available.

Table 15: respondents response on sufficient Gymnastics materials

10. Do you think the equipment's and facilities available in the Yaberus Secondary and preparatory school are computable with the number of students?	Frequency YSE	Frequency NO
	4	22
total	4	22
Present %	16%	84%

table 4. 15 respondents response on sufficient Gymnastics materials

As it is shown on table 15, the equipment's and facilities available 4(16%) of respondents respond is answered yes. And 22 (84%) respondents respond no. Additionally qualitative data gotten through interview from 4 interviewers supported the above stated speech that is no proper. There for, this implies of, the equipment's and facilities available problem is available.

Table 16: respondents response on sufficient Gymnastics materials

11. Do you physical education teachers have interest and experience to evaluate the Limitations and strength of students?	Frequency YSE	Frequency NO
	6	19
total	6	19
Present %	24%	76%

table 4. 16 respondents response on sufficient Gymnastics materials

As it is shown on table 16, physical education teachers have interest and experience to evaluate the Limitations and strength of students 6(24%) of respondents respond is answered yes. And 19 (76%)

respondents respond no. Additionally qualitative data gotten through interview from 2 interviewers supported the above stated speech that is no proper. There for, this implies of, physical education teachers have interest and experience to evaluate the Limitations and strength of student’s problem is available.

Table 16: respondents response on sufficient Gymnastics materials

12. How you rate appropriate programs especially for gymnastic period?	Frequency YSE	Frequency NO
	5	20
total	5	20
Present %	20%	80%

table 4. 17 respondents response on sufficient Gymnastics materials

As it is shown on table 17, appropriate programs especially for gymnastic period 5(20%) of respondents respond is answered yes. And 20(80%) respondents respond no. Additionally qualitative data gotten through interview from 1 interviewer supported the above stated speech that is no proper. There for, this implies of, appropriate programs especially for gymnastic period problem is available.

Table 18: respondents response on sufficient Gymnastics materials

13. How do you rate teachers use different teaching methods in practical class?	Very good	Good	Neutral	poor	v.poor
	3	2	5		15
total	3	2	5		15
Present %	12%	8%	20%		60%

table 4. 18 respondents response on sufficient Gymnastics materials

As it is shown on table 18, regarding to the idea of ‘How do you rate teachers use different teaching methods in practical class 15 (60%) of respondents respond as it is very poor, and 2 (8%) respond good, while the rest 5 (20%) remain neutral, and the smallest part of respondent, 3 (12%) as it is very good, and 1 (4%) of them as it is poor. Additionally qualitative data gotten through interview from all interviewers supported the above stated speech that is very poor. There for, this imply teachers use different teaching methods in practical class very poor.

Table 19: respondents response on sufficient Gymnastics materials

14. How to do learn apparatus gymnastics?	Very good	Good	neutral	poor	v.poor
		2	3	11	9
total		2	3	11	9
Present%	0%	8%	12%	44%	36%

table 4. 19 respondents response on sufficient Gymnastics materials

As it is shown on table 19, regarding to the idea of ‘How to do learn apparatus gymnastics 9(36%) of respondents respond as it is very poor, and 11 (44%) respond poor, while the rest 3 (12%) remain neutral, and the smallest part of respondent, 2 (8%) as it is good, and 0 (0%) of them as it is very good. There for, this imply teachers use different teaching methods in practical class is poor.

Table 20: respondents response on sufficient Gymnastics materials

15. How did you see the challenges of teachers to do the practical class?	Very good	Good	neutral	poor	v.poor
	4	2	2	12	5
total	4	2	2	12	5
Present%	16%	8%	8%	48	20%

table 4. 20 respondents response on sufficient Gymnastics materials

As it is shown on table 20, regarding to the idea of ‘How did you see the challenges of teachers to do the practical class 5(20%) of respondents respond as it is very poor, and 12 (48%) respond poor, while the rest 2 (8%) remain neutral, and 2(8%) of respondent good, 4 (16%) as it is very good. There for, this implies the challenges of teachers to do the practical class is poor.

Table 21: respondents response on sufficient Gymnastics materials

16.How frequently has practical class per week?	Ones a week	Two a week	Three a week	Four a week
	10	7	5	3
total	10	7	5	3
Present%	40%	28%	20%	12%

table 4. 21 respondents response on sufficient Gymnastics materials

As it is shown on table 21, regarding to the idea of ‘frequently has practical class per week 10(40%) of respondents respond as it is Ones a week, and 7 (28%) respond Two a week, while the rest 5 (20%) Three a week and 3 (12%) respondent Four a week. There for, this implies frequently has practical class per week is Ones a week.

Interview

- The student's response on the Minimize the level of teacher in practical class? Some Students are not attentively following the teacher during practical class. Students have no interest of Gymnastics then the challenges level of teacher is Minimize. Also lack of equipment and facilities as Minimize the level challenges of teachers in practical class.
- What would the teachers do to minimize the level of challenges of teaching Gymnastics in practical class? As the students answered the following summarized as follows: - increase the practice hours, Build or construct Gymnastics center, facilitation of apparatus Gymnastics materials.
- What are the individual benefits during practical Gymnastics please list, the response of students summarized as the following ways:- got fun from Gymnastics, the person who take part in Gymnastics is physically active and have good strength.

Discussion

- What safety measures your follow to prevent injuries? The teachers replied that the following solutions was summarized:- warming up, proper cooling down and teaching from simple to complex skills.
- Do you have interests and experiences to evaluate the Limitations and strength of students ? The respondents said Yes, I have interest and experience to evaluate the Limitations and strength of students.
- How do teach apparatus gymnastics:- the teachers replied or answer the following as follows:- the respondents said, first I teach about Gymnastics by theoretical class, I teach my students the use of apparatus Gymnastics for the body of human being and In practical class I follow identify which students is collected work that activity.
- Regarding the benefits of during practical Gymnastics class please tell me? The physical education teachers replied that the following solutions was summarized:- I got recreation when I participated in practical class of Gymnastics, In practical class I have got how to do the Gymnastics activity and I advised the students and the students are get knowledge from my teaching practical class.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 SUMMARY

The Objectives of the study were to investigate the challenges of teaching gymnastics practical class of Yaberus secondary and preparatory school. Therefore the questionnaires were distributed that were assumed to reflect attitudes of instructors and students in practical class, 25 students were selected as sample from Yaberus secondary and preparatory schools(25) students of grade 9th Physical education (2)teachers who conduct apparatus gymnastics practical class were used a sources of data. In order to investigate this, the major questions raised were:-

4. What are the challenges of teaching gymnastics practical class?
5. What are the challenges of teaching affect performance in practical classes?
6. What are possible solutions To Minimize and solve problems associated with challenges of teaching gymnastics?
7. What roles can physical education teachers and students play in order to solve the problem?
8. Having these things as base line following major findings was investigated.
9. Majority of the students and physical education teachers response indicates that are was insufficiency of appropriate equipment's and facilities specially gymnasium on the other continuum the response of students on each practical are not good.
10. Majority of students replied that have participated in sport before joining the school or high school.
11. Most instructor or physical education teacher respond believe that students do not practice by themselves after class hours.

5.2 Conclusion

Based on obtained data the following Conclusion were conducted the load if exercise insufficient of materials are the most problem for the teaching and learning process of practical session .which is serious problem faced by the students and Teacher's. Besides the available material are not compatible with the number of students.

- The practice hours of apparatus gymnastics per day was 2 hours.
- Most of the informed that two hours practice Gymnastics per day's not enough in relations to

complexity of the skills and insufficient materials.

- The students have Background knowledge and experience of participating in sport activities but not in apparatus Gymnastics.
- Most of physical education teachers were assisted or helps students individually.

5.3 Recommendation

From the Analysis of the gathered data and Conclusion made so far, the researcher would like to put the following Recommendation forward by hoping that it will be remedies for the problems investigated and will help to improve the student's apparatus Gymnastics practical performance.

- ✓ The school administrators and the concerned bodies should sensitive enough in order to fulfill equipment facilities needed to conduct apparatus Gymnastics practical class.
- ✓ Teacher is expected to reach the importance and benefit of apparatus Gymnastics practical class to enhance initiation and motivation of the students.
- ✓ Properly construct multiple purpose min gymnasium should began and give service.
- ✓ Practice the students behind the normal program.
- ✓ Students must be encouraged and oriented to avoid fear and psychological stress by apparatus.

Reference

- Ajzen, Icek (2000). "Nature and Operations of Attitudes". Annual Review of Psychology. 52:27-58
- Bob Davis 2000 physical education study of sport
- C. Hill, 1998 USA GYMNASTIC ONLINETECHNIQU Why gymnastic, march 1998 issue of Technique. Vol.19, no.3
- Cooper and Shindler (2003), Business research methods, Tata McGraw-Hill published company limited
- Deborah A. Quest and Charles A. Butcher 2006, 15th edition of physical education, exercise science and sport
- Heinen T., Brineker A., Mack M., Henning L; the ROLE OF POSITIONAL ENVIRON. Vol.9 ISSUE 2:113-V6 Published by Department of Gymnastics, Faculty of Sport, University of Ljubljana ISSN 1855-7171
- <http://en.wikipedia.org/wiki/Gymnastics> Retrieved on November 10, 2011 - 8:37 am | December 14, 2011 Gymnastics
- L.R. Gay, (2009), educational Research: competencies for Analysis and application 9th edition Upper saddle river NJ: person education.
- Lucjen Newtons and Willoughby Robert (1973) The comments book of Gymnastics 3rd edition by Pretence hall.
- Published by Department of Gymnastics, Faculty of Sport, University of Ljubljana ISSN 1855-7171
- Robert Wood, "Fitness and Balance and Coordination." Topend Sports Website, 2010, <https://www.topendsports.com/fitness/balance.htm>, Accessed Monday, May 20, 2019 How to Cite
- [Robert Wood, "Gymnastics the Sport." Topend Sports Website, Dec 2014, https://www.topendsports.com/sport/list/gymnastics.htm, Accessed](https://www.topendsports.com/sport/list/gymnastics.htm)
- Sports & Athletics by Amy Van Deusen(2018). LiveAbout is part of the Dotdash publishing family <https://www.liveabout.com/sports-athletics-4688118>

- THE SCIENCE OF GYMNASTIC STRENGTH TRAINING Cover photo: Yang Wei at 2003 World Championships, ©Steve Lange Building the Gymnastic Body Printed and bound in Canada by Art Bookbindery

vol. 9, num. 2, year 2017

- William H. Freeman 1982 second edition and sport in changing society

Wust Butcher 1999.13th edition foundation of physical education and sport

**Questionnaire for physical education Teacher's
Thank you!!!**

Study Related Information

1. Is there sufficient Gymnastics materials in your school? A. Yes B. No
2. Is there properly constructed Gymnastics center? A. Yes B. No
3. Do you think the allotted to apparatus Gymnastics practical lessons per week is enough? A. Yes B. No
4. What do you suppose the possible to Minimize the factors that affect the challenges of teaching gymnastics in practical class? A. Yes B. No
5. Do you give good demonstration and brief explanation for your student about Apparatus Gymnastic activities?
A. Yes B. No

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

A. Yes B. No

7. What safety measures your follow to prevent injuries?

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

8. Do you have interest and experience to evaluate the Limitation an strength of student's ?

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

9. How do teach apparatus Gymnastics?

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

10. What are the benefits during practical Gymnastics class please tell me ?

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

APENDIX I I
WOLKITE UNIVERSITY
COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE
SPORT SCIENCE DEPARTMENT

Questionnaires Fill by employees

I am the students of Wolkite University. Right now we are collecting data to fulfilling our senior essay title called CHALLENGES OF TEACHING GYMNASTICS PRACTICAL CLASS OF YABERUS SECONDARY AND PREPARATORY SCHOOL. You are so secured for your responses, because it will be kept confidential. So, you are not required to write your name in this paper.

Thank you!

NB,

Please put your response for each question according to the instruction provided.

- A. For items that need short response please provide responses in the space provide.
- B. For items that have got choices please make a thick mark for the right chosen.
- C. For the items that have blank space please fulfill the blank with your opinion.

Part I: Characteristics of Respondents

- 1. Gender Male..... Female.....
- 2. Your job title _____
- 3. Your department _____
- 4. Your age 18-25.... 26-30..... 31-45..... 46-50..... 50-55..... 56 and above.....

Thank you!!!

Note

- 4. Please choose the options you agreed up for each questions and attempt to respond shortly for open ended questions.
- 5. No need of writing your names.

Appendix III

Study related Information

1. Did you participate in sport or physical activity before joining the YABERUS Secondary school? A. Yes B. No
2. How frequently has practical class per week? A. Once per week B. Twice per week C. Three times per week D. Four times a week
3. How long did you stay in practical class in each day? A. 1 hours B. 2 hours C. 3 hours
4. Do you think the equipment's and facilities available in the YABERUS Secondary school are computable with the number of students? A. Yes B. No
5. How did you see the challenges of teachers to do the practical class? A. Very good B. Good C. Minimum D. Average E. Low
6. Do you physical education teachers have interest and experience to evaluate the Limitations and strength of students? A. Yes B. No
7. How to do learn apparatus gymnastics? A. Theoretically B. Practically C. Both are equal
8. The transfer apparatus Gymnastics for simple to complex in teaching learning process? A. High B. Average C. Low
9. What factors affect active challenges of teaching gymnastics practical class? A. Improperly constructed Gymnastics B. Insufficient of equipment C. Irresponsible of teacher D. A and B
10. The effort Teacher enhancing student's performance in apparatus Gymnastics? A. high B. Average C. Low
11. How you rate appropriate programs especially for gymnastic period? A. very good B. good C. neutral D. poor
12. How do you rate teachers use different teaching methods in practical class? A. very good B. good C. neutral D. poor
13. What other factors Minimize the level of challenges of teachers in practical class?
.....
.....
.....
14. What would the teachers do to minimize the level of challenges of teaching gymnastics in practical class?

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

15. What are the individual benefits during practical Gymnastics please list?

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