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GYMNASTIC SKILLS: CHALLENGES AND COMPENSATORY MEASURES

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ABSTRACT

Gymnastics, as a physical activity, plays a crucial role in enhancing the overall well-being of students. However, acquiring and mastering gymnastic skills poses unique challenges that can impede optimal performance. This study explores the challenges students face in gymnastic skill development and the compensatory measures employed to overcome these obstacles.

This study utilizes a descriptive phenomenology design to examine the challenges of third-year Bachelor of Physical Education students of Holy Name University in performing gymnastic skills. It also utilized a descriptive-statistics design and percentage to identify the profile of the final practicum grade of students in gymnastic skills. The findings revealed that students face challenges in executing gymnastic skills such as learning resources, execution, lack of interest, and a high standard. Moreover, most of the respondents could compensate for their challenges such as performance preparation, motivation, and peer support. The researchers concluded that Learning Resources was the most faced challenge mentioned and that Performance Preparation was the most compensatory measure used by students. The result indicated that learning gymnastics has many factors that must be considered, and blended learning and face-to-face classes are necessary to address the challenges.

KEYWORDS: *challenges, compensatory measures, gymnastic skills*

INTRODUCTION

Gymnastic skills require a high level of physical prowess, coordination, and flexibility. Many students need help to grasp the fundamental movements needed for diverse gymnastic routines. These challenges may stem from individual physical ability differences, fitness levels, and learning styles. Identifying these inherent hurdles is essential in tailoring effective compensatory measures.

According to CHED, Gymnastics is a course that helps students increase their coordination, body movements and awareness. Gymnastic skills cover jumping, back bending, turns, and walks, along with balancing and manipulating various apparatuses. Gymnastic performance is dependent on a combination of physical fitness and the complex technical skills required on each piece of equipment (Mikaouer et al., 2018). Moreover, gymnastic performance is dependent on how one skillfully manipulates equipment. Therefore, having proper equipment or apparatus will improve the development of the gymnast's performance.

In the school where the Bachelor of Physical Education (BPED) students were enrolled, it was observed that their fellow students met several challenges in the Gymnastic course. This prompts the researchers to find out and document their challenges, as well as the compensatory measures the students applied. The final practicum grade of students in gymnastic skills provided a baseline understanding of the students' performance.

The study's findings will provide insights into the challenges that physical education students face when learning gymnastic skills and the compensatory measures they use to overcome these challenges. Understanding the challenges and compensatory measures can help teachers develop more effective teaching techniques to help students learn gymnastics skills better, contributing to the improvement of students' physical health and overall well-being.

In this study, the researchers aim to contribute to EPRA International Journal of Multidisciplinary Research by identifying the challenges encountered and compensatory measures employed by the BPED students. It also scrutinizes the

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lived experiences of BPED students' challenges and compensatory measures in online asynchronous classes.

Descriptive Phenomenology Design is a qualitative research technique meant to recognize and articulate the fundamental characteristics of phenomenology. The approach examines individuals' day-to-day experiences while putting the researchers' preconceived preconceptions about the phenomenon on hold. In order to better understand how people interpret their lived experiences, phenomenology research looks into such experiences. The emphasis is on students' difficulties in executing Gymnastic skills and compensatory measures used while performing the routine. To gather enough information and ascertain the current status of each participant chosen for the study, an interview will be conducted (Yao, 2021).

David Perkins's Difficulty Theory contributes to the aspect of knowing the challenges to identify the student's experiences; to compensate for strategies or approaches that can ease and benefit students (Perkins, 2007). This theory identifies learners' characteristic trouble spots for a particular area of instruction and includes some causal analysis of why they occur toward improved teaching and learning. It is a framework for understanding the challenges that students face when trying to master new concepts. This theory rejects the notion that learning should always be easy and straightforward, asserting that some level of struggle or cognitive effort is necessary for effective learning. It emphasizes the significance of thoughtful task design and instructional strategies that balance challenge and support to foster meaningful and enduring learning experiences. Thus, it is relevant to the study since it represents a student's challenges and difficulties. Students must be able to comprehend and understand the context and concepts of the learning materials given by the teacher in order to perform the appropriate skills of gymnastics, conceptual knowledge thereby improving a student's performance.

Related Studies

Gymnastics is a type of high-speed activity that requires a high degree of anaerobic and flexibility skills to execute well. It includes the provision of jumping, pushing, explosive strength, pulling skills, balance, and artistry on the various equipment. Gymnastics performance is dependent on a combination of physical fitness and the complex technical skills required on each piece of equipment. Accordingly, in men's artistic gymnastics (MAG), a high fitness performance level is critical to meeting the necessary requirements on various apparatuses. To perform the wide range of complex acrobatic skills effectively for gymantics, the gymnast must achieve high levels of strength, flexibility, and coordination (Mkaouer, Hammoudi-Nassib, Amara, Chaabène, 2018). Thus, students new to gymnastics meet difficulties and must develop the high-level skills mentioned above through various compensatory measures to perform effectively.

Execution of Gymnastic Skills

Nevertheless, students should develop flexibility, cardiovascular, and muscular conditioning before performing the different fundamentals of gymnastic skills, including floor skills such as rolling, walking, jumping, turning, backbends, and tumbling. Basically, a roll is a movement depicting a natural reaction to how a gymnast breaks and balances the fall properly. It used to thrust the hands toward the floor to have a clean landing. Rolls can also be performed sideways. Then the walks this clarifies the locomotor and support movement in gymnastics. This section helps the students develop their upper-body strength which is essential in gymnastics. Proceeding to jumps, this skill gained strength in the feet and legs. Students should have a strong leap when performing this skill; pike and tuck jumps are also the basic jump skill. Turns clarify how well the student/gymnast does the spot at the center, this skill determines the circular movement and the balance while doing turns. Backbends illustrate the flexibility, muscular strength, body awareness, and balance of the body. Lastly, tumbling will be performed through hand and foot. It represents the transferring of weight, a transition in one place to another. Students must learn different fundamentals of gymnastics skills, which will aid in performing the proper way of fundamental gymnastics skills without any further background (Mitchell, Davis & Lopez, 2002). One factor that contributes to the performance of gymanstic skills is practice thus, compensatory measure such as practice helps.

According to Heinen, (2016), Gymnastics is performed in a stationary environment where gymnasts skillfully control their posture and segment movements during complex aerial skills. Moreover, this signifies the implications for applications concerning the different gymnastic skills, such as complex skills, proper spotting. and guiding techniques. Also, it depicts the various indicator performances and apparatus developments.

Whittaker and Emery (2017) investigated the effects of dance training on joint pain, instability, and fatigue in dancers. Their data indicated that many participants experienced significant joint pain and fatigue, which interfered with their ability to perform dance routines accurately. The physical pain and instability reduced their overall dance performance quality.

Develop the Physical Fitness Skill-related Components

Romanova, Vorozheikin, and Bayankin (2023) explore innovative methods for conducting rhythmic gymnastics training sessions to improve physical and functional fitness. They address the primary challenges young gymnasts encounter, such as physical strain and injury risks. Their research underscores the necessity of incorporating health fitness elements into training regimens to alleviate these issues. Moreover, a holistic training approach that includes health fitness components enhances gymnasts' performance and well-being. Anderson and Wozny (2021) also stated the essential role of flexibility in dance proficiency, observing that dancers who lack flexibility have difficulty performing key dance skills, leading to substandard performance. The study stresses the necessity of incorporating flexibility training into regular practice to improve skill execution. Thus, without sufficient flexibility, dancers cannot meet the physical demands required by professional standards.

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Learning Resources

Parlina et al. (2021) examined the challenges faced by students in distance education learning floor gymnastics. They found that the lack of proper learning resources significantly affected students' ability to perform gymnastics skills. The pandemic exacerbated these issues, making it difficult for students to access necessary equipment and facilities. The study compared public and private elementary schools, revealing that both faced similar difficulties. Teachers struggled to effectively teach gymnastics without adequate resources. The research emphasized the need for better support and resources for distance education in physical education.

Moreover, Mulyana, Soraya, Rubiana, and Herliana (2022) study emphasized the importance of learning resources. They identified a lack of learning resources as a significant obstacle. Students struggled to manipulate apparatus during lessons, hindering their skill development. The study emphasized the need for adequate equipment and facilities in gymnastics education. Teachers also faced difficulties in effectively delivering lessons without proper resources.

Performance Standards of Teachers

Smith and Johnson (2018) compared undergraduate students' perceptions of their learning experiences in gymnastics and dance. The research found that students preferred the structured nature of gymnastics over dance for teaching and learning purposes. However, both disciplines involved high standards set by teachers, which created significant pressure to perform well. Students felt stressed about meeting these expectations, receiving good grades, and mastering the necessary skills. This study shows the difficulties students face in meeting the high performance demands set by educators in physical education.

Brown and Davis (2021) explored teachers' perspectives on the challenges of implementing quality physical education programs. Teachers feel pressured to accommodate multiple dimensions, such as practicing skills, playing games, and meeting curriculum standards within limited class periods. They believe this pressure often requires students to perform well to meet high standards. The study shows that students face additional stress in physical education due to the high expectations set by teachers, which affects their overall experience and performance.

Williams and Thompson (2023) conducted a thematic analysis of how students cope with performance pressure in physical education. The findings reveal that students frequently try to avoid performance pressure and the fear of not mastering activities or situations in class. High standards and expectations set by teachers contribute significantly to this pressure, leading students to employ various techniques to hide their struggles. The research shows the psychological effects of high-performance expectations in physical education, particularly in gymnastics and dance.

Kuh et al. (2006) identify grades and GPA as the primary measures of academic success, reflecting high and low student performance. These metrics are essential for assessing academic quality, encompassing student satisfaction, skill acquisition, and persistence. The study emphasizes the importance of achieving learning objectives as a crucial part of academic success. Furthermore, the comprehensive nature of academic quality is demonstrated by integrating various aspects of student experiences. Overall, the study provides a multifaceted view of what constitutes academic success.

Students' Interest to Gymnastics

Oliveira and da Silva (2018) explore the challenge of engaging students in gymnastics, particularly when it is not their area of expertise. They note that physical education students often lack the technical skills and interest needed to fully participate in gymnastics, making it difficult to mediate the learning process effectively. Their study suggests the need for customized approaches to make gymnastics more accessible and engaging for all students.

De Steenberg (2019) found that students' interest in gymnastics is often hindered by their lack of experience and confidence in the sport. The study indicates that middle school gymnastics programs face significant challenges in maintaining student engagement. Students often cannot fully express their interests due to the perceived difficulty and lack of relevance to their personal goals.

Liang (2019) explores the slow progression of gymnastics education and the inherent challenges faced by educators in sparking interest among students. The study emphasizes the need for diverse teaching methods to attract and retain students' interest in gymnastics. Liang suggests that a more engaging curriculum could help overcome the challenges of disinterest.

The preceding discussions have clearly emphasized the importance of understanding the needs of students in developing Gymnastics skills. Difficulty theory serves as the foundation of the study, providing a framework for organizing the main themes. These themes include the challenges BPED students face in performing gymnastic skills. This advances our understanding of the antecedents of appraisal experiences and the specific difficulties that determine how students will compensate for these challenges. Difficulty theory identifies the obstacles students encounter in gymnastics and the compensatory measures they can take, addressing the question posed in the problem statement.

OBJECTIVES

This study aims to determine the challenges and compensatory measures in performing Gymnastic skills of Holy Name University, Bachelor of Physical Education students in School Year 2022-2023.

1. What is the profile of the final practicum grade of students in gymnastic skills?
2. What are the different challenges encountered by the students in learning gymnastic skills?

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3. What are the compensatory measures implemented by the students in response to the challenges?

RESEARCH METHODOLOGY

Research Design

This study used a descriptive phenomenology design, a qualitative research method that aims to understand and describe the universal essence of a phenomenon. The method investigated people's everyday experiences while suspending the researchers' preconceived notions about the phenomenon. This signifies the specific experiences of the respondents in performing the gymnastic skills. The focus of the study is on students' challenges in the execution of gymnastic skills and ways of compensating while performing the skills.

Moreover, the study utilized a descriptive-statistics design, a quantitative research method used to identify the profile of the final practicum grade of students in gymnastic skills among the third-year BPED students.

Participants

The participants in this study were Holy Name University third-year BPED students in the school year 2022–2023 who took the PEED 134 subject, or gymnastics class completely, in an asynchronous online format. Those students who are registered for formal credit carry less than the full load called for in a given semester, and transferees were excluded from participating in this study. The researchers used simple random sampling to select the 15 students to be the respondents, answering the given questions in the interview guide. Besides that, the subject teacher was the source of data for the skills and final practicum grades of the fifteen (15) selected students.

Instruments of the Study

The researchers created researcher-made interview guide questions. The first part of the interview guide is about the respondents' profiles. The second part included items that elicited the challenges or factors they faced while acquiring the skills in gymnastics. The final grade rating of the practicum was used to determine the students' gymnastics skills learned; the gymnastics teacher used a rubric in Rhythmic Gymnastics to assess students performance. The profile of the gymnastic skill rating of the students has been rated using the following scale: 3 are proficient; 2 are approaching mastery; and 1 is still developing. As well as the final practicum grades of the respondents gathered from the teacher.

Procedure

Before collecting data, the researchers filled out the form needed for the ERB to ensure that the study followed all protocols. A letter was sent to Holy Name University's Dean of the COED Department, requesting permission to conduct the study for third-year BPED students. Several ethical considerations were taken into account in this report undertaken by the researchers to minimize any harm and ensure the legitimacy of this research study. Before data collection, researchers asked permission from the subject teacher in PEED 134 to get the master list of the students who performed the final practicum. After getting the master list, researchers were selecting respondents using simple random sampling. Then, sent to the 15 selected respondents back to the subject teacher to get their final practicum grade.

Following that, researchers sent a consent form to the selected respondents via Google Forms, which includes the study's objective, inclusion and exclusion criteria, withdrawal procedure, information about the study, risks and benefits, and contact information. Researchers gave participants three days to confirm their participation before the interview. The researchers then meet with the respondents according to their preferred time availability, obtaining the final response. Afterwards, researchers asked permission to record the interview and it lasted for ten to fifteen minutes. As the researchers already had the responses, consequently transcribed them and extracted the code and themes collected from the participants' responses. The collected data were subjected to basic statistical treatment, analysis, and interpretation.

Data Analysis

The statistical treatment used in this study is: Percentage – used to get the percentage of the population of the 3rd year BPED students. Also, used to consider the given final practicum data from the PE ED 134 professor.

Thematic analysis is used for the qualitative data. It's most commonly used to refer to a collection of texts, such as interview transcripts. The researcher scrutinizes the data for common themes, or subjects, concepts, and meaning patterns that recur again. Thus, it learns about people's perspectives, thoughts, knowledge, experiences, or values from a set of qualitative data, such as interview transcripts, social media profiles, or survey results, this is an appropriate research technique.

To comprehend the data, this must first become acquainted with it. The researchers read and re-read the transcripts. Coding is the next phase, which entails detecting text chunks – usually phrases or sentences – and constructing brief labels or "codes" to convey the content. Researchers read through each interview transcript in this area, looking for anything noteworthy or instructive. As researcher read through the material, which keep adding new codes and highlighting all phrases and sentences that match the codes. The next stage was to come up with theme ideas. Researchers analyze the codes generated, look for patterns, and begin to develop themes. Themes are more expansive than codes. The next stage was to review the themes. The researcher ensures that the themes in this part are valuable and accurate representations of the data.

Ethical Considerations

The privacy and identity of respondents who participated in this study are protected, and the data collected have been treated with the utmost confidentiality and respect. Data collected from this study have been properly disposed in the recycle bin after the

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fulfillment of the study. All data gathered have been removed or erased from a file directory, application, or device used. Researchers assured that this activity would not expose the participants to any vulnerabilities or risks.

RESULTS AND DISCUSSIONS

The study's findings, as well as their corresponding data analysis and interpretation, are presented in this chapter. The main purpose of this study was to identify the challenges and compensatory measures of the BPED students in performing gymnastic skills.

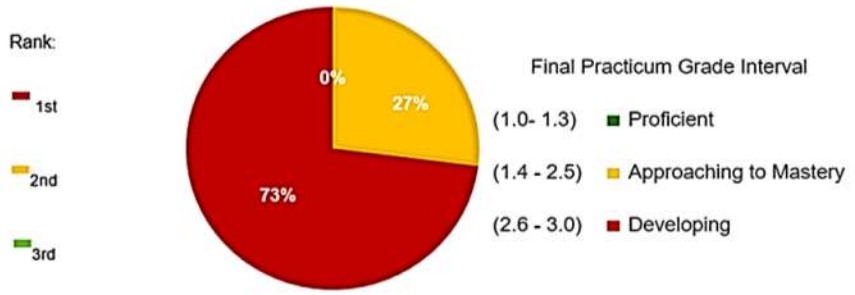

Figure 1. Profile of the Final Practicum Grade of Students in Gymnastic Skills

As shown in the figure 1, out of 15 respondents the majority of their final practicum grade performance belonged to "Developing" with a frequency of 11 or 73%, ranking them first on the pie graph. On the other hand, 4 or 27% of the students belonged to "Approaching Mastery" which ranks second. None of the students were classified as "Proficient," which corresponds to a third-place ranking. This indicates that most students received low grades for performing gymnastic skills in the final practicum during the online class. They found the skills challenging, especially since they are new to them and not flexible enough to perform them. According to the data, students faced various challenges while learning gymnastics online.

According to the study Defining and Measuring Academic Success (Kuh et al., 2006), the grades and GPA are the most commonly used measures of academic success, which means that the performance of a student represents their grades, whether they're low or high. Thus, academic quality is measured, which includes academic success, satisfaction, skill acquisition, persistence, and the achievement of learning objectives.

This sums up the data from the respondents, indicating that the majority of responses reflect their final practicum with a low-grade performance that causes various challenges such as learning resources, skill execution, interest, and even the standard of the rubric for the final practicum performance in gymnastic skills.

Table 1. Challenges Encountered in Performing Gymnastic Skills

Challenges	Specific Experiences
Learning Resources	Do not have a safe place in executing gymnastic skills. Inaccessible and unavailable apparatus. Lack of instructional materials on the appropriate manipulation of apparatus. Content of instructional materials is not enough to gain knowledge in the proper execution of gymnastic skills. The level of understanding of the instructional materials given by the teacher varies individually. Somehow cannot comprehend the skill execution base from the instructional materials given by the teacher. Lack of internet connectivity makes it hard to access learning materials given by the teacher in google classroom and watch instructional videos in YouTube.
Execution	Each skill has a different level of difficulty that some cannot properly execute by a beginner/non-gymnast. Experience body pains; injury, muscle spasm and bruises during and after executing gymnastic skills. No experience in executing gymnastic skills thus the body was astounded.

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	Shortfall in the body preparation; did not do warm up and did not consistently perform conditioning exercises before executing gymnastic skills. Lack of self-esteem that results in discouragement, comparing oneself to others, getting frustrated and not confident enough to accomplish the task and executing the skills properly. Conscious on the body physique when executing gymnastic skills. Not flexible enough to execute the skills properly.
Lack of Interest	Not familiar with gymnastics. Gymnastic is not in the field of interest. Not his/her specialization.
High Standard	Performance standards are meant to be a high bar for the respondents, challenging them to get good marks. The performance standard requires more time to practice and acquire the necessary skills, putting respondents under time pressure to prepare.

The participants identified the challenging experiences that they encountered while performing the Gymnastic Skills. Table 1 summarizes the participants' responses and the themes derived from these.

Learning Resources. Majority of the respondents mentioned that learning resources are one of their challenges in accomplishing the desired performance tasks in Gymnastics. Parlina et al. (2021) also found that the lack of proper learning resources significantly affected students' ability to perform gymnastics skills. In addition, Mulyana, Soraya, Rubiana, and Herliana (2022) study emphasized the importance of learning resources. They identified a lack of learning resources as a significant obstacle. Students struggled to manipulate apparatus during lessons, hindering their skill development.

It is utilized for students to get information from resources, but in this case, students were challenged in terms of:

a. Facility. During the performance, students' was challenged in performing the routine of the gymnastic skills due to their environment where in their location doesn't have enough and safe space to occupy their performance as what respondent 1 said, "*Dapat naa gyuy kuan proper na place kay ang giuna man gud ana is safety man gud unya mao to para naho safety gyud ang angay.*" (There should always be a proper place because we must prioritize safety, for me safety should be a priority). This suggests that availability and safety of facilities affix the challenges of students in performing gymnastic skills.

b. Equipment. In gymnastic skills students have the freedom to choose what apparatus they will perform, but students were challenged to control it such as the hola hoop, wand, ball, and ribbon. When combined, these make them more challenging, especially for students who are new to gymnastics. Additionally, some students lack the necessary tools in manipulating the equipment respondent 1, 2, 7, 10, and 11 says that "*di pud kaayo proper among equipment pud*". (The equipment is not proper). This indicates that the equipment must be adequate and is fitting for students to effectively perform gymnastic skills.

c. Lack of Internet Connectivity. Students were unable to use resources when searching for other information. Respondent 4 explained that "mutokad pa ug bud bitaw para magpa signal" " (I even climbed to the highest area just to capture some signal.) such as; google, google classroom and YouTube to view videos related to the skills to be performed. Some materials were provided but could not be accessed due to a lack of signal, this hindered also in passing the final practicum performance. This emphasizes that internet connectivity is one factor that hinders the students from utilizing learning resources, the availability of learning resources helps the students in the instruction of the proper execution of gymnastic skills.

d. Content of Instructional Materials. Majority of the respondents were having a hard time comprehending the materials given by the teacher since they don't have enough knowledge in performing gymnastic skills.

This makes them foreign to understand just like respondent 5 said *"Syempre wala tay experience ani gymnastic ohh!",* (Of course, I don't have experience in gymnastics). This suggests that students find it hard to execute gymnastic skills without the experience and knowledge, thus content of instructional materials is of importance in executing gymnastic skills.

Execution. Based on the data, all of the respondents' experienced challenges. In this case, students were having difficulties in performing the fundamental skills in gymnastics. Respondents endured physical pains in the body which hindered them from doing the activity properly.

a. **Level of Difficulty.** The gymnastic skills vary in difficulty; in this case, respondents was challenged to execute the skills effectively because most do not know how to do it correctly as what respondent 1 said "lahi-lahi ug kaya ang studyante, bali nay uban na kani sayon ra nila ni, uban lisod pud kaayo. Bali sa level of difficulty." (Each student has different capabilities, to some it's easy, others find it difficult. Pertaining to the level of difficulty.) While, respondent 6 said "Diko kamao ako ra gi perform adto kay mga basic ra gyud kaayo mga sayon ra like rolling, nakaya rato nako pero kanang mga naay cartwheel ug kanang naay backbend kay dili ko kamao mo backbend, murag mabali akong likod. Naglisod ko sa level of difficulty" (I can't do it, I just performed the basic skills like rolling, I was able to execute it but the cartwheel and backbends I don't know how to do it, it's like my back will break. I have a hard time with the level of difficulty.) This

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suggests that the teacher must consider the individual differences and the difficulty level of the student's skills.

b. **Body Preparation**. Prior to performing gymnastic skills, the body should be ready and well-conditioned. Gymnastics conditioning exercises are essential, but students often struggle to perform them due to bruises and muscle spasms caused by insufficient warm-up. One respondent said "I didn't have proper warm up before I performed the gymnastic skills". This implies that warm-up exercises must be done before the execution of gymnastic skills.

c. **Lack of Self-esteem.** When students with low self-esteem try to perform gymnastic skills, one of the obstacles they face is their body image. Respondent 2 said that "Ang pinakakuan nako samot na akong appearance bitaw" (My major concern is my appearance). Students are frustrated if they compare their performance to others, especially if the respondents are unable to perform the chosen gymnastic skills correctly. This indicates that self-confidence contributes to the performance of the students in performing gymnastic skills.

d. Flexibility. Lack of flexibility when gracefully perform the gymnastic skill, as the majority of respondents do not stretch or warm up before performing the skills. Respondents says that "diba dili man ta flexible so maglisod jud ta'g perform sa skills nga ipa perform ni ma'am" (We are not flexible so we find it challenging to perform the gymnastic skills that our teacher instructs us to). Also, naa may uban nga skills nga mura nag require ug split" (Also, there are gymnastic skills that require us to do split) as what respondent 14 said; which makes the respondents more complicated. This suggests that students must be flexible in order to properly perform the gymnastic skills.

Lack of Interest. Students' interest was tested since they were unfamiliar with the gymnastic skills and had never performed them. Respondent 2 said "dili ko into gymnastic bitaw" (I'm not into gymnastics). Some of them do not fit their specialization, which creates difficulties during the performance. The findings align closely with Oliveira and da Silva (2018) study that physical education students often lack the technical skills and interest needed to fully participate in gymnastics, making it difficult to mediate the learning process effectively. Additionally, De Steenberg (2019) discovered that students' interest in gymnastics is frequently dampened by their lack of experience and confidence in the sport. The perceived difficulty and lack of relevance to their personal goals often prevent students from fully engaging with and expressing interest in gymnastics.

High Standard. Students were put under pressure by the high expectations they met throughout their performance. They were likewise under strain because of cutoff times and unfortunate time management, which upset their performance. Furthermore, the teacher expects students to perform at a higher level than they are capable of since they're PE major. It causes students to feel frustrated since what is given or taught does not correspond to the capabilities, resulting in the majority of the respondents' performance being low. The findings of the study conformed with Williams and Thompson (2023) which reveals that High standards and expectations set by teachers contribute significantly to students' pressure leading them to employ various techniques to hide their struggles

Table 2. Compensatory Measures in Performing Gymnastic Skills

Compensatory Measures	Specific Experiences
Performance Preparation	Improvise or borrow equipment. Gradual learning of the skills. Practicing the routine. Determine priorities and manage time. Assessing oneself through video. Utilizing instructional materials given by the subject teacher. Watching instructional videos on Youtube and Google. Corrective feedback given by family and peers
Motivation	Aspire to graduate and pay back parents' sacrifices. Verbal encouragement given by peers. Driven to get good grades. Believing in oneself and being confident in performing the skills.
Peer Support	Collaborating with peers and applying given suggestions from peers.

The participants identified the compensatory measures that they utilized in performing gymnastic skills. Table 2 summarizes the participants' responses and the themes derived from them.

Performance Preparation. Before students perform their final gymnastics skills practice performance, they watch instructional videos on Google and YouTube to assess themselves and learn how to perform the skills correctly. In the categorization of this helps the students to practice counter measures to lessen the injury and other body pains.

a. Assessing oneself through video. One way to improve their performance is to assess and film themselves during practice to see if their skills are properly executed or not. As respondents 5, 10, and 15 "Ga individual learning ragyud ko", "practice practice gyud ko hinay-hinay ragud gihapon huang practice hangtod sa mag video ko and then aron akong tan-awon huang kaugalingon

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ug naporma ba pud huang g perform". (I just practice and practice, I take it slow until I take a video of myself and assess myself). This implies that assessing oneself is useful in performing gymnastic skills.

b. Corrective Feedback. Receiving feedback from parents and peers enables respondents to develop what needs to change and improve. When respondent 7 said, "nagpatabang pud kos akong igsoon, kay diba naa toy spotter? Siya nalang akong gi spotter or support bitaw para mutan-aw." (I asked for help from my sibling like there should be a spotter, right? I decided to make him/her as my spotter or support to watch me perform). As a result, this will benefit through proper execution and forms. This suggests that students struggle to understand the lessons without the help of their professors' feedback.

Motivation. Majority of the respondents' said that "gipaningkamutan nga mabuhat naho ang skills kuan man gud pud aron makapasar ko" (I did my best to performed the skills in order to pass). Since it is one of the factors that can help them achieve their dreams and graduate.

Peer Support. This assists respondents in compensating for poor performance by collaborating with peers and classmates. Respondent 4 illustrated this by saying, "We asked each other if what we did was right and helped each other execute the skills properly." This practice of comparing their skill executions with those of more knowledgeable and flexible classmates provided valuable feedback, which, according to Donia et al. (2022), can significantly enhance student performance. The respondents' ability to receive and apply feedback from their peers led to notable improvements in their gymnastic skills, demonstrating the effectiveness of peer support in overcoming performance challenges.

Table 3. Challenges and Compensatory Measures in Performing Gymnastic Skills

Challenges	Compensatory Measures
Learning Resources	Performance Preparation
Execution	Performance Preparation Motivation Peer Support
Lack of Interest	Performance Preparation
High Standard	Motivation Performance Preparation

Table 3 summarizes the compensatory measures students used to address challenges in performing gymnastic skills.

To overcome learning resource challenges, respondents asked family members to act as spotters, used foam or yoga mats, sought soft surfaces like Bermuda grass, improvised or borrowed equipment, watched instructional videos on YouTube and Google, used materials from their teacher, and found places with strong internet connections. These methods helped them adapt to their challenges during the final practicum. For execution challenges, students learned the skills gradually, practiced routines, used instructional materials, watched videos for proper execution, received feedback from family and peers, collaborated with classmates, and applied their suggestions. They also relied on self-belief, confidence, and motivation to achieve good grades. To maintain interest, respondents watched videos for insights into gymnastics, received verbal encouragement from peers, believed in themselves, and felt a sense of fulfillment from completing performances. When facing high standards, students watched instructional videos, practiced routines to meet performance standards, built self-confidence, prioritized tasks, and managed their time effectively.

CONCLUSION

The data revealed that students faced challenges in performing gymnastic skills during asynchronous online learning. Achieving proper execution was difficult, leading to body pains and injuries, as students were not gymnasts. Many struggled to find and utilize resources to understand gymnastics better, and the high standards were unrealistic for beginners. Despite these issues, students managed to complete the final practicum by focusing on preparation, using available materials, and practicing regularly. Motivation from peers, family, and self-belief helped them persist. Peer support also played a crucial role through collaboration with classmates. The study highlighted the need for blended learning and face-to-face classes for immediate teacher feedback. Addressing these challenges requires the combined efforts of students, teachers, and administrators.

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