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The Teaching of Rhythmic Gymnastics through the 2 I's Framework

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Abstract

This research aims to explore the instructional methods employed by teachers in teaching rhythmic gymnastics within the educational setting of the Liloan District, where data saturation was achieved. This study employs a descriptive research approach, collecting data through structured interviews. The sample selection involved a purposive approach, consisting of five carefully chosen informants. The gathered data were subsequently subjected to thematic analysis using the Braun and Clarke method. The findings were categorized into key themes, the 2Is; Impact of pedagogical approaches on student outcomes and

Influencing factors of the pedagogical effectiveness. The results indicated that a progressive pedagogical approach was favored by teachers as the most effective method for teaching rhythmic gymnastics. The teachers' passion, dedication, and competence were found to be crucial for ensuring effectiveness. The study suggests the need for a pedagogical approach aimed at fostering students' essential rhythmic gymnastics skills, with the goal of enhancing the teaching of rhythmic gymnastics by providing teachers with access to diverse pedagogical techniques and effective integration of the sport into educational contexts.

Keywords: Rhythmic Gymnastics, Progressive Pedagogy, Holistic Development, Pedagogical Approach

Introduction

Rhythmic Gymnastics is a sport that involves balances, leaps, rotations, and the manipulation of apparatuses such as the hoop, ball, clubs, ribbon and rope. The study of pedagogical literature on physical education made it possible to establish that Rhythmic Gymnastics, as a Physical Activity, has important educational, health-improving, educational functions that are especially necessary for children and adolescents (Xiatbayeva *et al.*, 2022) ^[9]. Today's low levels of teacher activity in learning new technologies through information sources of knowledge and the lack of their motor training, specialized literature, and material and technical equipment in schools all contribute to the current low levels of teacher knowledge (Bahodirovna & Qizi, 2022) ^[3]. Teachers can, however, use a Rhythmic Gymnastics unit to safely fulfill their curricula's demands for dance, games, fitness, creative movement, and gymnastics. For schools, Rhythmic Gymnastics requires less space than ball games, track and field, and so on. Therefore, AGR is selected as the main intervention method of this study (Duan *et al.*, 2022) ^[6].

Rhythmic gymnastics, in all of its forms, solves both general and specific challenges. It has a variety of advantages that go beyond physical fitness. The use of rhythmic gymnastics fulfills the holistic development of learners (Bahodirovna & Qizi, 2022) ^[3]. According to teachers, a holistic approach to education emphasizes that students learn best when they are engaged in meaningful and enjoyable learning activities (Isabelle, 2023) ^[7]. And rhythmic gymnastics, as an enjoyable learning activity, benefits students' physical growth by increasing strength, endurance, flexibility, and agility (Ericka, 2020), cognitive skills by increasing concentration (Salo, 2019), emotions by embodying patience (Salo, 2019), bonds that increase self-esteem and self-confidence (Erika, 2020), and career related qualities such as time management, professional skills, leadership, teamwork, and communication skills.

Teaching rhythmic gymnastics benefits teachers' all-around nature as they are to improve their work ethics, discipline, and commitment (Tierney, 2021) ^[25].

Moreover, although rhythmic gymnastics is a difficult and complex sport which requires increased space-time coordination between body movements and apparatus handling (Ivanovic & Popovic *et. al.*), according to a research journal, 61.5% of physical education teachers would still like to use rhythmic gymnastics in the classroom, but experience difficulties with practical training in various areas of rhythmic gymnastics. Other research found that the lack of skills and insufficiency to access materials with methodologies of teaching rhythmic gymnastics to students are the factors that hinders the learning and teaching of Rhythmic Gymnastics.

In addition, the level of various significant problems concerning the teaching of rhythmic gymnastics in schools today is poor. Addressing these issues would likely involve improving teacher training and access to resources, raising awareness of the benefits of rhythmic gymnastics, and integrating it more prominently into school physical education curricula to ensure that more students can benefit from this sport. It points out that insufficient teacher knowledge is linked to inadequate motor training, a shortage of specialized literature, and a lack of access to proper equipment. This can hinder the effective teaching of rhythmic gymnastics. The passage reveals that rhythmic gymnastics is not receiving the attention it deserves in school physical education programs. It shows that only a small percentage of physical education teachers prioritize rhythmic gymnastics in their teaching, with most only addressing it sporadically or in extracurricular activities.

This paper addresses problems in teaching rhythmic gymnastics in schools and aims to raise awareness of its benefits among educators and students. It offers valuable teaching ideas and enhances training standards through pedagogical insights. Ultimately, it contributes to the development of teaching strategies that promote students' holistic growth, skill acquisition, and lifelong appreciation of rhythmic gymnastics.

The goal of this study is to look at the difficulties, solutions, and pedagogical methods used by teachers in rhythmic gymnastics. This research intends to improve teacher training programs and the general standard of rhythmic gymnastics instruction by gathering insights into their experiences. In the end, a deeper comprehension of instructors' experiences in this area might result in better teaching techniques and the promotion of this stunning and difficult sport (Woods, *et al.*, 2020) ^[29]

Objective of the Study

This research aims to determine the different pedagogies utilized by teachers in teaching rhythmic gymnastics at Liloan District. This study aims to answer the following questions:

1. What are the pedagogies employed by the teachers in teaching rhythmic gymnastics;
2. How the teachers come up with these pedagogies;
3. How these pedagogies help in attaining the holistic development of the student;

Methodology

Design

The researchers will utilize a Descriptive Qualitative

research design. This research is more concerned with what rather than how or why something has happened (Gall, Gall, & Borg, 2014). Therefore, researchers will use interviews to gather data. Utilizing a descriptive research approach offers an unparalleled opportunity to gain profound insights into the experiences, perspectives, and challenges encountered by educators while teaching Rhythmic Gymnastics within the selected geographical context. This will aid the researchers in pinpointing areas for enhancement and discovering optimal practices.

Informants and Sampling Design

The study will be participated by six Junior High School MAPEH teachers from Liloan National High School, Liloan National High School - Don Bosco Campus, Calero Integrated School, Arcelo Memorial National High School, and Catarman Integrated School in the district of Liloan who have qualified the criteria specified below. Purposive sampling will be used in choosing these participants. Purposive sampling is a non-probability sampling approach in which units are selected because they have qualities that your sample requires. In other words, units are chosen "on purpose" in purposive sampling (Nikolopoulou, 2023) ^[15]. This sampling technique utilized a specific criteria or purpose to select participants (Nikolopoulou, 2023) ^[15]. They will be selected through these inclusion criteria:

1. A Junior High School MAPEH Teacher of the Municipality of Liloan.
2. A Junior High School MAPEH Teacher who is teaching Rhythmic Gymnastics.
3. A Junior High School MAPEH Teacher who is 25-40 years old.
4. A Junior High School MAPEH Teacher who has many years in teaching Rhythmic Gymnastics.
5. A Junior High School MAPEH Teacher can articulate his or her thoughts about the study.

Locale

This study will be conducted at the educational institutions of the District of Liloan, Cebu, particularly in local public schools. MAPEH teachers in these schools play a vital role in shaping the holistic development of students. This aims to explore the integration of rhythmic gymnastics into the MAPEH curriculum and to understand how teachers with passion for this discipline can impact students' holistic development and to provide teachers with pedagogies that will assist them in teaching Rhythmic Gymnastics to students. Their participation will highlight the importance of bridging the gap between interest and proficiency, emphasizing the need for professional development and resource support.

Instrumentation

The researchers serve as the primary instrument in this research due to the unique nature of the study. Given the complexity and specificity of the study's focus on teaching pedagogies in rhythmic gymnastics, the researchers will incorporate cell phone records as a unique data source. By analyzing teachers' cellphone records, researchers will gain valuable insights into their day-to-day teaching practices and pedagogical preferences. The cell phone record analysis, coupled with traditional survey data, offers a multifaceted understanding of teachers' instructional practices, ultimately enriching our comprehension of effective pedagogies in this

specialized field.

Data Gathering Procedure

A letter of permission will be sent to the teachers of the several schools in District of Lilo-an to request permission to conduct the study of the research locale. Participants in the prospect will be provided an informed consent form. The interview will immediately start after some discussion with the participants.

Data Analysis

The collected data underwent a thematic analysis process, following the methodology outlined by Braun and Clarke (2006). This analysis involved several sequential steps: becoming familiar with the gathered data, generating initial codes, aligning codes with corresponding data, clustering codes into thematic categories, refining and reviewing these identified themes, and ultimately, constructing a narrative to encapsulate the conducted study.

Rigor of the Study

Guba and Lincoln (1989) proposed four strategies to ensure the trustworthiness of research: credibility, dependability, confirmability, and transferability. These strategies were used throughout the study in order to enhance the reliability and accuracy of the findings.

Credibility. Maher *et al.* (2018), the study's credibility was maintained to ensure the accuracy of measurements and the true representation of informants' real experiences in the research. This could be accomplished by building trust between each other and forming rapport before the data gathering. The researcher invited the key informants and explained the purpose of the research before the interview. Through this, the researcher was able to get to know them better and establish a connection with them before the interview ever started. Additionally, the researcher conducted a more thorough screening of the key informants at this step to guarantee that they met the study's requirements. Only informants who matched the criteria for the study were included since the researchers used a purposive sampling technique. The researcher, with the support of experts, manually coded the interview recordings once they had been converted to text. This made sure that only the exact words said by the key informants were used. The words of a key informant were literally interpreted. An expert checked and validated the informants' verbatim translation. The data was subjected through Braun and Clarke's thematic analysis. Credibility in describing the Pedagogies of teaching Rhythmic Gymnastics: Teacher's Perspective, the researchers rigorously selected key informants, meticulously reviewed their recordings and transcripts, and immersing them in the culture being studied.

Dependability. To guarantee that the study provided ample descriptive details and enabled other researchers to replicate the research, the researchers systematically applied the concept of dependability, as outlined by Maher *et al.* (2018). In this study, the researcher presented Pedagogies of Teaching Rhythmic Gymnastics: Teacher's Perspective of the Municipality of Liloan. The responses of key informants served as the sole basis for all data collection. The researchers ensured the credibility of their findings by member-checking the interview results with the key informants, focusing on their responses to the one open-ended question. For the objective of validating the claim, a

group of research experts reviewed the question. An expert reviewed the results once the data had been analyzed in order to further confirm the phenomena being studied.

Confirmability. To ensure the study's confirmability, the researcher used data analysis techniques appropriate for the nature of the study and to avoid biases. Furthermore, the data analysis was clearly stated in the manuscript that manual coding was done with the assistance of an expert, in accordance with Braun and Clarke's thematic analysis. This was done to ensure that the collected data was properly analyzed. Throughout the data analysis process, there was evidence of review and verification. All details were double-checked to ensure that the data was based on the informants' responses and that there was no bias in the data analysis.

Transferability. Transferability was used to connect the study's capability to different contexts or areas of study (Maher *et al.*, 2018). The study focused on the Pedagogies in Teaching Rhythmic Gymnastics: Teacher's Perspective. The study's instrument and investigator were the researchers. Recordings and field notes were employed which consisted of the researcher's notes, journal, and manuscript and how data was analyzed. Details of the study were explained especially in selecting the total number and the qualifications of key informants. The researcher allowed other researchers to assess whether the study was transferrable to their study.

Ethical Consideration

The researchers listed the possible dangers that ought to be foreseen during the data collection. The study will discuss teachers' perspectives on pedagogies used to teach rhythmic gymnastics. It will be the duty of the researchers to guarantee that risk was reduced by providing explanations during which if they did not feel comfortable answering a topic in an interview, they had the right to reply to it. Once they started to feel uncomfortable, they had the right to end or terminate the interview. In a situation of emotional discomfort, the researchers contacted a psychologist or guidance counselor who administered stress debriefing or psychological first aid.

Benefits. Participants had an opportunity to speak up and share their stories. In a time of world turmoil. The academic leaders of each school received a copy of the study's conclusions and recommendations, and it was up to them to decide how to support these instructors in light of the difficulties and possibilities they faced.

Procedures disclosure. Any suitable alternative data processing techniques. The main participants' benefit or convenience was considered when compiling the information. In this study, factors including the interview subjects' desired location and time were taken into account. The essential of the interview time was provided to the participants. Additionally, the participants had the right to select the language or dialect they would speak, as well as the right to provide guidance to the researchers regarding the language to be utilized.

Injury treatment and financial compensation. The researchers described the therapy or recompense would be given if there were any hazards associated with their participation in the study. For example mental distress, the researchers were in charge of contacting an advisor or psychologist, and the researchers covered all expenses. Additionally, data on who to call in the event of a research-related accident is mentioned.

Identifying Information. Contact information for the main participants was given to all of them. Researchers, if they had any queries or needed clarifications regarding the study, such as how it was kept and erasing the transcripts and recordings. The researchers' contact information was also provided. Given in the event of harm or emotional discomfort following the interview.

Voluntary participation. In this section it was emphasized that their participation was voluntary and that refusal or suspension of participation at any time when the participant wished not to do so was fine or loss of benefits to which the subject was otherwise entitled. It was also explained there that the participants were allowed to withdraw from the study and information if they wished information provided by removed participants was not used in the data analysis of this study. Also, because they opted out of the study, they were allowed to withdraw their participation provided information even without penalties or measures against them. After the participants understood all the necessary information, they needed to know about them participating in the study, they were asked to sign an informed consent form. Every single one of the teachers participating in the interview voluntarily signed the informant with the consent form and the interview took place at the agreed time and place.

Confidential Procedures. As said, in the right to use Private based on the data, the participants were confident and extremely confident about the confidentiality of their responses.

Incentives and Compensation. At the end of the interview, each participant received 50 pesos for participation in a real interview and 30 minutes for completion of a 1 minute to 1 hour interview. The compensation included the use of the internet at the time of the interview Completed online.

Conflict of interest. The applicant declared no conflict of interest to the respondent's research and everything related to research. The researchers did not interview the teachers to whom the researchers had personal connections or relationships. In addition, the researchers and the advisor signed a consent form so that if the results of the study were used or disseminated, the scientists were recognized in the citation.

Results & Discussion

This part of the study presents the result and discussions of Teaching of Rhythmic Gymnastics through the 2 I's Framework. After analyzing the data the two themes with sub-themes emerge in the study. These themes are:

Theme 1: Impact of Pedagogical approaches on Student Outcomes

This section explores the primary theme of "The Impact of Pedagogies on Students' Outcomes". Gymnastics is a sport that requires a combination of strength, flexibility, balance, body posture, and coordination. Succeeding in gymnastics requires more than just physical training: this also focuses on the psychological, emotional, and cognitive development of the gymnasts. As a result, the researchers aim to define how the pedagogical approaches affect the outcomes and performance of students.

Tangible Impacts

Teaching rhythmic gymnastics has a clear and measurable impact on how well students perform. This prominent

evidence can include getting physically improved and becoming more skilled. They become more flexible, which helps them move gracefully, and they also get stronger and have more stamina, which is important for doing gymnastic moves with power and precision. Gymnasts also improve their balance, coordination, and body awareness, making it easier for them to perform with control and grace.

Informant 1 expressed that: *"not only appearance but also their vigor, vigor kanang cardiovascular because of the training, so ato na and ilang physical, maybe isa pag gyud"*(They have undergone a lot of holistic development. their body structure. The physical structure of the children changes as they train, not only in terms of appearance but also in terms of their stamina and cardiovascular health due to the training.)

She also added that: *"naa gyud na. Complete gyud na sa bata. Physically.. because of the training, ma develop ilang physical aspects"* (Physically, their physical attributes develop due to training.)

Informant 2 also shared that: *"oo naay development nila, siguro ilahang skills"*(Yes, they do have development, perhaps in their skills)

Informant 3 highlighted that: *"Usa pasad, naa jud ang physical development nahitabo sa ilaha like na enhance ilang poise ug posture."* (Furthermore, there is clear physical development happening in them, such as improved poise and posture.)

Also, informant 4 claimed that: *"Uhhh. Kuan. Oh! Of course naa na like, makaingon nuon ko na di lang sa physical aspect like sa ilang flexibility or sa kuan sila nag improve."* (Of course, I can certainly say that they have improved in various aspects, not just physically, like their flexibility)

Intangible Impacts

The study reveals that teaching rhythmic gymnastics doesn't just make students better at the sport, but it also develops their confidence, perseverance, and determination. This also encourages teamwork, creativity, and a love for the sport, while teaching discipline, resilience, and a passion for learning. Students also learn to set goals, achieve them, and keep improving themselves. These "unseen" impacts make students more well-rounded and help them apply what they've learned in gymnastics to other parts of their lives, making them grow and develop as individuals.

Informant 1 also shared that: *"...ilang personality one thing is their personality kay in sports, we know we became competitive"* (Another aspect is their personality because in sports, we become competitive.)

Informant 2 expressed that: *"Emotionally, of course, kay dili baya kaayo daghan ang muduwa no, ang uban bata, weak, Uhhmm... social, of course, because they have to be engaged with a lot of people, not only nga.. Kanang, ang ila rang co-gymnasts..."*(Emotionally, it's important because not all children can handle the

pressure, some might feel weak or even cry, especially if they lose. So, they need to be emotionally strong. Socially, they have to interact with many people, not just their fellow gymnasts.)

Informant 3 also highlighted that: *“ilahang attitude ba mausab sad so naa silay ingon ta teamwork, camaraderie (camaraderie) sad, niya kanang management sa time, at the same time important jud is kanang respect... sa usag-usa, kung ikaw usa ka ka player, usa ka ka gymnast mao nay importante.”* (In their attitude. They develop qualities like teamwork, camaraderie, time management and sportsmanship. At the same time, respect is also essential. In sports, especially if you are a player or a gymnast.)

Informant 4 expressed that: *“Ayyy, yes! naa jud. Evident kaayo ang improvements sa mga bata along sa pag engage nila sa RG kay nakat on jud sila mo socialize kung naa silay mga skills nga kailangan e correct, usa pasad makita nako nga na develop ilang personality as students.”* (Yes! Indeed, there is a noticeable improvement in the children as they engage in rhythmic gymnastics. They learn how to socialize when they need to correct their skills, and I can see that their personalities as students are developing.)

Also, Informant 5 highlighted that: *“But also sa lahi lahi na aspect; emotionally, giunsa nila pagdawat ang kanang.. kapildihan or kadaugan.. giunsa na nila pag handle. Like physically, emotionally, socially... makaingon gyud ko nga holistically jud nag improve og develop jud sila.”* (But also in different areas: emotionally, how they handle both defeat and victory, and socially, especially as they compete in various settings. In terms of physical, emotional, and social development, I can confidently say that they have improved and developed holistically.)

The impact of Pedagogies in Students Outcome Having effective pedagogical approaches in the field of rhythmic gymnastics pedagogy stands as an ever-evolving crucible that shapes the students of tomorrow (Quintas & Bustamante, 2023). Rhythmic gymnastics offers students a holistic development experience. It encompasses physical, mental, emotional, and social growth. The teachers strongly supported the notion that the impact of pedagogies in students can develop attributes like discipline, perseverance, and self-confidence, which are valuable beyond the gymnastics arena. Teachers create individualized learning journeys by carefully tailoring their instruction to each student's distinct qualities (Alexander & Harris, 2019). Since the subject of rhythmic gymnastics pedagogy is still developing, this study provides a solid basis for enhancing teachers' approaches and maximizing student performance. Additionally, the instructors incorporate activities that build resilience, mindfulness, and visualization into their lessons, acknowledging the symbiotic relationship between the mind and body (Smith & Johnson, 2017).

Theme 2: Influencing factors of the pedagogical effectiveness

Access to training resources

The study reveals that the effectiveness of the pedagogies in

teaching rhythmic gymnastics requires specialized equipment such as hoops, ribbons, balls, and clubs. Informants say that having sufficient access to these apparatus, ensures the students' mastery of acquiring the basic skills, and the elements of the sport. They also have observed that the availability of rhythmic gymnastics equipment is often intertwined with financial support. Informants mentioned that the equipment, and training facilities can be expensive, this becomes the main reason why some students lose interest and participation in the sport. Financial support, whether from schools, organizations, or from their parents can make this sport accessible to a broader range of students and can help sustain students' interest and participation.

When questioned about the challenges that impede the effective teaching of rhythmic gymnastics, a few educators provided the following responses:

Informant 1 shared that: *“actually as a coach one is financial since ga start pa ang sports mag ano..”* (Actually, as a coach, one is financial since the sport is still starting.)

Informant 2 also added that: *“of course, because rhythmic gymnastics is very expensive...financial gyud siya.”* (Indeed, rhythmic gymnastics can be quite expensive.)

Informant 3 highlighted that: *“ayy hmmm aside sad diay budget, kay kung ari ka sa rhythmic, apparatus jud ka ig-on and at the same time attire kay mahal jud kaayo”* (Budget is important because in rhythmic gymnastics, you need to acquire apparatus, and at the same time, the attire is also quite expensive.)

Informant 4 also shared that: *“sa public school kay ang insufficient nga facilities jud. Una, kailangan kaayo ug rubber mats para sa safety sa mga bata, ug labi najud ang Mga Apparatus sama sa Ball, Clubs, Rope, Hoop, ug Ribbon. Dili baya barato ang mga apparatus aning RG.”* (in public school, the insufficient facilities. First and foremost, we need rubber mats for the safety of the children, and, most importantly, the apparatus. These apparatus for rhythmic gymnastics are not inexpensive; each one costs thousands.)

The teachers expressed their worry regarding the inadequate funding provided by their respective institutions for rhythmic gymnastics. They highlighted that this sport requires costly equipment and apparatus, which poses a financial challenge.

When inquired about their recommendations and suggestions, few teachers provided the following responses.

Informant 1 expressed that: *““Uhhh...kanang. siguro tagaan sa siyag focus sa DepEd...labi sa amoa..kay..kanang.. Ang ilang paghatag sa amoa ug budget man gud is same as other sports.”* (My suggestion is maybe to give it more focus within the Department of Education (DepEd), especially in our area, in different divisions. Their allocation of the budget for us should be the same as for other sports.)

Informant 5 also shared that: *“Unta naa na unta miy training miy training center, kay kana mao lage amoa problem.” (I hope that we can have a training center or equipment that can fully support and be used by the children.)*

Their responses emphasized the significance of external motivational assistance from institutions in terms of budget allocation, the establishment of training facilities, and the supply of essential equipment.

Progressive Approach

Informants utilize progressive approach in teaching rhythmic gymnastics as it is crucial for the comprehensive development of students in this intricate sport. Applying progressive pedagogy in teaching rhythmic gymnastics is of paramount importance as it aligns with the dynamic nature of the sport and the diverse needs of students. By gradually introducing more complex movements and routines, students can build a solid foundation and progressively refine their skills, leading to a deeper understanding and mastery of the sport. Progressive pedagogy not only accommodates beginners but also challenges advanced students, promoting continuous growth and providing a pathway to excellence in rhythmic gymnastics.

Informant 1 expressed that: *“Isip teacher, una nakong gi introduce nila mao ang background sa RG ug ang akoang personal experiences about sa sports ” (As a teacher, the first thing I introduced to them was the background of rhythmic gymnastics and my personal experiences in the sport,.)*

He also added that: *“Una, gipa experience nako sila sa mga flexibility stretching, mga activities nga maka pa enhance sa ilang flexibility. Ika duha, gipa suway nako sila sa lain lain nga basic skills sa RG sama sa Mga Balances, Rotations, mga Leaps, ug mga Basic nga Acrobatics. ”(First, I had them experience various flexibility stretchings and activities that could enhance their flexibility. Second, I tried them out on different basic skills of rhythmic gymnastics, such as balances, rotations, leaps, and basic acrobatics.)*

Informant 5 also shared that: *“Kuan, syempre nagsugod mi sa mga dili kaayo na skills. Like, amoa sang e condition ilahang lawas dayun proceed mi sa mga basic skills nga di sad kaayo maglisod ang mga bata. Of course, kanang magkadugay ang training, naa nay level of kanang... comple.. complexity amoang training.” (Of course, we started with the children who didn't have much skill initially. We began by conditioning their bodies, and then we moved on to the basic skills, which weren't too challenging for the children.)*

Informant 3 also highlighted that: *“kuan first is muhatag mi ahmm... mupakita mig example. First kay siguro videos mao ni sya, nya after ana is naa mana syay mga buhaton na mga basic skills before ka maka kuan, maka learn jud sa tanan” (First, we'll show some examples. First, perhaps videos, this is how it goes. After that, there will be some basic skills exercises before you can learn everything.)*

The incorporation of technology has facilitated educators in introducing rhythmic gymnastics to students. Furthermore, a combination of research findings and practical experience guided them in developing these teaching methods.

Overall, rhythmic gymnastics is a sports specialty of great technical demand and a high number of difficulties of extreme coordination and aesthetic complexity (Verneeta *et al.*, 2017). The emphasis is on skill-based instruction, which is comparable to a sculptor developing their masterpiece. Coaches take great care to break down difficult movements into manageable steps so that players may grasp the basics before moving on (Martin & Jackson, 2018). The effectiveness of having enough resources offered by the institution will have a significant impact on how well the students do. Students who receive appropriate support and resources will become more competent and competitive. Particularly when they are well regulated. The majority belong to national teams with fundamentally international participation at the highest level, world championships and Olympic Games. (Bowes *et al.*, 2020).

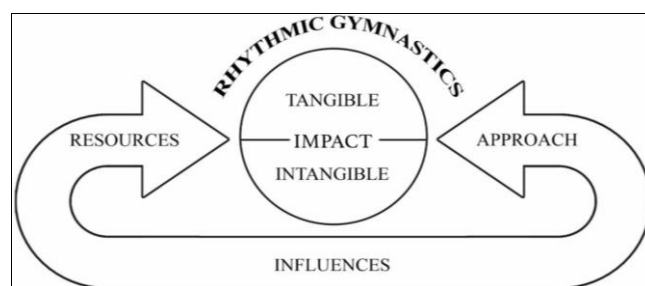


Fig 1: The 2 I's Model

This framework describes that in teaching rhythmic gymnastics, there are influences to be considered. These influences include having enough resources and a good pedagogical approach. Once these influences are utilized, they can create a meaningful impact, which can be both tangible and intangible.

Conclusion

It is concluded that for our teachers to effectively teach gymnastics, there should be appropriate resources in place, along with an appropriate approach. This combination is essential to ensure that our teaching instruction as an impact whether it is on their physical, social, emotional, and other dimensions of wellness.

Recommendation

This section outlines the suggestions made by the rhythmic gymnastics community with a view to improving the concept behind investigating the problem. The institution should allocate funds and offer the necessary resources. Teachers need to be trained in terms of skills and exposed to a variety of techniques. Both of these are necessary to guarantee the effectiveness of our educational strategies.

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