COLLEGE OF NATURAL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

CHALLENGES OF STUDENTS WHEN PERFORMING ARTISTIC GYMNASTIC IN CASE OF WOLKITE UNIVERSITY THIRD YEAR SPORT SCIENCE STUDENTS

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ABSTRACT

The purpose of this study was to assess challenges of students in performing artistic gymnastic practical class in case of wolkite university third year sport science students. Quantitative and qualitative descriptive design was involved. The populations of the study participants will be Third years sport science students of male (10) and female (10)totally (37) selected as a subject. The collected data was analyzed using descriptive statistics, such as mean, standard deviation, and frequency was used to analyze the problem of students in performing artistic gymnastic practical class in case of Wolkite university Third year sport science students. The result can shows, most students said that, there is enough facility equipment and supply and also appropriate field in the school to teach artistic gymnastic and The teachers knowledge and skill on artistic gymnastic is adequate, in addition age and body condition specially to demonstrate activity for their students is very strong. So they are demonstrative and even some teachers asked the researcher what artistic gymnastic mean. We can conclude that without cooperative encouragement, motivation and support by teachers, administrators and students parents the expected participation and performance in physical activity properly should not achieved.

Key Words: Artistic, Artistic gymnastics Gymnast, Gymnastic. , Gymnasium and Parallel bar

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CHAPTER ONE

1. INTRODUCTION

1.1. Back Ground of Study

Sport science is one of the components of the general educational process and that is utilizes activity drives inherit in each individual to develop a learner of participant physically, neuromuscular, intellectually and emotionally. It is one of the branches of educational which is given at all educational levels it includes various educational disciplines such as Gymnastic, Athletics, Football, basketball, volley ball, hand ball, miner games etc. “The fundamental purpose of sport science activity the establishment and maintenance of computerize attitude, ideals, drives, and conditions which each individual to establish a pattern of living that provides satisfactory self-expression and adjustment through home. Community, state national and world citizenship experiences appropriate for each individual” (Clyde Knapp and Patricia hagman LEONHARD, 1968)

Sport science and physical activity plays a vital role in generating sound school program of sport science. They should be planned in a systematic manner based on carefully established aims, goals and objectively end should proved a ability of opportunity from which the individual can best meet his or her specific meets and interacted (Phyllis C. Jacobson and Ann Valentine ,1977)

Gymnastic; is the art of performing type of physical exercise course of study is given in school formal education and as well to study in the higher educational institutions. Gymnastic with its variety of activates proved opportunities to improve several important quantities and characteristics (J.M dent and Sons ltd, 1969).

The special qualities one can achieve form taking parity in gymnastic are great in number there are strength, flexibility, balance, speed, agility, self-confidence, self-discipline etc in additional to all the above it also important for the development of the three domains i.e. cognitive, psycho motor and affective. Educational gymnastics forms and important part of the P.E program in school encouraging the learner to develop skill and confidence according to their individual ability. Gymnastics are including the majority of physical education programs activity such as

tumbling, climbing, acrobatics, diving, free gymnastic balancing etc. We can divide educational gymnastic into two. These are basic gymnastic and apparatus gymnastic (Charles a. Bucher, 1975).

Basic gymnastic are done without apparatus on the floor while, Apparatus gymnastic; are perform with different gymnastic apparatus. In apparatus gymnastic there are several types of equipment artistic gymnastic equipment, rhythmic gymnastics equipment, trampling etc. Artistic gymnastic usually is dividing in to two. They are men's artistic gymnastic (MAG) and women's artistic gymnastic (WAG) each group doing different events and activates (FIG Men's Technical committee, 2001). Men compete on man artistic gymnastic (MAG) there are floor exercise, pummel horse, stilling ring, value [vaulting horse], parallel bar and Horizontal bar. Women compete on women artistic gymnastic (WAG) those are floor exercise, vault [vaulting horse], uneven bar [asymmetric bar] and beam balance (FIG Women's Technical committee, 2001). In the past in some country's women competed on the rings and the high bar too (Charles a. Bucher, 1975).

1.2. Statement of problem

Gymnastic plays a great role in physical exercise. It is the corner stone of many activities because it helps to develop all fitness components. However, the student's faces so many challenges while practicing these artistic gymnastics activity in Wolkite university sport science students .Researcher's is highly interested to access the problem of student to perform artistic gymnastics that can contribute to students achieving many elements of the movement and physical activity standards. The development of the motor ability and sports skills of peoples has been considered important in the sport science curriculum. Like other physical educator forms of gymnastics has been emphasized for pursuing life-long physical activity and for the versatile development of fitness and motor abilities. A qualitative assessment of the factors in teaching gymnastics provides knowledge about the nature of gymnastic education. The tasks in effectiveness study of gymnastic education based on empirical researches have been identified in relation to a process setting where relationship between teacher behavior and students achievements and efficiencies of different teaching methods.

As the researcher tried to describe in the above section, In Ethiopia, various studies have found that many studies in the field of physical education especially gymnastic focused on student's attitudes among other issues. Yet, none of them are focused specifically on challenges in performing artistic gymnastic practically. Accordingly, this gap triggered the researcher to conduct this study. Thus, based on the above-mentioned reasons the researcher was trying to answer the following questions.

1.3. Basic research Question

This research was focused on investigating and digging out the problem by raising the following research questions.

1. What are the major challenges (barriers) on performing artistic gymnastic skill during practical session?
2. How match extents does artistic gymnastic activities implemented by teacher during gymnastic practical session?
3. Does students and sport science teacher are interested in artistic gymnastic session?

1.4. Objective of the Study

1.4.1. General objectives of the study

The general objective of the study was to identify the challenges of students in performing artistic gymnastic practical class in case of wolkite university third year sport science students.

1.4.2. Specific objectives of the study

- To identify major challenges (barriers) on performing artistic gymnastic skill during gymnastic practical session.
- To examine the extent that artistic gymnastic activities implemented by teacher during gymnastic practical session.
- To initiate students and sport science teacher to be interested in artistic gymnastic session.

1.5. Significance of the Study

This study may have certain outcomes which help to discover or to reach conclusions and helps to aware the about artistic gymnastic skill in practical class and also help to alleviate the challenges for student's problem to perform it's skill in third year sport science of wolkite University. Finally, this study may help for other researchers as baseline information for future.

1.6. Limitation of the Study

The researcher was face the following problem during working this senior essay

- Lack of time Lack of budget
- Computer access
- Involuntarily of some students

1.7. Delimitation of the Study

This study was conducted on challenges of students in performing artistic gymnastic practical class in case of wolkite University third year sport science of students.

1.8. Operational Definitions

- ✓ **Artistic:** is a type of gymnastic which has very beautiful patterns, or a beautiful attractive movement.
- ✓ **Artistic gymnastics** Artistic gymnastic: is one part of gymnastic that has six men apparatus and four women apparatus. (Artistic Gymnastics, History, 2006)
- ✓ **Gymnast:** someone who good at doing physical exercise especially who competes against other people in gymnastic
- ✓ **Gymnastic:** a sport including skilled and controlled physical exercise and movement often performed in completion.
- ✓ **Gymnasium:** a special hall or room that has equipments for doing physical activity or exercise
- ✓ **Parallel bar:** is a gymnastic tool that consist a pair of horizontal bars on posts, which are used for doing physical exercise.

- ✓ **Recreational facilities:** are facilities or equipments which are useful for the purpose of recreation in utilizing recreational activates.
- ✓ **Rhythmic:** a type of gymnastic performed by repeated regular intervals, or a gymnastic movement by forming a regular pattern or beat with music.
- ✓ **Stall bar:** is a parallel bar its height is not more than one meter which is used to setups and push-ups.
- ✓ **Trampoline:** is a type of gymnastic performed by jumping-up and jumping –down, it includes springs.
- ✓ **Sport** is all forms of competitive physical activity or games which, through casual or organized participation, aim to use, maintain or improve physical ability and skills while providing enjoyment to participants, and in some cases, entertainment for spectators *(*Council of Europe, 2012)

1.9. Organization of the Study

The study has five chapters. The first chapter is introduction, which includes background of the study, statement of the problem, objective of the study, significance of the study, delimitation of the study, operational definitions of key terms and organization of the study. The second chapter deals with the review of related literature which provides detailed information related to artistic gymnastic skill and its benefits for the student's in particular with opinion of different writers. The third chapter deals with the method and materials. The fourth chapter comes with the results, and discussion collected through questionnaire, and document analysis, while Summary, conclusions and recommendations are dealt comes at the fifth chapter.

CHAPTER TWO

2.LITERATURE REVIEW

2.1. The History of Gymnastics

The word gymnastics was given us by the ancient Greeks, who in their five countries of cultural supremacy elevated physical exercise to a level never before or since. But even so there are records of gymnastic thousands of years before then. To seek the beginning of gymnastics is to

seek the beginning of mankind. With the coming of the Greek and Roman civilizations, gymnastics and all forms of physical Endeavor flourished as never before and reached a level which is unique in history. The only physical activity which appears to preserve a vital link with the present day sport and which certainly deserves mention was the acrobatics performed by the jugglers and jesters. Gymnastics and physical education occurred mainly in Germany, Denmark and Sweden jean-Jacques Rousseau, the great French Philosopher, had also foreseen and promoted in his writing numerous theories on education and sport (Charles a. Bucher, 1975).

In Germany, Basedaw (1723-90) and Goths Muth (1759-1839), both started schools in which physical education formed an essential part of the curriculum Goth Muth's book gymnastics for the young, become popular in many countries and able his teaching to travel far. Pehr Henrik Ling (1776-1839) of Sweden, and Johann Fredrich Ludwig Jahn (1776-1839) of Germany must have influenced our sport today more than any others, yet each followed a very different path.

Our brief history of gymnastics has now almost reached the present day. But it cannot be concluded without reference to the modern Olympics. This great rebirth of sport gave it respectability and an international status which was sadly leaking during the nineteenth century. Johann Bernnard Basedow (1723-90) was affirm advocate of Rousseau philosophy "the weaker the body the more. It commands, the stronger it is the better its obey- a debilities body enfeebler the soul" and so when Basedow founded the philanthropist the accent on "natural education" argument by" education of mind and body Gusts Muths (1759-1839) known as the "Grandfather of gymnastics" for his outstanding contribution to the activity's growth, produced the first written work on modern gymnastics in 1793 "gymnastics for youth" his program describes progressions on the sloping beam, climbing poles, hope ladders, and climbing ropes, various balance exercises and exercises on the swinging beam. The exercise designed primarily for the individuals as related to natural environment gave to the student the satisfaction of personal accomplishment trough both self-testing group activities.

2.2. Gymnastics in Modern Europe

Hjalmar Fredrick ling (1882-1886) was a leader in the development of the Swedish gymnastic movement. Motivated by the desire to prove a "total gymnastic program" for all the people of major significance was the system's contribution to mass body activity. He would direct several

hundred students to execute simultaneously the same floor exercise drill this truly was the initial impetus behind the formulation of team drills in exhibition gymnastics. Gymnastics was one of the seven sports included in that first great modern Olympiad at Athens in 1896. It has been included ever since. At first the competitions were only for teams, and although exercises were performed on the apparatus, there was no floor exercise as we know it today (Robert. N and Walter. D, 1976).

Instead, a team of gymnastics perhaps many as a hundred, would perform a massed display item. At first, the Olympics were essentially a man's world, the emancipation of women had not begun, and the first participation of women gymnastic in the Olympic was not until 1928. It is a Britain's credit not a British women's team took part in that historic event at Antwerp. It is the continental influence which has bought about such improvement in women's performance especially that of the Russians the East Germany and the Czechs is almost beyond comprehension. But like all human efforts in sport art and science. There will always be a striving forward (Robert N. Snger and Walter Dick, 1974).

2.3. Concept About Artistic Gymnastic

The dictionary tells us that a gymnast 'is an expert in gymnastics': that a gymnasium 'is a place or room for practicing gymnastics'. Then the most lucid of all descriptions- gymnastic, 'of gymnastics involving bodily exercise developing the muscles originally performed whilst naked'! I think we need go no further gymnastics is a misunderstood sport. Gymnastics could and does provide a healthy and morally acceptable outlet for our over exuberant youth of today. Gymnastics is a sport involving the performance of sequences of movement requires physical strength, flexibility, handstands, forward and backward rolls, aerials, cartwheel, tucks, somersault, etc. The ancient Greeks including skills for moving and dismounting skills in ancient times the term implied exercise taken in by men in a gymnasium avenue for intellectual and physical education. Artistic gymnastic is dividing usually in to men's artistic gymnastic (MAG) and women's artistic gymnastic (WAG) each group doing different events and activates. Man compete on (MAG) there are floor exercise, pummel horse, stilling ring vault [vaulting horse] parallel bar and women compete on (WAG) those are vault [vaulting horse], uneven bar [asymmetric bar], beam balance and floor exercise. In the past in some courtiers women

competed on the rings and the high bar too. The following are lists of disciplines included in men's and women's artistic gymnastic (Charles a. Bucher, 1975).

2.3.1. Men's Events

2.3.1.1. Floor Exercise

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

2.3.1.2. Vault

The vault is an event as well as the primary piece of equipment used in that event. Unlike most of the gymnastic events employing apparatuses, the vault is a common to both men's and women's competition, with little difference between the two categories. A gymnast sprints down a runway, which is a maximum of 25 meters in length, before leaping onto a spring board. Harnessing the explosive energy of the spring, the gymnast directs his or her body hands-first towards the vault. Body position is maintained while "popping" (blocking using only a shoulder movement) the vaulting platform. The gymnast then rotates his or her body so as to land in a standing position on the far side of the vault. In advanced gymnastics, multiple twists and somersaults may be added before landing. Successful vaults depend on the speed of the run, the length of the hurdle, the power the gymnast generates from the legs and shoulder girdle, the kinesthetic awareness in the air, and the speed of rotation in the case of more difficult.

2.3.1.3. Pommel horse

A typical pommel horse exercise involves both single leg and double leg work. Single leg skills are generally found in the form of scissors, an element often done on the pommels. Double leg work however, is the main staple of this event. The gymnast swings both legs in a circular motion (clockwise or counterclockwise depending on preference) and performs such skills on all

parts of the apparatus. To make the exercise more challenging, gymnasts will often include variations on a typical circling skill by turning (mores and spindles) or by straddling their legs (Flares). Routines end when the gymnast performs a dismount, either by swinging his body over the horse, or landing after a handstand.

2.3.1.4. Still ring

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

2.3.1.5. Parallel bars

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

2.3.1.6. High bar/Horizontal Bar

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

2.3.2. Women's events

2.3.2.1. Floor exercise

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

regular floor. Female gymnasts perform a choreographed exercise 70 to 90 seconds along with music. The music is instrumental and cannot include vocals. The routines consist of tumbling passes, series of jumps, dance elements, acrobatic skills, and turns. Elite gymnasts may perform up to four or five tumbling passes that include three or more skills or 'tricks" Gymnasts in the lower competitive levels usually execute only do one or two tumbling passes. There is white line which must be measure 4 sides for more accuracy. 12 m x 12 m including inbound lines on all sides. To adjust the white line, place 2 lines approximately 45 cm (18 inches) from edge of the floor. (WAG Equipment - Specifications and Measurements Procedures - November 2004 Edition)

2.3.2.2. Vault

Table: Height 125 cm from the floor (± 1 cm)

Runway: 25 m Landing mats: 20 cm (± 2 cm)

Supplementary mat: 600 cm x 200 cm x 10 cm (± 10 mm)

The supplementary mat must be attached to the landing mat. Its use is optional.

Boards: Adjustable boards are no longer allowed. Before the training sessions at each National level competition, a representative of Sport and the Women's National Coach will determine the configuration for one soft, one medium and one hard board. The configuration will remain the same for the training sessions and the entire competition (for Novice, Junior Senior and Open). The deduction for unauthorized use of equipment will be applied if the configuration of a board is modified by an athlete or her coach. Measuring the height of the table; From the landing end of the table, measure 68 cm and draw a line on top of the table towards the side of the table. Place a wooden board across the table, lining it up with the line drawn on the vault and measure from bottom of board overhanging on the side of the table to the floor (125 cm). (Ibid)

2.3.2.3. Balance beam

The gymnast performs a choreographed routine from 70 to 90 seconds in length consisting of leaps, acrobatic skills, turns and dance elements on a padded sprung beam. Apparatus norms set by the (FIG) International Gymnastics Federation (used for Olympic and most elite competitions) specify the beam must be 125 cm (4') high, 500cm (16') long, and 10 cm (4.5") wide. The event requires in particular, balance, flexibility and strength. Height: 125 cm to the

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

2.3.2.4. Uneven bars

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

- ✓ High bar: 246 cm to the floor (± 3 cm in Canada and ± 1 cm FIG)
- ✓ Low bar: 166 cm to the floor (± 3 cm in Canada and ± 1 cm FIG)
- ✓ Height is measured from under the rail while diagonal is at 180 cm. Measure the rails from “wood to floor” for height and “wood to “wood” for diagonal.
- ✓ Diagonal: 130 cm to 180 cm – measured from inside of both rails in diagonal
- ✓ For more accuracy, measurements should be made where the wooden part of the rail inserts into the metal tube. This will ensure that the tape is straight and perpendicular to both rails.
- ✓ Mount: 8 m (measured from center of bars in Canada)
- ✓ Dismount: 6 m (measured from center of bars in Canada)
- ✓ Landing mats: 20 cm (± 2 cm)
- ✓ Supplementary mats: 400 cm x 200 cm x 10 cm (± 10 mm). Its use is optional. (Ibid)

2.4. Gymnastic Aim and Benefit

A gymnastics programmer aims to extend these basic skills through a series of progressive physical challenges. The focus is on the body and body management skills as children explore the range of possibilities within their own limitations of movement (Heath et al. 1994). By using often familiar actions, children extend their body capabilities and explore aspects of their environments as they explore the different surfaces on which they move. As they get older and increase in experience, they develop their kinesthetic awareness and learn to judge the speed, force and directional qualities of their movements. Gymnastics aims also to develop control and quality of movement. Movement actions comprise traveling, turning, rolling, jumping, balancing, swinging and climbing. Through work in this area, children link movements together on the floor and on simple apparatus showing understanding of concepts such as precision, body tension, stillness, extension and fluency in movements that are proficient and aesthetically pleasing. They are guided to work safely and cooperatively with other children. It is also important that they appreciate movement and can describe and talk about what they observe (Ruth Morison, 1969)

Reynolds (2000) believes that gymnastics promotes problem solving, individuality and creativity; as children explore, practice and refine their actions, they are able to improve the execution of specific skills and apply this skillfulness in different contexts with imagination and creativity. A physical education program featuring gymnastics benefits children in many areas. It improves body management and control and aids the development of locomotive, none locomotive, and manipulative skills. It promotes endurance, strength, flexibility, agility, and coordination. Their abilities in turn relate to health and fitness. In addition, gymnastics can improve cognitive and affective outcomes in the areas of problem solving, body mechanics, and aesthetics.

2.4.1. Physiological development

Physiological development in gymnastics is concerned with health- related fitness concepts. Over time, work units in gymnastics should emphasize cardio respiratory development, muscular strength and endurance, and flexibility. During periods of warm-up, children can derive cardio

respiratory benefits by running, hopping, skipping, and jumping. They can also use traveling actions to approach- jump onto, along, and off- benches, boxes, beams, and other pieces of equipment to attain continuous movement. Continuous repetition of simple sequences, such as running on the floor and rolling or wheeling across mats, can also achieve a cardio respiratory effect. Cardio respiratory fitness does not take place in a vacuum, however. It cannot be achieved in a 1 or 2 day a week program or in a 5 minute warm-up. When gymnastics is combined with other efforts such as fitness breaks during the school day, walking and running programs, and an active over-all program, it will contribute to-ward cardio respiratory development.

2.4.2. Cognitive domain

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

2.4.3. Basic knowledge

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

2.4.4. Higher-order thinking skills

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

2.4.5. Affective domain

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

2.4.6. Aesthetic Development

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

2.4.7. Psychological development

Children learn what they can and cannot do with their bodies. In gymnastics system that promotes body management children will discover appropriate challenges within their ability level. Challenges require some risk taking, courage, and perseverance. If you present tasks, lessons, and units in a logical sequence, children will challenge themselves to do their best work, overcome some fears, learn their limits, and probably develop a healthy measure of self-esteem. Children's natural movements as they climb, swing, roll, scramble over objects and balance are so much a part of childhood. All children enjoy the thrill of these actions, the physical challenge and the opportunity to shape their movement responses in their own creative fashion. In short, 'they do impossible things in impossible ways' (FIG Men's Technical committee, 2001).

2.4.8. Movement development

Between the ages of 2 and 7 years, the movement capabilities of children enter a period of acceleration. This is the time when 'children lay the foundations for a lifetime of movement' .It is a time for developing mastery in generic movement skills and for children to test themselves physically in different environments. Children of this age enjoy the thrill of discovering how fast they can run, how quickly they can climb, if they can travel across the monkey bars and mater the slide in the playground or park. Movement activities can be viewed from various perspectives but all are based around the three categories described earlier' namely stability,

locomotion man manipulation as these is found in the movement behaviors for all ages. One common classification is into fine motor and gross motor activities (Malina and Bouchard 1991).

Fine motor activities involve movements that require precision and dexterity, usually regulating the use of hands and eyes together. Movement patterns in this category range from writing, drawing, cutting, pasting and the manipulation of small objects and instruments. Gross motor activities involve the whole body or major segments. Often referred to as 'fundamental motor skills', they include such skills as running, jumping, galloping, hopping, throwing and kicking (Williams 1983)

2.5. Factors That Effect on the Implementation of the Artistic Gymnastic

2.5.1. Time allotment

According to the physical activity nature of the subject it needs more time than any other academic subjects. It is clear that one the teaching of physical education more time is needed before begging the main topic and after the end the topic rather than any subject. Artistic gymnastic take more time than other physical education activity because it is the subject nature. "...Five minutes at the start and ten minutes at the end are needed for dressing and showering, the longer the period the higher the percentage of time available for physical activity. A sixty minute period allows 75% of the total time for activity other than dressing where as a frothy-minute class permits 62.5% relative long periods are advantageous for physical education classes" (Volumer 1979) describes, "The matter of time allotment is great importance because no program of activities can operate successfully unless a proper time allocated". (Knapp and Leahand 1968) put the usefulness of the time when it is lengthen. "Physical education is almost unanimous in the brief that a daily period referred in both elementary and secondary schools if the developmental recreational and skill needs of young people are to be met with reasonable adequacy

2.5.2. Class size

In 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 teacher's effectiveness ... the effectiveness of both others teachers and physical education teacher will be seriously hampered if there are an excessive number of pupils..." according to (Charles a. Bucher, 1975) Although it is recommended that "physical education classes contain the same number of children as the classrooms (e.g., 25 children per class)" some schools and districts schedule two or three classes at the same time, which means the PE teacher must teach 60 or more children simultaneously. Although this makes the teacher's job difficult, there are ways teachers can develop the content to provide children with positive (albeit far from ideal) learning experiences. For example, the use of stations or learning centers, is probably one of the more efficient ways to organize large groups of children (Graham, 1992)

2.5.3. Facilities equipments and supplies

An excellent educational program doesn't correctly implement without facilities and equipments. For implementing the program property the appropriate facilities and equipments and supplies must be sufficient. Especially artistic gymnastic can't teach without apparatus and supplies one of the most importance's in conducting a comprehensive program of physical education in the secondary school. In the physical education program the materials should participated whose students in the manner of avoiding the limitation of the class time. Regarding to those (Charles A. Bucher, 1975) 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" adult 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. According to (Charles Bucher 1975) describes regarding to physical education equipments,

“Audiovisual centers will be readily available for individual students study on various sport skills or other aspects of physical education centers will contain television, movies, super 8 cassette, tapes and teaching machine. Materials such as rules strategies facts of anatomy, and first aid will be programmed, so more time will be free for skill development” (Charles A. Bucher ,1975).

One reason why large class sizes are not recommended is that most physical education pro-grams do not have sufficient equipment not even for 25 or 30 children. Consequently, if teachers are not careful, the children spend fact; some teachers have no indoor space whatsoever. Others have no grassy areas. Following are some ideas and suggestions for how the content in this book can be adapted for limited indoor or outdoor space. Teaching gymnastics outside is not ideal, but it is workable. In the south, where many schools often do not have gyms, there may be no other choice practicing gymnastics and a blacktop surface, with or without the protection of a roof, on the playground, or on an open grassy area can be difficult you need to be creative (Richard Bailey ,2003)

2.5.4. 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. Regarding to (Clyde Knapp and Patricia hagman LEONHARD, 1968).described as follows: “... a time near the middle of the morning or near the middle of the afternoon is favored by some schools for physical education classes. Among reason given for favoring this mid-half-day times are these (1) A break from the variation of secondary class room activity is needed, (2) before school and after school physical activity makes physical education classes near the beginning or near the end of a session unnecessary (3) early morning hours should be reserved for more difficult subjects and (4) physical activity should be avoided after meals”. In addition to Knapp and Leonhard regarding to the above (Charles A. Bucher, 1975) stated “the instructional program should schedule to allow for maximum. Participation and adequate time for each pupil to have an opportunity to gain the satisfaction that comes from achievement” When doing scheduling the class we many considerations are in mind.

Regarding these (Ruth Morison ,1969) put as follows. “Scheduling of physical education classes represents an important administration function involving the total school program. Consideration must be given to relative needs among the various areas of the school program. On the other hand scheduling factors as time available group structure, time of day, class size and handling of special students, fundamentally affect a physical education teacher’s choice of activity and methods and ultimately, of course the kinds of results achieved. To modify these ideas also (Charles A. Bucher, 1975) put as follows “physical education and science laboratory periods should also be given particular consideration because there are usually fewer physical education and science and science laboratories available than rooms other subjects”. If the administrators or anybody that has a capacity to schedule a period there must be account conditions before planning, regarding to these (Charles A. Bucher, 1975) “scheduling should be done according to plan. The plan for scheduling should be based up on: (1) the number of students taking physical education, (2) the number of teachers available to teach physical education (3) the number of rooms or teachers stations available. This plan should provide from early scheduling of physical education.”

2.5.5. 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 and direction. 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”. 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 (Charles A. Bucher, 1975) 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.

CHAPTER THREE

3. METHODS AND MATERIALS

3.1. Description of the Study Area

This study was conducted in wolkite university in the department of sport science. It was located in southern part of Ethiopian, a distance measured from south-east of Addis Ababa165 km.Gurage is a zone in the Ethiopian southern, Nations, Nationalities and Peoples, Region(SNNPR). Gurage is bordered on the southeast by Hadiya and Yem special woreda on the west,north and east by the Oromia Region, and on the southeast by Silt'e. It's highest point is mount Gurage. Wolkite Town is the administrative centre of the Gurage zone.Wolkite University is south-east of Addis Ababa and campus was established or started teaching and learning activities in 2004E.C academic year as a University.

3.2. Study Design

Quantitative and qualitative descriptive research design was involved to identify Challenges of student in performing artistic gymnastic skills in practical class in case of Wolkite university third year sport science students.

3.3. The Study Population

The populations of the study participants was totally 37 students of third years sport science students and 14 teachers of Wolkite University.

3.4. Source of Data

For this study the researcher were primary and secondary source of data. The primary data was collected from students by giving questionnaires', and secondary data collected from internet, earlier research and government publication.

3.5. Sample Size and Sampling Technique

Sampling method or technique is the scientific technique for selecting representative of the target population to provide the required estimation. The sampling technique used in this study was simple random sampling techniques. The researcher selected (10) male students, (10), female students and (3) teachers from the total population of 37 students and (14) teachers by using simple random sample technique.

3.6. Instruments of Data Collection

In order to gather adequate and reliable data the researcher was questionnaires and interview as data gather, tool.

3.7. Methods and Procedures of Data Collection

The first things in collection process of data were getting permission from sport science department. After the permission the researches was introducing him selves for the students and explain the objective of the research and ask their willingness for their participation in full filling the questionnaire. Then, based on the roll number on the roster from their department of students are randomly selected and the questionnaire were distributes and clarification will given on how they fill out and all was duly return back, and interviewing them if needed.

3.8. Method of Data Analysis

The collected data was analyzed using descriptive statistics, such as frequency and percentage, were used to identify challenges of student in artistic gymnastic skill of practical class in case of Wolkite University third year sport science.

3.9. Ethical Issues and Code of Conduct

The study was deal with the ethical issues; it can protect the privacy of research participants and make guarantees and confidentiality in risk of harm as a resu.

CHAPTER FOUR

4. PRESENTATION AND ANALYSIS OF THE DATA

4.1. Frequency of Third Year Sport Science Students With Respect To Sex to Sex and Percentage.

Variable		Frequency	Percentage
Sex	Male	10	50%
	Female	10	50%
	Total	20	100%
Age (year)	20-25	16	80%
	26-31	4	20%
	32 and above	0	0
		20	100%

4.2. General Characteristics of the Respondents

Table 1; Do you like artistic gymnastic practical class?

Roll no. 1,	Alternative	No of respondent	Percentage (%)
	Yes	15	75%

	To Some Extent	4	20%
	No	1	5%
	Total	20	100%

As the above table indicate 15(75%) of student of the respondent yes to participate in artistic gymnastic practical class and 4(20%) student to some extent and 1(5%)"No "artistic gymnastic practical class. From the above information we can conclude that, more than of students have enough idea about the benefit of artistic gymnastic and skill. Almost greater numbers of students have enough concepts about the benefit of artistic gymnastic in practical class.

Table; 2, Do you believe artistic gymnastic practical class makes better your health and body condition?

Do you believe artistic gymnastic practical class makes better your health and condition?	Alternative	No of respondent	Percentage (%)
	Yes	19	95%
	To Some Extent	1	5%
	No	0	0
	Total	20	100%

As the above table indicate (19)95% of student of the respondent believed yes that, artistic gymnastic practical class makes better your health and body condition and (1)5% student believed to some extent artistic gymnastics practical class to make better their health and body conditions. From the above information we can conclude that, more than 90% of students have enough idea about the benefit of artistic gymnastics and skill. Almost greater numbers of students have enough concepts about the benefit of artistic gymnastics practical class.

Table; 3, Do you think that artistic gymnastic is important to improve students/gymnasts performance?

Do you think that artistic gymnastic is important to	Alternative	No of respondent	Percentage
	Yes	17	85%

improve students/gymnasts performance?	To Some Extent	1	5%
	No	2	10%
	Total	20	100%

Most of the respondent more than (17)85% replied that they believed that physical activity or exercise can help to keep their posture and (1)5% of student believe some extent and 2(10%) no believe artistic gymnastics but, not as much of 85% they believed by the value of physical activities or exercise. It is may have lack of awareness about the benefit of physical activities.

Table; 4, Do you believe that the extent of through appropriately planned program during artistic gymnastic practical class?

	Alternative	No of respondent	Percentage
Do you believe that the extent of through appropriately planned program during artistic gymnastic practical class?	Yes	8	40%
	To Some Extent	3	15%
	No	9	45%
	Total	20	100

As indicated from the above table (8)40%) of the respondent students believe that you can keep your correct posture by participating in physical education practical class exercise and (3)15%) believe to same extent and the other (9)45%) are not believe that you have by participating in artistic gymnastic practical class exercise. From the above information we can conclude that approximately greater numbers of students participating in artistic gymnastic practical class.

Table; 5, Do you think sufficiency of facilities and equipment affect the performance of students/gymnasts during artistic gymnastics?

	Alternative	No of respondent	Percentage
Do you think insufficiency of facilities and equipment affect the performance students	Yes	12	60%
	To Some Extent	4	20%

/gymnasts during artistic gymnastics?	No	4	20%
	Total	20	100%

As indicated from the above table (12)60%) of the respondent students said that the school field and equipments are available all the time for the students during physical education practical class and 4 (20%) believe to same extent and the other 4 (20%) are not said that the school field and equipments are available all the time for the students during physical education practical class. From the above information we can conclude that approximately greater numbers of students said that the school field and equipments are available all the time for the students during physical education practical class.

Table; 6, Are extrinsic factors like music sound influence your motivation to participate in artistic gymnastic during gymnast practical class?

	Alternative	No of respondent	Percentage
Are extrinsic factors like music sound influence your motivation to participate inartistic gymnastic during artistic gymnastics?	Yes	6	30%
	To Some Extent	3	15%
	No	11	55%
	Total	20	100%

Regarding the above table in average 30% of all the respondent supposed that, students encouraged by their parents to participate in physical education practical class, around 15% understood that to some extent and (55%) of respondents said that they were not encouraged by their parents to participate in practical activity. Based on the above table we can conclude that without cooperative encouragement, motivation and support by teachers, administrators and students parents the expected participation and performance in physical activity properly should not achieved.

Table; 7, is Artistic Gymnastic lesson is a part of fitness improving exercise in gymnasium?

	Alternative	No of respondent	Percentage
Is Artistic Gymnastic lesson is a part of fitness improving exercise in gymnasium?	Yes	11	55%
	To Some Extent	8	40%
	No	1	5%
	Total	20	100%

Regarding the above table in average 55% of all the respondent supposed that, Artistic Gymnastic lesson is a part of school practical physical education class, around 40% understood that to some extent and (5%) of respondents said that Artistic Gymnastic lesson is not a part of school practical physical education class.

Table; 8, How many periods per week you have for artistic gymnastic class?

	Alternative	No of respondent	Percentage
How many periods per week you have for artistic gymnastic class?	One	3	15%
	Two	15	75%
	Three	2	10%
	If no/more than	0	0
	Total	20	100%

Regarding the above table in average 15% of the respondent said that, physical education class have one periods per week, around 75% said that two periods per week and (10%) of respondents said that physical education class have three periods per week.

Table; 9, Do you think that the periods are sufficient to cover the content of Artistic Gymnastic?

	Alternative	No of respondent	Percentage
Do you think that the periods are sufficient to cover the content of Artistic Gymnastic?	Yes	8	40%
	To Some Extent	6	30%
	I don't know	6	30%
	Total	20	100%

Regarding the above table in average 40% of all the respondent believe that, periods are sufficient to cover the content of Artistic Gymnastic, around 30% understood that to some extent and (30%) of respondents said that they were not sufficient to cover the content of Artistic Gymnastic in practical activity.

Table; 10, Do you think that your teachers have enough knowledge and skill on Artistic Gymnastic?

	Alternative	No of respondent	Percentage
Do you think that your teachers have enough knowledge and skill on Artistic Gymnastic?	Yes	15	75%
	To Some Extent	2	10%
	I don't know	3	15%
	Total	20	100

As indicated from the above table (75%) of the respondent students said that teachers have enough knowledge and skill on Artistic Gymnastic during practical class and (10%) believe to same extent and the other 15%) are not said that teachers have enough knowledge and skill on Artistic Gymnastic during practical class. From the above information we can conclude that approximately greater numbers of students said teachers have enough knowledge and skill on Artistic Gymnastic during practical class.

Table; 11, is your teachers demonstrate or show the Artistic Gymnastic activity/skill during the practical class?

	Alternative	No of respondent	Percentage
Is your teachers demonstrate or show the Artistic Gymnastic activity/skill during the practical class?	Yes	18	90%
	To Some Extent	1	5%
	No	1	5%
	Total	20	100%

As indicated from the above table (90%) of the respondent students said that teachers demonstrate or show the Artistic Gymnastic activity/skill during the practical class and (5%) believe to same extent and the other (5%) are not said that teachers demonstrate or show the Artistic Gymnastic activity/skill during the practical class. From the above information we can conclude that approximately greater numbers of students said teachers demonstrate or show the Artistic Gymnastic activity/skill during the practical class.

Table; 12, Do you think that the physical education period allotment (allocation) is appropriate for practical Artistic Gymnastic class?

	Alternative	No of respondent	Percentage
Do you think that the physical education period allotment (allocation) is appropriate for practical Artistic Gymnastic class?	Yes	7	35%
	To Some Extent	6	30%
	No	7	35%
	Total	43	100

As indicated from the above table (35%) of the respondent students said that physical education period allotment (allocation) is appropriate for practical Artistic Gymnastic class and (30%) believe to same extent and the other (35%) are not physical education period allotment (allocation) is appropriate for practical Artistic Gymnastic class. From the above information we can conclude that approximately equal numbers of students said physical education period allotment (allocation) is appropriate for practical Artistic Gymnastic class

Table; 13, Are there sufficient facility, equipments and supplies in our campus to learn and practice Artistic Gymnastics?

	Alternative	No of respondent	Percentage
Are there sufficient facility, equipments and supplies in your school to learn and practice Artistic Gymnastics?	Yes	7	35%
	To Some Extent	4	20%
	No	9	45%
	Total	20	100

As indicated from the above table (35%) of the respondent students said that sufficient facility, equipments and supplies in our campus to learn and practice Artistic Gymnastics and (20%) believe to same extent and the other (45%) are not sufficient facility, equipments and supplies in our campus to learn and practice Artistic Gymnastics. From the above information we can conclude that approximately greater 45% of students said don't sufficient facility, equipments and supplies in our campus to learn and practice Artistic Gymnastics

Table; 14, How do you learn Artistic Gymnastic at your campus?

	Alternative	No of respondent	Percentage
How do you learn Artistic Gymnastic at your campus	more of practical	7	35%
	more of theoretical	9	45%
	both equally	4	20%
	we are not learn Artistic Gymnastic	0	0
	Total	20	100

According to the above table 35% of student said that learn Artistic Gymnastic at your campus more practically ,approximately (45%) said that learn Artistic Gymnastic at your campus more of theoretical but, 20% of students said both theoretical and practical.

CHAPTER FIVE

5. This chapter consists Summary, Conclusion and Recommendation

5.1. Summary

- The aim of resarcher was to identify and solves the challenges of artistic gymnastic in case of wolkite university third year sport sciences student.
- The population of the study was students in Wolkite University.the total number of the population is 37 students third year sport science department.
- The sample size of the study was 10 male and 10 female students in third year sport science, which found in Wolkite University and the sampling techniques was employed for the subject teacher .
- But the researcher was used primary and secondary sources of data via questionnaire and interview.
- The study was used questionnaire and interview to collect data so the questionnaire contain open ended questions.
- The study used across sectional servery design to draw out precise information about the problem, because the study is based on the respondents.

5.2. Conclusion

- The purpose of the research was to investigate problem of students in performing artistic gymnastic practical class in case of Wolkite university second year sport science students. To this problem, the investigator draws, the below mentioned conclusions. These were:
- There is enough facility equipment and supply and also appropriate field in the school to teach artistic gymnastic.
- The teachers knowledge and skill on artistic gymnastic is adequate, in addition age and body condition specially to demonstrate activity for their students is very strong. So they are demonstrative and even some teachers asked the researcher what artistic gymnastic mean.

- There is no supportive teaching aid such as picture and movies in the campus to teach artistic gymnastic effectively.
- Period allocation is not appropriate time for practice artistic gymnastic and also other practical class. Because of time allocation some students and teachers also not interested to learn and teach activities practically.

5.3. Recommendation

- According to the researcher understanding artistic gymnastic have a great role, as the researcher recommends some possible solutions for them previous mentioned problems.
- The educational bureau should prepare produce modified equipments and distribute among the campus which is used for artistic gymnastic. And also teachers can prepare some modify equipment for example parallel bar, horizontal bar from wood and mattress from grass.
- The ministry of education and curriculum designers should allocate enough time for physical education and bureau should work with federations and giving different work shop, short term and long term training for teachers.
- The ministry of education and federations cooperate and can prepare different picture and film (audiovisual) and distribute for campus and also even during other subject can transfer some artistic gymnastic activities or compactions to create some image in students mind and to motivate students.
- The campus administrators should allocate proper physical activity day time for physical education subject during allocation of periods.

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APPENDIX A

WOLKITE UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Questionnaires for sport science students

Dear, students firstly thank you very much in advance for your willingness to respond this questionnaire. The purpose of this questionnaire is to obtain data for the intended study, the challenges of performing artistic gymnastic skill in practical session. Therefore, since your response will contribute to investigation; the researcher would like to request for your honest response for the following question.

Instruction

- Please do not write your name
- Please indicate your response by encircling or underlying the choice that you want to answer

- Part one.Back Ground of information

- Sex. Male Female

Age. 20-25 26-31 32and above

- Part Two questionary related questions

1.Do you like artistic gymnastic practical class?

A. yes B. to some extent C. no

2.Do you believe artistic gymnastic practical class makes better your health and body condition?

A. yes B. to some extent C. no

3.Do you think that artistic gymnasties is important to improve studants /gymnasts performance?

A. yes B. to some extent C. no

4.Do you believe that the extent of artistic gymnastic can be implemented by teachers through appropriately planned program during artistic gymnastics practical class?

A. yes B. to some extent C. no

5.Do you think insufficency of facilities and equipment affect the performance of students/gymnasts during artistic gymnastis?

A. yes B. to some extent C. no

6.Are extrinsic factors like music sound influlence your motivatipn to paticipate in artistic gymnastic durig gymnastic ptactical class?

A. yes B. to some extent C. no

7.Is Artistic Gymnastic lesson is a part of fitness improving exercise in gymnasuim?

A. yes B. to some extent C.

8.How many periods per week you have for artistic gymnastic class?

A. One B. two

C. Three D. if no/more than _____

9.Do you think that the periods are sufficient to cover the content of Artistic Gymnastic?

A. yes B. to some extant C. I do not know

10.Do you think that your teachers have enough knowledge and skill on Artistic Gymnastic?

A. yes B. to some extant C. I do not know

11.Is your teachers demonstrate or show the Artistic Gymnastic activity/skill during the practical class?

A. yes B. to some extant C. no

12.Do you think that the physical education period allotment (allocation) is appropriate for practical Artistic Gymnastic class?

A. yes B. to some extant C. no

13.Are there sufficient facility, equipments and supplies in your school to learn and practice Artistic Gymnastics?

A. yes B. to some extant C. no

14.How do you learn Artistic Gymnastic at your campus?

A. more of practical B. more of theoretical

C. both equally D. we are not learn Artistic Gymnastics

APPENDIX B

Wolkite University

College of Natural and computational Science department of Sport science

Interview Question for sport science Instructor.

These Interview question are prepared to gather information from teacher about the challenges of students in performing Artistic gymnastic practical class in case of Wolkite university third year sport science students.

1.Do you think Wolkite university provided the necessity equipment and material for the artistic gymnastic in related to the number of students?

2.does gymnasium is suitable for practicing artistic gymnastic?

3.does students attend artistic gymnastics practical class?

4.Is there any extra clothing room for artistic gymnastic practical class?