



WOLKITE UNIVERSITY

**COLLEGE OF NATURAL AND COMPUTATIONAL
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DEPARTMENT OF SPORT SCIENCE

**FACTORS THAT AFFECTS MOTIVATION OF STUDENTS IN
GYMINASTIC PRACTICAL CLASSES IN CASE OF EMDIBIR
PRIMERY SCHOOL GRADE 5-8TH**

**BY: BELAYNESH H/MARIYAM
SUBMITTED TO: ABAY YISAMAW**

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APPROVAL SHEET

The undersigned here by certify that we have read and recommend to the college of Natural and computational sciences for acceptance a thesis entitled

“FACTOR THAT AFFECTS MOTIVATION OF STUDENTS INGYMNASTIC PRACTICAL CLASSES IN CASE OF EMDBIR PRIMERY SCHOOL GRADE 5-8TH ” by Belaynesh H/Mariam in partial fulfillment of the requirements of bachelor degree in Sport Science.

Name of Advisor : Abay Yisamaw Signature: _____ Date: _____

Name of Examiners: 1 Sntayehu Belhu Signature: _____ Date: _____

Name of Chairperson: Bzuneh Shamebo Signature: _____ Date: _____

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Abstract

The main objective of the study is to investigate the major factors that affect the motivation of students in gymnastic in practical class in Emdbir primary school. the study used descriptive survey design. From the perspective of the number of contacts from the study population it will be cross-sectional /survey/ study. To achieve the objectives of the study and to get adequate data from the participants this Study used both primary and secondary sources of data. The total population of this study was 696; among these 87 samples were selected through stratified random /proportional/ and judgmental sampling techniques. To collect adequate data questionnaire, interview and field observation were used. The collected data were analyzed both qualitatively and quantitatively. The results of this study show that there are a number of factors that affect the student's motivation towards gymnastic practical class. The main factors that affect the students motivation in gymnastics practical classes are; the students exercise background, their motivation level , their physical fitness level, and lack of practice behind normal programs.-By the collaborative efforts of the student and the teachers these factors can be minimized and the school should be under great preparation to fulfill the facilities and equipment of gymnastic. These can bring physical and psychological adaptation towards gymnastic practical sessions in Emdbire primary school.

Key Terms

- Apparatus-
- Apparatus gymnastic:
- Gymnasium:
- Tumbling:
- Physical fitness
- Motivation:
- Participation:
- Sporting:
- Practice:

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CHAPTER ONE

1. INTRODUCTION

1.1 Back Ground of the Study

The historical background of apparatus gymnastics traces back to ancient people . Regarding nationcloken and tumbling comprising our somewhat difficult to understand but can be placed at about 2600 B.c most when the chins development a few activates that resembles gymnastics particularly of the however the historical medial type and roman period of the history .

However the historical development modern gymnastics was very late and mostly associated with the invitation of different apparatus gymnastics E mauldon and J.loyson (1979:) described as follows.

The historical development of educational gymnastics was form 1940speriod as one of the invitation in the 1960 the material and the method were classification and conceptually oriented Apparatus gymnastics exercise with their variations of movements make them be suitable for different age groups and level of capacity .

Regarding its definition the word book encyclopedia (1994) sport in which competitor performs exercise on various types of gymnastic equipments .

Under department of sport science a lot of courses are included and given apparatus gymnastic courses

Have more of practical work conducted in filed and theoretical courses it forms an important part of physical education in the school for students encouraging the clearness to develop the skill and confidence accordingly to their individual abilities besides there are special qualities one can achieved by taking part in gymnastics such as cardio .

Even the presence of gymnastic apparatus is one an emigrate part of the training in school is known and there are many factors that affects the performance in practical the intended goal on apparatus gymnastics practical classes .

When apparatus gymnastics in Eimndbr primary school is view despite of its complementary importance to the whole sport science .it imports in sufficiently.

This mainly due to lack of apparatus equipment's such as the balance beam, vault ,high bar parallel bar, pommel horse, horizontal bar, still rings, uneven parallel bars , ropes etc. and the absence of well-constructed and fully equipped gym center field in the school, so that this factors highly influence the main objectives on apparatus gymnastics practical classes.

Therefore, whether the expected value are obtained the problem in the teaching learning processes of painting out solution to minimize the problems are main concepts of this research. For the researcher the initiated issue to deal with the major facers that affects the motivation of students in apparatus gymnastic in practical class. Was the above mentioned factors are faced in study area of Ember primary school, so that the researcher to identify such factors in study area, investigation what looks like the facilities and the equipment in study area and to give the remedial recommendation

The researcher has been conducted in SNNP GurageZone ChehaWereda in Emdeber Primary school in sport science .

The school in which the implementation of students motivation in apparatus gymnastic practical class was less as compared with other unit or chapter which is given to learners academic performance . this influenced many students result gymnastic practical class ..

1.2 Statement of the Problem

gymnastic is the performance routine, so developing this skill is very significant in field and plays declaration role to be successful in physical fitness.

Major factors are the factors which hinders the motivation of students in gymnastic practical class . affecting the motivation of students mean in flouncing the students initiation towards gymnastic and practical class mean during teaching apparatus gymnastic and practical class mean during tearing process of gymnastics in practice or darning period . This study would attempt to examine the major factors that affect the motivation of students in gymnastic practical class in Emdebr primary school.

The reason of focusing on this student would to know the various effects that has an impact on students motivation towards gymnastic then this study tried to identify the major factors. Therefore, this study tried to answer the following basic questions:

1. What are the major factors that affected the motivation of students in gymnastic practical session?
2. How the attitude of students affect gymnastic practical session?
3. What methods of teaching physical education teachers' used in gymnastics practical sessions?
4. What are the possible solutions to minimize the effects of those factors?

1.3 Objectives of the Study

1.3.1 General Objective of the Study

The general objective of the study is to investigate the major factors that affect the motivation of students in gymnastic in practical class.

1.3.2 Specific Objectives

The specific objectives of this study are:-

- To identify the major factors that affects motivation of students in gymnastic practical classes.
- To assess how the attitude of students affect gymnastic practical session.
- To identify the methods of teaching that physical education teachers' used in gymnastics practical sessions.
- To recommend the possible solutions to minimize the effects of those factors on gymnastics practical sessions.

1.4 Significance of the Study

The relevance of this study are stated as follows:

This study may have various significances for different stakeholders. Specifically, this study may bring benefits for students, physical education teachers, the school and the school community. Since, students are expected to achieve not only theoretical aspects of gymnastics but also

practical aspects. Thus, this study can help the students to improve their skills acquisition in gymnastics practical session.

Physical education teachers may also get significance change from this study. This study will show the major factors and the influence on students' gymnastics participation. By considering the findings of this study, physical education teachers can use a variety of methods, tools and strategies for the better students' skill acquisition in gymnastics.

The school also get important feedback for the delivery of physical education practical classes /gymnastics classes/. It will help the school to aware the gap between the objective of physical education and learning achievements and students' progress in gymnastics skills.

As well as, the findings of this study may help as a spring board for other researchers who are interested to investigate this area.

1.5 Delimitation of the Study

The scope of this study was to investigate the major factors that affect the motivation of grade five to eight students in gymnastic practical class. This study mainly focused on assessing the major factors of students 'motivation, methodology of teaching gymnastics and students attitude towards gymnastics practical class. Geographically, this study was delimited in Emdbir Primary School, which is located in SNNPR, GurageZone, Cheha Wereda.

1.6 Limitation of the Study

In conducting this study different kind of constraints were challenging the process.

Corona virus /COVID-19/ pandemic were the major challenge in conducting this study. The first challenge was occurred because of this pandemic all schools including Eimdbir were closed for more than half a year. Therefore, it was not possible to investigate the problem. The second challenge was occurred after the schools are re-opened. It was the pandemics transmission nature. As a result, it was not possible to disseminate questionnaire for the subjects. To fix this problem, the participants of the study were asked to answer all the questionnaire with keeping distance between the responder. It resulted for time constraints. To gather data from the subjects it required plenty of time.

The other challenge was printing and copy centers were closed because of the state of emergency in the country related with Covid-19 pandemic.

1.7 . Definition of Key Terms

- Apparatus: is the equipment need for a particular activity or task. (Oxford advanced learners dictionary (1995))
- Gymnastic: is a competitive sport for both men and women in which participants demonstrates body control over a wide range of a acrobatic exercise and other movements. (Word book of encyclopedia(2001))
- Apparatus gymnastic: is the gymnastics perform with equipment.
- Gymnasium: is a room or building for physical training athletic completion and games. Word book of encyclopedia(2001:447)
- Tumbling: is a basic motor skill that covers extensively the mechanics of rolling, turning, spring and twisting. (Nation C.loken jwillogh (1977)
- Physical fitness: is the ability to meet the physical demands of daily life efficiently and to resist associated with in activity. (World book of encyclopedia (2001;433)
- Motivation: is some kind internal fueling that encourages some bodes to do some action
- Participation: is the act of taking part in activities during physical class in education classes
- Sporting: is the art of giving assistance where most to success and to prevent the participants from injuries. (M, Dale e t al (1999)
- Practice: is doing activities especially in physical education.

1.8. Organization of the Study

This paper consists of five chapters. Chapter one includes background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, and definition of key term. Chapter two comprises with review of related literature on motivation, teaching gymnastic, teaching apparatus gymnastic, safety procedure in teaching apparatus gymnastics teaching motivational impact, feature of low motivation. Chapter three consists methodology of the study, study design, subject of the study, sampling size and sampling techniques, instrument of data collection, data processing and analyzing procedures. Chapter four includes data analysis and interpretation Moreover, chapter five comprises summary, conclusion and recommendation.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

In this chapter the review of related literatures are presented. Thus, conceptual, imperial and theoretical frameworks of the area are tried to address in this review.

2.1 Motivation

Motivation is one of the primary concern in the attitude of students theoretical and practical classes, Clarke and Starry (1996) said <<whatever it is that people do whatever it is they do >> motivation is <<a factor in a behavior that starts and directs activity and sustains it over a period (Rosser and Nicholson 1984, 399) motivation like other psychological constructs cannot be directly observed but we can directly draw inference about its motivation that might be operating.

The importance of the role of motivation in any learning activities is after un questionable. Therefore, motivate directly stimulate students motivation to leaden by a property structuring the learning environment in class room by using strategies to stimulant motivation for learning usually provide a very good mode of motivation to their students.

2.2 Teaching Gymnastics

Teaching gymnastic must start from simple activities to complex activities when teaching gymnastics tumbling for learning and practicing more advanced skill and performing with apparatus and special consideration should be given to the establishment of good safety habits.

Regarding this Erich Hughes's (1966:28) states that <<teaching 'gymnastic is a real challenged and very interesting. If it agrees demonstrating and existing sport that develops the physical and mental qualities that admire is our youth >> While teaching gymnastic effective sporting should be given to consideration needed for success and to prevent injury. Regarding gymnastic this M. Dlet al (1999) pointed out this <<spotting is such an important safety and teaching skill that it deserve special affection. If involves the supporting arcing or adjusting of the performer to aid in the completion of prevent possible injury from leading incorrectly >>

In general giving proper assistance is the most important in teaching learning process to maintain the interest and enhance performance.

2.3 Teaching Apparatus Gymnastics

The teacher will be concern with general condition safe use and maintenance of apparatus gymnastics the teacher will consider a number of possible choices on which be may base the task he sets According E.malu don and j.loyson (1979) <<Apparatus is a competent of being adapted to swipe diversity of abilities and presiding progressively difficult challenge so that experience individuals can choose the situation which answer the problem set by the teaching learning process of apparatus gymnastic the understanding of movement and observation are most important aspects. According to E .Maludon and J.loyson(1979) the teachers attention will be on the observation of space, body, speed energy. Relation and tension.

2.4 Safety Procedure in Teaching Apparatus Gymnastics

In teaching learning process of practical exercises maintain safety procedure is one the important aspects in physical education gymnastics is one of the sport fields that require are and great care and safety procedure regarding this .M. date. Et (1999) described certain safety rules to conduct apparatus gymnastic practical as follows .

- ❖ Apparatus will be make proper and remove adjustment and remove hazarded
- ❖ Adequate number of clean mats will be placed around the apparatus .
- ❖ Straight and skill are progressively the need for progressive from the simple to complex must be recognized
- ❖ Teacher will be muster the art of spotting through instruction and by practicing with supervision
- ❖ Flexibility and strength the exercise are necessary before and after practicing student strength development is also important feature of any gymnastics program .

2.5 Teaching Motivation Impact

Teachers are often expected maintain students motivation by intelligent grouping both the subject and the leaner side by side ,The awareness of the pervasive nature of motives and good is the first set up for teachers to distinguish in skill full enough manner and to identify the existing motives in students. Because of this motives are ignored the learners may shows

resistance to learning so a prior function of the learners management role is to motivate the learners who de motivated (wrights. 1987.53)

2.6 Characteristic of Low Motivation

Why do some student spend very little time on one subject on cause while speeding much on one students on cause while speeding much on other ?whatever their causes may be motivational problems in activities. the above question is very important as they show low motivation in the learners. The problems revealing many different ways, stripe (1988.1)cities.hat like cold or fine symptoms , motivational problems make known themselves I different shapes and sizes , now as see some of the symptoms, wright (1987:32) gives us about five indication. According to him students.

- ✚ Show negative attitude towards the subject to the course
- ✚ Do not show class room or gymnasium (field) participation very well .(kee)
- ✚ Show absenteeism attendance may falloff and those who come to practical class (gymnasium filed) may be observable emarkenmachr (1982) as located in stick (1988:12-13)also says that the direction of an individuation in addition , persistence is also related to motivation .it is to say the length of time one spends on an activity has relation with the motivation HE/SHE has concerning the subject .

CHAPTER THREE

3. METHODOLOGY OF THE STUDY

In this chapter the design and instrument used to gather information along with the selection of the subjects of the study and the method to analyze the data are discussed.

3.1 Research Design

This was targeted to identify the major factors that affect the motivation of students 'in gymnastic practical class. Therefore, the study used descriptive survey design. From the perspective of the number of contacts from the study population it will be cross-sectional /survey/ study. To describe the current state of the problem descriptive survey design was appropriate. As Demotte et al., (2005) advocated descriptive design provides information on large groups of people with very little effort and in a cost effective manner.

3.2 Source of Data

To achieve the objectives of the study and to get adequate data from the participants this Study used both primary and secondary sources of data.

3.2.1 Primary Source

This source of data used to gather primary data from the respondents. This data was collector.

ough open and close end Questionnaires, interview and field observation from students, physical education teachers and PTA.

3.2.2 Secondary Sources

The secondary source of data will collected from the previously organized data; such as annual plans, session plans, reports, minutes and students' and teachers profiles.

3.3 Population of the Study and Sampling Size

Currently Emdibr Primary school has 674 students, 12 teachers, and 3 directors. In addition, there are 5 Parent Teacher Association Members, and 5 School board members Therefore, the total population of this study was696.

The sample size in the study was determined by using Yamane (1967) formula, at 95 % of confidence level and ± 10 % level of precision ($e = 0.10$).

The sample size will be draw using by Yamane (1967) formula: $n = \frac{N}{1 + N(e)^2}$

Where: n = Sample siz N = Total population (household)

e = margin error (Precision)

Thus:

$$n = \frac{696}{1 + 696(0.10)^2}$$

$$n = \frac{696}{1 + 696 \times 0.01}$$

$$n = \frac{696}{1 + 6.96}$$

$$n = \frac{696}{7.97}$$

$$n = 87.4 \approx 87$$

The sampling approach for questionnaire will be proportionate stratification; the sample size of each stratum is proportionate to the population size of the stratum. The strata sample size is determined by the following equation: $nh = \frac{Nh}{N}xn$ Where, nh is sample size for stratum h , Nh is the population size for stratum h , N is total population size of students. In order to fit the subjects with the data gathering tool, students will selected from grade 5 to 8 ($N = 674$), n is total sample size for students ($n = 87$).

Table 3.1. The stratification is as indicated in the following table:

No	Grade level (stratum (nG8,7,6,5))	Population in stratum (Grade level (NG))	Sample size in stratum (Grade level) $nG = \frac{NG}{N} \times n$
1	Grade 8 (sample size for grade 8 (nG8))	184	$nG8 = \frac{184}{674} \times 87 = 23.75 \approx 24$
2	Grade 7 (sample size for grade 7 (nG7))	189	$nG7 = \frac{189}{674} \times 87 = 24.4 \approx 24$
3	Grade 6 (sample size for grade 6 (nG6))	151	$nG6 = \frac{151}{674} \times 87 = 19.5 \approx 20$
4	Grade 5 (sample size for grade 5 (nG5))	150	$nG5 = \frac{150}{674} \times 87 = 19.4 \approx 19$
5	Grade 5 – 8 total	674	87

3.4. Sampling Techniques

The study used stratified random/proportional/ and judgmental/purposive sampling techniques for different groups in Emdibre primary school. Therefore, students from different grade levels (grade 5 – 8) were selected through stratified (proportional) sampling method. As well as, school directors, sport science teachers, PTA members, school board members (Board chairman, and a member) were selected through judgmental sampling method

3.5 Instruments of Data Gathering

To collect adequate data from the respondents the study used questionnaire, interview and field observation as data gathering tools.

3.5.1 Questionnaire

Questionnaire was developed to collect necessary information from stratified randomly selected student and their teachers. This tool were used to gather data in relation to students motivation level, students attitude towards gymnastics practical session, teachers methodologies on the practical sessions, and the major factors that affect students motivation in the study area.

Therefore, both closed-ended and open-ended questionnaires were administered. The questionnaires were administered for 3 sport science teachers and 87 students (all students from different grade levels (grade 5, 6, 7, and 8).

3.5.2 Interview

The second instrument was interview. It was administered by keeping recommended distance with each other and via phone interview when it was necessary to avoid contacts with highly venerable individuals for Covid-19

Interview was administered for 12 subjects (1 director, 2 vice director, 3 sport science teachers and 3 PTA member, 3 school board members (Board chairman, and a member),23 students those individuals were selected through judgmental sampling method.

3.5.3 Field Observation

This tool was used to gather data from the actual gymnastics practical sessions in the school.

The main intention of field observation was to investigate the extent of student's participation and motivation in the practical session, to analyze the teacher's methodology, session plan, teaching aid, support and feedback, and strategies to prevent injury by physical education teacher. The observation was supported by check-list.

3.6 Data Processing and Analyzing Procedures

3.6.1 Data Processing

At this stage the data were organized, edited, coded and classified and then the data were clacked and adjusted.

3.6.2 Data Analysis

The data that were gartered through multi tools were analyzed both quantitatively and qualitatively. Data that gathered through questionnaire, interview and field observation was organized ,tabulated analyzed, and interpreted using percentage and rating scale respectively.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRITATION

This chapter deals with interpretation and analysis of data that gathered through questionnaire, and interview and field observation.

4.1 Analysis of responses of students

The researcher deal with responses of students grade 5-8th students from total 674 (six hundred seventy four)out grade (87) copies of questionnaires were distributed for Emdibre primary school *14* questions were presents to them result of students questionnaire

Table 4.1.1. Description of student's respondent to questionnaire

No	Item	Response	Noofrespondents	Percentage (%)
	Sex	Male	43	49%
		Female	44	51%
		Total	87	100%
	Age	12-16	27	31 %
		16-20	56	64%
		20 and above	4	5%
		Total	87	100%
	Grade level of students	Grade 8 th	24	28%
		Grade 7 th	24	28%
		Grade 6 th	20	23%
		Grade 5 th	19	21 %
		Total	87	100%

As show in the above table 1- 44(51 %)of student were female and .43(49.%)the students were males .The above table also shows 27.(31.%)of the student were found between the range 12-16 year 56(64%) of the student were between 16-20 years . and 4(5%) above 20 year and the rest ofage. From the totalnumber of87 (100%) students. This shows that most of the students were in the age ,which is the important age for achieving skills early .

Table 4.1.2. Number of days allotted for apparatus per weaker

NO	Item	Response	No of respondents	Percentage %
1.	The days allocated to gymnastic practice per week is enough	Yes	39	45%
		No	48	55%
		Total	87	100%

As we can see from the table 2 'NO' highest respondents replied the days allocated to gymnastic practice per week is not enough, That is 48 (55 %) of respondents responded 'NO' and 39 (45%) of the respondents replied 'yes' This shows the students were learn the gymnastic with not enough days per week.

Table 4.1.3. Indication about the method of thought for apparatus

NO	Item	Response	No of respondents	Percentage %
2	Which method the teacher use to teach consists of in the practical section ?	Preparatory part (warming up)	9	10 %
		The main part (skill and tactical exercise)	7	8%
		The conclusion(cooling down)	-	-
		A&B	53	61%
		All	18	21%
		Total	87	100%

As it indicate above 53 (61%) of the respondents replied that teachers use both Preparatory part (warming up) and The main part (skill and tactical exercise) practical method to teach . 18(21 %) of the respondent replied that the teacher use Preparatory part (warming up) and The main part (skill and tactical exercise) The conclusion(cooling down) practical method. 9(10%) respondents say that the teacher use Preparatory part (warming up) method. And 7(8 %) respondents say that teachers use The main part (skill and tactical exercise) practical method. Generally indicates that mostly the teachers use both Preparatory part (warming up) and The main part (skill and tactical exercise) practical method to teach apparatus gymnastic

Table 4.1.4.. The teaching learning process

NO	Item	Response	No of respondents	Percentage %
3	The transfer of gymnastic from simple to complex in teaching learning process ?	High	31	36%
		Medium	47	54%
		Low	9	10%
		Total	87	100%

As the above table shows 31 (36 %) of student response that the transfer of gymnastic from simple to complex was high 47 (54%) of the response were medium or average, and 9 (10%) were response low This shows that apparatus gymnastic is given from simple to complex in the teaching learning process.

Table 4.1.5 The presence of apparatus gymnastic materials(equipment)

NO	Item	Response	No of respondents	Percentage %
4	Is there sufficient gymnastics equipment's in your (school) ?	Yes	11	13%
		No	76	87%
		Total	87	100%

According to the data 76 (87%) of the respondent replied “no” and, 11 (13 %) of the respondents replied “Yes ”regarding the availability of sufficient materials (equipment's) in the school .This indicates the students were learn apparatus gymnastics without enough apparatus gymnastics equipment's .

Table 4.1.6. The all students do practice the skill properly

NO	Item	Response	No of respondents	Percentage %
5	If your answer for No “4 ”is “No ” so how do all students practice the skill properly ?	by dividing the student in to two groups ?	17	22%
		by collaborative effort of the students and teachers to enhance the students performance	13	17%
		students practice by their own side of the school field	13	17%
		D, All	33	44%
		E, If others	76	100%

As clearly seen from the above table 6 , 33 (44 %) of the students replied 'All' students to practice the skill properly. – 17 ,(22%)of the student respondents replied as the table indicates 'dividing the students in to two groups'. 13 (17%) of the students respondent responded by collaborative. Efforts of the students and teachers to enhance the students performance. and The rest13, (17 %) of the students respondent replied by their own outside of school .

'Regarding the students response conclude that due to two groups , by collaborative effort of the students teachers and students by their own .

Table 4,1,7. Experience that students injured during apparatus gymnastic work

NO	Item	Response	No of respondents	Percentage %
6	Do you have any experience that students injured during apparatus gymnastic work?	Yes	53	61%
		No	34	39%
		Total	87	100%

According to the data 53(61%) of the respondent replied “ Yes ” and 34 (39%) of the respondents replied “No ”regarding the experience that students injured during apparatus gymnastic work This indicates the experience that students injured during apparatus gymnastic work.

Table 4,1,8. The reason that students injured during apparatus gymnastic work

NO	Item	Response	No of respo	%
7	If you answer is ‘‘yes’’ for question No ‘‘6’’What was the reason	Because the warming up exercise was not enough	13	25%
		Because not prepare physically, mentally and psychologically	9	18 %
		Because the student was not a full attention for work	11	20%
		All	20	37%
		Total	53	100%

As clearly seen from the above table 8;- 20 ,(37 %) of the students replied 'All' students to injured by this reason . 13(25%) of the student respondents replied as ‘Because the warming up exercise was not enough 9(18%) of the students respondent responded Because not prepare physically, mentally and psychologically 11, (20 %) of the students respondent replied the student was not a full attention for work. ‘Regarding the students response conclude that due to all.

Table 4.1.9 prevent stay safe and uninjured?

NO	Item	Response	No of respondents	Percentage %
8	In order to prevent stay safe and uninjured?	check equipment first	7	8%
		making sure you understand what to do	9	10%
		what not to wear (personal care)	6	7%
		keep gymnastic instruction	5	6%
		give especial attention for less skilled students during apparatus gymnastic	11	13 %
		All	49	56%
		Total	87	100 %

According to the above table 9 - 49(56%) of the respondents replied ‘All’ , 7 (8%) of the respondents replied ‘‘ check equipment first’’9 (10) % of the respondents replied making sure you understand what to do, 6 (7 %) of the respondents replied what not to wear (personal care) 5 (6%)of the respondents replied ‘keep gymnastic instruction , 11(13 %) of the respondents replied give especial attention for less skilled students during apparatus gymnastic ‘Regarding the students response conclude that due to all. .

Table 4.1.10. Benefits of gymnastic

NO	Item	Response	No of respo	Percentage %
9	What is the Benefits of gymnastic	Gain strength power and self stem	23	26
		Good flexibility	14	16
		Physical psychological and cognitive benefits	17	20
		All if other	33	38
		Total	87	100

According to the above table 10 - 23(26%) of the respondents replied Gain strength power and self stem ,14 (16%)of the respondents replied ‘‘ Good flexibility 17(20) % of the respondents replied physical , psychological and cognitive benefits, 33 (38 %) of the respondents replied All if other. Regarding the students response conclude to all .

Table 4.1. 11 Appropriate place for cloth change and to take shower

NO	Item	Response	No of respondents	Percentage %
10	Do you have appropriate place for cloth change and to take shower ?	Yes	-	-
		No	87	100 %
		Total	87	100 %

As we can see from the above table 11;- ,87 (100%) of the students respondent said to be there is no appropriate place for cloth change and to take shower this This indicates there is lack of appropriate place to cloth change and to take shower is affect the students motivation to wards apparatus gymnastics.

Table 4.1.12. factors that encompass under student motivation

NO	Item	Response	No of respondents	Percentag %
11	What factors that encompass under students motivation ?	Length of practice	8	9 %
		Fatigue	15	17%
		Small class size	7	8 %
		Environmental effect of temperature and humidity	9	10 %
		All	40	46 %
		Other such over training and lack of ventilation	8	9%
		Total	87	100%

As the above table 12 .shows about 8(9 %) of students respondent replied factors that are encompass under students motivation Length of practice . 15 (17%) of the students respondent replied fatigue. 7(8%) of the students respondent replied Small class size. 9.(10%) Environmental effect of temperature and humidity. 40(46%) of students responds All , Other such over training and lack of ventilation 8(9%) generally the above table 12 indicated all the mentioned factors are encompass under the motivation.

Table 4.1. 13 Factors affect active learning process of gymnastic

NO	Item	Response	No of respondents	Percentage %
12	What factors affect action teaching leaning process of gymnastics practical lesson ?	improperly constructed gym centre	16	18%
		Insufficient apparatus equipment	5	6 %
		Shortage of practice time or house	6	7 %
		Lack of students motivation	13	15 %
		unavailability motivation	11	13 %
		All	36	41 %
		Total	87	100%

According to the above table 12 - 16(18%) of the respondents replied improperly constructed gym centre. 5 (6%) of the respondents replied ‘‘ Insufficient equipment’’6 (7) % of the respondents replied Shortage of practice time or house 13 (15 %) of the respondents replied Lack of students motivation 11 (13 %) of the respondents replied ‘unavailability motivation 36 (41%) of the respondents replied all ‘Regarding the students response conclude that due to all. .

Table 4.1.14 some possible solutions to overcome the major factors that affect the students performance in apparatus gymnastics

NO	Item	Response	No of respondents	Percentage %
13	What do you suggested some possible solution to overcome the major factor that affect students performance in gymnastics?	-The school must have gymnasium center -lack of students back ground knowledge about apparatus gymnastic. -shortage of guides (relevant book) . Increasing practice day .	27	31%
		Facilitating the buying of apparatus materials -un availability of shower room -gymnastic practicing start for under grade level	15	17%
		Building proper gymnastic center Availability of shower room and cloth change room	9	10 %
		All	36	41%
		Other		
		Total	87	100%

From the above table we can see about 27 (31%) respondents replied possible solution to overcome the major factors that affect the students performance in gymnastic practical class, The school must have gymnasium center-lack of students back ground knowledge about apparatus gymnastic.-shortage of guides (relevant book) Increasing practice day. 15 (17%) of the respondents replied facilitating the buying of apparatus materials-un availability of shower room -gymnastic practicing start for under grade level 9(10%) of the respondents replied building proper gymnasium center and availability of shower and cloth change room 36(41 %)

respondents replied all the above possible solution to overcome the major factors that affect the students performance in gymnastic practical class,

4.1.15 The general attitude on apparatus gymnastic

NO	Item	Response	No of respondents	Percentage %
14	What is your general attitude on apparatus gymnastic	My general attitude on apparatus gymnastic is good and positive	57	65%
		My general attitude on apparatus gymnastic in negative	30	35%
		Total	87	100%

The response regarding to general attitude of students on apparatus gymnastic most of students on apparatus gymnastic most of students have positive attitude, mean 57(65%) of students respondent, replied positive, where as the rest 30(35%)of the students replied negative . As clearly we can see from the above table the majority of students have positive attitude towards gymnastic due to in sufficient apparatus equipment absence of well constructed gym center ,etc

Table 4.2.1 ; Analysis of responses of teachers questionnaire

The researcher deal with response of 3 sport science teachers , 3 school directors 3school of P.T.A. and 3 school board member from total 12 out of (12) copies of questionnaires were distributed for “15” questions were presents to them result of question airy respondent.

Characteristics of the teachersPTA directors and school boards respondents

No	SEX	RESPONSE	NO OF RESPONDAENTS	PRCENTAGE
1.	SEX	Male	8	67 %
		Female	3	33 %
		Total	12	100 %
2	AGE	From 20-28	2	16%
		29-34	6	50%
		35-40	4	33%
		Total	12	100%
3	Qualification	Diploma	3	22%
		Degree	8	78 %
		No qualification	-	0 %
		Total	12	100%
4	Service	From 1-3 years	-	0 %
		From 4-7 years	1	8 %
		From 8-11 years	5	42 %
		Above 12 years	6	50 %
		Total	12	100%

Also as indicated from the above table (67%)of male and (33%) of female and the respondents responded have qualified in diploma (22%)and (78%) of the qualified degree and the teacher

Involved (8%) of 4-7 years (42 %) of 8-11year and (50 %)of above 12 service year .in general the teachers and the other respondent involved in the study have more experience above three years in teaching and administrating the school .

4.2.2 Table Indicated about the time allocation for teaching apparatus gymnastic practically

No	Item	Response	No Respondents	Percentage %
1	How do you teach method use to consists of in the practical section ?	preparatory part (warming up)	-	-
		The main part (skill and tactical exercise)	-	-
		The conclusion(cooling down)	-	-
		A&B	1	8%
		B&C	2	17%
		All	9	75%
		Total		

As it indicate above 1(8%) of the respondents replied that teachers use both Preparatory part (warming up) and The main part (skill and tactical exercise) practical method to teach . 2(17 %) of the respondent replied that the teacher use The main part (skill and tactical exercise) The conclusion(cooling down) practical method. 9(75%) respondents say that the teacher use Preparatory part (warming up) ,The main part (skill and tactical exercise) The conclusion(cooling down) method. generally indicates that mostly the teachers use Preparatory part (warming up) and The main part (skill and tactical exercise) and The conclusion(cooling down) practical method to teach apparatus gymnastic.

Table 4.2.3.method of apparatus gymnastic teaching

No	Item	Response	No Respondents	Percentage %
2	Did you teach your students the skill from simple to complex	Yes	12	100%
		No	-	-
		Total	12	100%

As the above table shows 12 (100 %) of respondent response that the transience of gymnastic from simple to complex was high . This shows that gymnastic is given from simple to complex in the teaching learning process.

Table 4.2.4 , The sufficiency of days allocated to perform apparatus gymnastic per week

No	Item	Response	No Respondents	Percentage %
3	Indicates about the time allocated for apparatus gymnastics practically ?	Adequate	5	42%
		Not-adequate	7	58%
		Total	12	100%

According to the data 5 (42%) of the respondent replied the time allocated “Adequate ” and,7 (58%) of the respondents replied “the time allocated not adequate ” .This indicates the students learn apparatus gymnastics the time is not –adequate gymnastics practical class. .

Table 4.2.5 The presence of apparatus gymnastic materials (equipment)

NO	Item	Response	No of respondents	Percentage %
4	Is there sufficient gymnastics equipments in your (school) ?	Yes	1	8%
		No	11	92%
		Total	12	100%

According to the data 11 (92 %) of the respondent replied “no” the un availability of sufficient materials (equipments) in the school. and 1(8%)of the respondents replied “Yes ”regarding the availability of sufficient materials (equipments) in the school .This indicates the students were learn apparatus gymnastics without enough gymnastics equipments .

Table 4.2.1 The all student do practical skill properly

NO	Item	Response	NoofRES	Percentage %
5	If your answer for No “4 ”is “No ” so how do all students practice the skill properly ?	by dividing the student in to two groups ?	2	18%
		by collaborative effort of the students and teachers to enhance the students performance	1	9%
		students practice by their own side of the school field	1	9%
		D, All	7	64%
		E, If	-	-
		Total	11	100%

As clearly seen from table 6,;- 7(64 %) of the respondent replied all to practice all teachers the skill properly by collaborative effort of the students and teachers to enhance the students performance 2 (18%) of the student respondents replied as the table indicates dividing the students in to two groups 1 (9%) percent of the students respondent responded by collaborative .Efforts of the students and teachers to enhance the students performance and the rest 1(9 %) of the teachers respondent replied by their own outside of school . Regarding the respondent response we can conclude that due to two groups , by collaborative effort of the students teachers and students by their own .

Table 4,2,7 Experience that students injured during apparatus gymnastic work

NO	Item	Response	No of respondents	Percentage %
6	Do you have any experience that students injured during apparatus gymnastic work?	Yes	9	75%
		No	3	25%
		Total	12	100%

According to the data 9(75%) of the respondent replied “ Yes ” and 3 (25 %) of the respondents replied “No ”regarding the experience that students injured during apparatus gymnastic work This indicates the experience that students injured during apparatus gymnastic work.

Table 4,2,8 The reason that students injured during apparatus gymnastic work

NO	Item	Response	No of respondents	Percentage %
7	If you answer is ‘yes’ for question No ‘6’ What was the reason	Because the warming up exercise was not enough	-	-
		Readiness on practice physically, mentally and psychologically	-	-
		Because the were not up to the standard	-	-
		All	9	100%
		Total	9	100%

As clearly seen from the above table 8 ;- 9 ,(100 %) of the respondent replied 'All' students to injured by the above reason . ‘Regarding the respondent response conclude that due to all.

Table 4.2. 9 Attention of teacher for less skilled students

NO	Item	Response	No of respondents	Percentage %
8	In order to prevent stay safe and uninjured?	check equipment first	-	-
		making sure you understand what to do	-	-
		what not to wear (personal care)	-	-
		keep gymnastic instruction	-	-
		give especial attention for less skilled students during apparatus gymnastic	1	8%
		All	11	92%
		Total	12	100%

According to the above table 9 - 11 (92%) of the respondents replied ‘All’ ‘check equipment first’ ,making sure you understand what to do, what not to wear (personal care) ‘keep gymnastic instruction , and 1(8%) of the respondents replied give especial attention for less skilled students during apparatus gymnastic ‘Regarding the response conclude that due to all. .

Table 4.2.10 Appropriate place for cloth change and to take shower

NO	Item	Response	No respond	Perce %
9	What is the Benefits of gymnastic	Gain strength ,power and self stem	3	25%
		Good flexibility	1	8%
		physical , psychological and cognitive benefits	3	25%
		All if other	5	42%
		Total	12	100%

According to the above table 10 ; - 3(25%) of the respondents replied Gain strength power and self stem ,1 (8%)of the respondents replied ‘ ‘ Good flexibility 3(25%) of the respondents replied physical , psychological and cognitive benefits, 5 (42 %) of the respondents replied All if other. Regarding the students response conclude to all .

Table 4.2.. 11 Appropriate place for cloth change and to take shower

NO	Item	Response	No of respondents	Percentage %
10	Do you have appropriate place for cloth change and to take shower ?	Yes	-	-
		No	12	100%
		Total	12	100%

As we can see from the above table11, 100% of the respondent said to be there is no appropriate place for cloth change and to take shower and there is lack of appropriate place to cloth change and to take shower is affect the students motivation to wards gymnastics.

Table 4.1.12 factors that encompass under student motivation

NO	Item	Response	No of respondent	Percentage %
11	What factors that encompass under students motivation ?	Length of practice	-	-
		Fatigue	-	-
		Small class size	1	8%
		Environmental effect of temperature and humidity	-	-
		All	11	92%
		Other such over training and lack of	-	-
		Total	12	100%

The above table 12 .shows about 1(8 %) of the respondent replied factors that are encompass under students motivation . Small class size. And 11(92%) of the respondent replied ‘ ‘All’ Length of practice , fatigue, Small class size. Environmental effect of temperature and humidity. Generally the above table .Indicated all the mentioned factors are encompass under the motivation.

Table 4.2. 13 Factors affect active learning process of apparatus gymnastic

NO	Item	Response	No of respondents	Percentage %
12	What factors affect action teaching leaning process of apparatus gymnastics practical lesson	Improperly constructed gym center		
		Insufficient apparatus equipment	-	
		Shortage of practice time or hours	-	
		Lack of students motivation	-	-
		Unavailability motivation	-	-
		All	12	100%
		If other		

According to the above table 12 -12(100%) of the respondents replied "All" improperly constructed gym centre. Insufficient equipment' Shortage of practice time or hours, Lack of students motivation 'unavailability motivation . 'Regarding the respondent response conclude that due to All.

Table 4.2.14 General attitude of students on apparatus gymnastic

NO	Item	Response	No of respondents	Percentage %
13	What is your general attitude on apparatus gymnastic	My general attitude on apparatus gymnastic is good and positive	8	67%
		My general attitude on apparatus gymnastic in negative	4	33%
		Total	12	100%

The response regarding to general attitude of on gymnastic most of respondent on have positive attitude, mean 8(67%) of respondent, replied positive, where as the rest 4(33%) of the respondent replied negative . As clearly we can see from the above table the majority of respondent have positive attitude towards gymnastic

4.1.1. Open Questionnaire response

14. Is there any problem in teaching learning process of gymnastics practical class?

- Mention some of them
- lack of well constructed gymnasium center
- lack of student back ground knowledge about gymnastic
- shortage of guides (relevant book and videos
- Number of student
- un availability of shower room

The response regarding to problems in teaching learning process of apparatus gymnastic class most of respondent responded insufficiency of apparatus equipment's lack of well-constructed gymnasium lack of student back ground know guides or books and videos, to teach it this number of student ,un availability of shower room and cloth change room .so that they were in flouncing or affecting the motivation of students in gymnastic practical class .

15 What do you suggest the possible solution that overcomes the major factors that affect the performance of students in apparatus gymnastics?

- The school must have fulfilled the apparatus equipment or material.
- The school must have well constructed and sufficient gymnasium.
- The school must have availability increase the practice days per week
- The student should have confidence.
- The student should have motivate.
- The student should have grouped in to two groups.

According to the above information of teachers and respondent replies fulfill sufficient apparatus equipment well constructed and sufficient gymnasium availability of shower room and cloth change room and increase the practice days per week while the student should have motivation and practical class groups the students into two groups .

Therefore this shows that the above mentioned points are the possible solutions to overcome the major factors that affect students performance in gymnastic practice lesson.

4.2 Analysis and interpretation of data collection through interview

The major objective of the interview was to identify the major factors that affect the student's motivation towards the apparatus gymnastics practical class of Emdibr primary school

4.3.1 Interview Analysis with Teacher Director PTA and Students

The interview was held with the teacher, director ,PTA, school board and Students

- Table 4.3.1 The interview was held with the students

No	Item	Response	No R		1	2	3	4	5	6	7	100 %
1	What the name of this artistic gymnastic material?	A, familiar with	23	A	18	3	4	6	9	7	11	36%
		B, I don't familiar with		B	5	20	19	17	14	16	12	64%

4.3.1.1 Is there sufficient gymnastic materials in your school?

As the interview said .they assume the have gymnastic materials but the availability of the gymnastic materials was not well sufficient they have average availability of gymnastic materials.

4.3.1.2 As the well constructed and sufficient gym-center?

The interview responded that there was no well constructed gymnasium center but have a foot ball field and volley ball field which is under the great preparation to start its services. From the above expiration we can conclude that school and it is expected give service short period of time.

4.3.1.3 What do you suggest the major factors that affect the students performance or ability in apparatus gymnastic?

- Some of the major factors suggested by the interview are summarized as follows
- Lack of practice of training behind the normal program
- Time limitation of the teacher to provide extra time practice .

4.3.1.4 What do you suggest the possible solution to minimize the factors that affect the students' performance or ability in apparatus gymnastic ?

The interview replied the following possible solution and was summarized as follows :-.

- Building well and wide gymnastic center.
- Facilitating the buying apparatus materials.
- Increase apparatus gymnastic period at the others unit level
- Students should enhance their physical level by their own efforts.
- The availability of shower room.
- Increase the students motivation towards apparatus gymnastic

❖ **The field observation the following possible solution and was summarized as follows**

- The lesson plan must be prepared by teachers.
- The teacher must use the method of Preparatory part, The main part and The conclusion(cooling down)
- The student must be interested in Readiness on practice physically, mentally and psychologically
- The teacher must prepare gymnastic materials from local material.
- The teacher must equally participate for all students .
- The teacher must motivate for students .
- The student must give focus to the practical class
- The student must avoid frustration from students during practical class.

CHAPTER FIVE

5 CONCLUSION AND RECOMMENDATION

This chapter deals on summary, conclusion and recommendation.

5.3 Summary

The main objective of the study is to investigate the major factors that affect the motivation of students in gymnastic practical class in Emdbir primary school. the study used descriptive survey design. From the perspective of the number of contacts from the study population it will be cross-sectional /survey/ study. To achieve the objectives of the study and to get adequate data from the participants this Study used both primary and secondary sources of data. The total population of this study was 696; among these 87 samples were selected through stratified random /proportional/ and judgmental sampling techniques. To collect adequate data questionnaire, interview and field observation were used. The collected data were analyzed both qualitatively and quantitatively.

The major findings of this study indicates that some problems were seen in the students' performance in Emdiber school in .the researcher studied the problems sun in the students practice ability .To get better information all the student were taken purposefully to investigate the problems . Interview was also used to find the overall problems and to purpose the possible remedial

5.4 Conclusion

Based on the data analyses and the major findings the following conclusion was drawn:

- The majority of students believed that there insufficiency of materials.
- The practice paired of apparatus gymnastic per week Most of students possess lack of motivation, lack of confidence,lessinterest in the students themselves, lack of practice, less participation behind the normal practice and in-sufficiency of gymnastic materials, were found as major factors for the students skill enhancements in gymnastic skills acquisition.
- ✓ The students shortage of past experience in practicing gymnastic skill /in practical sessions/ were another factor for students lack of motivation.

- ✓ There is no well and sufficient gymnastic training center.
- ✓ There were lacks of psychological readiness by the students towards the complex skills of gymnastic.

5.5 Recommendation

From the analysis and conclusion made the following recommendations are forwarded:

For school administrators and wereda education affairs

- ✓ The departments administrators and the concerned body should be responsive enough in order to fulfill and buy enough gymnastic material .
- ✓ The school must have standard gymnastic center (filed)
- ✓ Properly constructed multipurpose field should begin and give service .
- ✓ Prepare the cloth changing .
- ✓ The practice days per week should increase to national level .
- ✓ The field should be always proper to practice the students behind their normal program .

For sport science teachers and students

- ✓ The students and physical education teachers should follow safety precautions properly to do the activity.
- ✓ The student should have grouped in to two groups and Properly used the time .
- ✓ Publicize towards the apparatus gymnastic practical materials.
- ✓ Aware attitude on apparatus gymnastic in positively and Benefits of gymnastic.
- ✓ Make Small class size.
- ✓ give especial attention for less skilled students during apparatus gymnastic class
- ✓ Apply the method of preparatory part , main part ,and conclusion .
- ✓ Increase the students motivation towards apparatus gymnastic.
- ✓ The student should have confidence .
- ✓ The student should have motivate.
- ✓ Teacher will be muster the art of spotting through instruction and by practicing with supervision

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APPENDIX –A

Questionnaire to be filled by students

Dear respondents I am currently conducting research on major factors that affect the motivation of students in apparatus gymnastic practical class in case of Emdbr primary school.

Therefore you are politely requested to general your constructive idea use full to conduct this research and to gat immediate solution of the problem.

Direction: pleas do not write your name write for the close ended

I. Back ground information

1. Name of the school
2. sex male.....female
3. Age from 12-16 from 16-20 above 20

II .Question (item)

1. The days allocated to apparatus gymnastic practice per week is enough
A, yes B, No
2. Which method the teacher use to teach consists of in the practical section ?
A, preparatory part (warming up) B. The main part (skill and tactical exercise)
C, The conclusion(cooling down) D, All
3. The transfer of gymnastic from simple to complex in teaching learning process
A, high B , medium C , low
4. Is there sufficient gymnastic equipment in your school ?
A, yes B, No
5. If your answer for No “4”is “No ” so how do all students practice the skill properly ?
A, by dividing the student in to two groups ?
B, by collaborative effort of the students and teachers to enhance the students performance
C, students practice by their own side of the school field

- D, All E, If others
6. Do you have any experience that students injured during apparatus gymnastic work?
 A, yes B, No
7. If you answer is ‘yes’ for question No ‘6’ What was the reason
 A ,Because the warming up exercise was not enough
 B, Because the student was not a full attention for work
 C, Because they were not up to the standard
 E All
8. In order to prevent stay safe and uninjured?
 A, check equipment first
 B, making sure you understand what to do
 C, what not to wear (personal care)
 D, keep gymnastic instruction
 E, give especial attention for less skilled students during apparatus gymnastic
 F,. All
9. Benefits of gymnastic
 A, Gain strength ,power and self stem B, Good flexibility
 C, physical , psychological and cognitive benefits D, All if other
10. Do you have appropriate place for cloth change and to take shower ?
 A, yes B, No
11. What factors that encompass under students motivation ?
 A, Length of practice
 B, Fatigue
 C, Small class size
 D, Environmental effect of temperature
 E,All if other

12. What factors affect action teaching leaning process of apparatus gymnastics practical lesson ?

- A, improperly constructed
- B, Insufficient apparatus equipment
- C, Shortage of practice time or house
- D, Lack of students motivation
- E, unavailability motivation
- F, All
- G, If other

13. What do you suggested some possible solution to overcome the major factor that affectstudents performance in apparatuses gymnastics?

.....
.....

14. What is your general attitude on apparatus gymnastic.....

.....
.....

Thanks for your willingness

- A, check equipment first
- B, making sure you understand what to do
- C, what not to wear (personal care)
- D, keep gymnastic instruction
- E, give especial attention for less skilled students during apparatus gymnastic
- F,. All

9. Benefits of gymnastic

- A, Gain strength ,power and self stem B, Good flexibility
- C, physical , psychological and cognitive benefits D, All if other

10. Do you have appropriate place for cloth change and to take shower ?

- A, yes B, No

11. What factors that encompass under students motivation ?

- A, Length of practice
- B, Fatigue
- C, Small class size
- D, Environmental effect of temperature and humidity
- E, All if other.....

12. What factors affect action teaching leaning process of apparatus gymnastics practical lesson ?

- A, improperly constructed B, Insufficient apparatus equipment
- C, Shortage of practice time or house D, Lack of students motivation
- E, unavailability motivation F, All G, If other

13. What do you suggest the possible solution that overcome the major factors that affect the performance of students in apparatus gymnastics ?

.....

.....

14. Is there any problem in teaching leering process of apparatus gymnastics practical class?

Mention some of them.....
.....

15. What is your general attitude on apparatus gymnastic

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

Thanks for your willingness

APPENDIX C

INTERVIEW

Dear interview the main objective of this interview was to identify the major that affect the motivation of students towards the apparatus gymnastic primary school so your school in case Emdibre primary school so your constructive response have a great role for a research

1. Is the sufficient gymnastic material in your school ?
2. As the well constructed and sufficient gym-center ?
3. Do you think the time located to apparatus gymnastic practice per-week is enough ?
4. Do you think the time located to apparatus gymnastic per day is congou?
5. What do you suggest the major factors that affect the students performance in apparatus gymnastic practical class?
6. What factors effectors affect the attitude of students towards apparatus gymnastic?
7. What do you suggest the possible solution to minimize the factors

Table 5-1 Artistic gymnastic materials

No	Item	Response	No R		1	2	3	4	5	6	7	%
1	What the name of this artistic gymnastic material?	A, familiar with	23	A								
		B, I don't familiar with		B								

Artistic Gymnastics

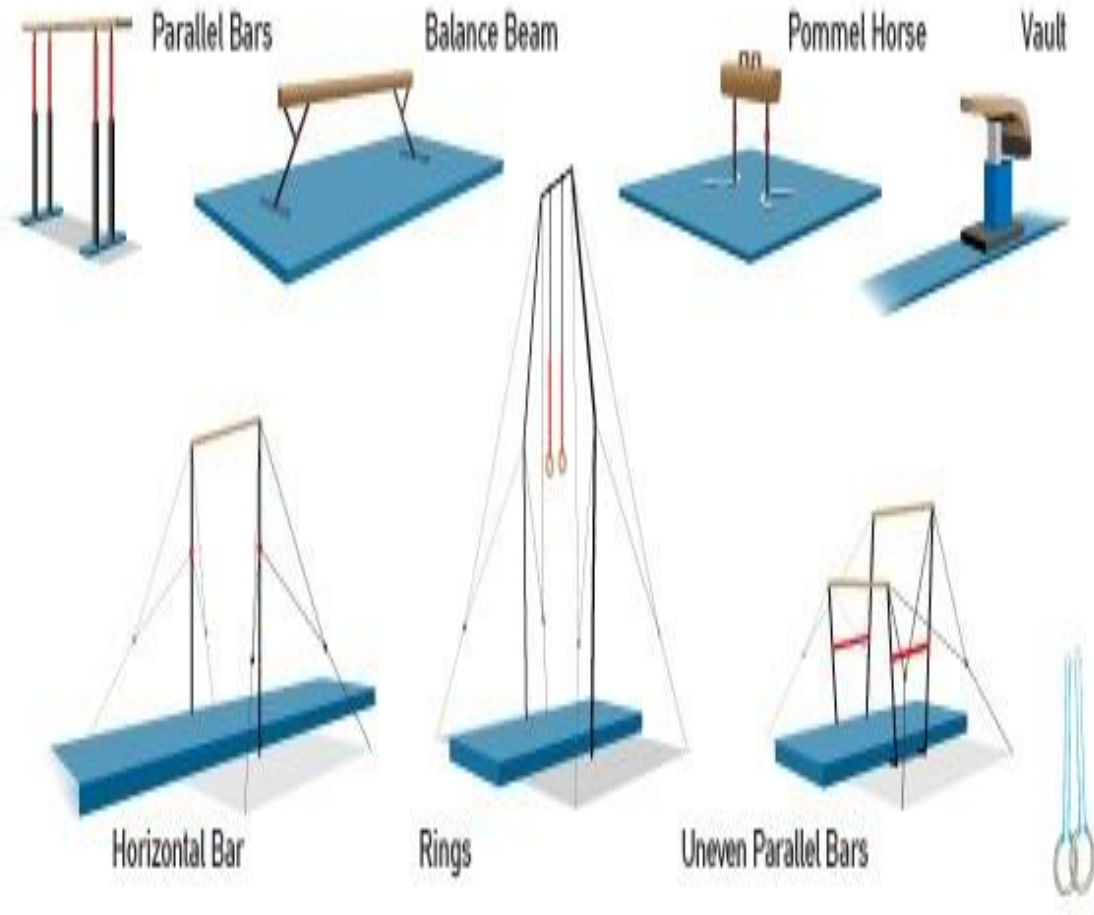


Figure 5-1 Artistic gymnastic materials