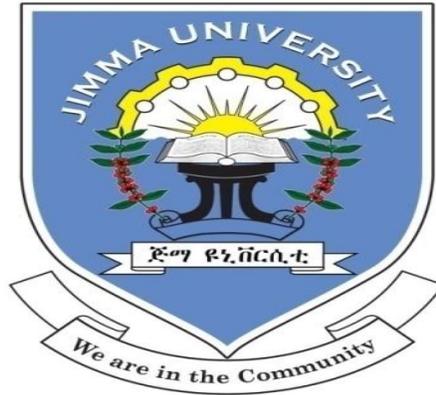


JIMMA UNIVERSITY

COLLEGE OF NATURAL SCIENCES

DEPARTMENT OF SPORT SCIENCES



**THE IMPACT OF LARGE CLASS SIZE TO TEACHING FOOT BALL THE CASE OF
THE BUNO BEDELE ZONE SECONDARY SCHOOLS**

By:

ZELALEM AYENEW

**A THESIS PAPER SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
JIMMA UNIVERSITY COLLEGE OF NATURAL SCIENCE IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF
EDUCATION IN TEACHING PHYSICAL EDUCATION**

DECEMBER, 2018

JIMMA, ETHIOPIA

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**A THESIS PAPER SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
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JIMMA UNIVERSITY
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DEPARTMENT OF SPORT SCIENCE

DECLARATION

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Acronyms

CAF: African Foot ball Confederation.

EFF: Ethiopian Football Federation.

FIFA: Federation International Foot ball Association.

OECD: Organization for Economic Cooperation and Development.

PE: Physical Education.

Abstract

The main objective of this study was to assess the impact of large class size on teaching foot ball the case of the Buno Bedele secondary schools. To achieve the intended objective this study descriptive research method was used with quantitative and qualitative data collecting approaches for this study. This study was conducted Bedele, Engibo, Chora and Gechi secondary schools those which were selected through lottery method. 374 sample populations students were selected through stratified simple random sampling method since the sample respondents of students were selected from different schools. The method of data collection tools by used questionnaire, interview and observation. Descriptive statistical analysis was used to analyze the data in using percentages, mean and standard deviation and inferential analysis particularly one sample t-test was used to give the meaningful conclusion. The qualitative data that were collected from physical education teachers and principals were analyzed qualitatively through discussion using with words. Based on the analysis made of this study conclusions were made and the findings of this study were identified. Therefore, the findings of this study were there was negative impact of the large class on teaching foot ball in the physical education of secondary schools, the way large class affects teaching foot ball in the secondary schools were affect the attention of students, marking, planning and assessing are more of a problem in large classes in teaching foot ball, affect quality of teaching,, teachers do not spend extra time with slow learners, teachers had limited time to focus on the needs of slow learners and were forced to neglect them to keep pace with the prescribe time allocation for each learning area in foot ball teaching. Large class sizes do not enhance students' effective learning and academic success and large class sizes do not enhance the quality of support for individual students which can have a positive impact on their overall academic performance, the theoretical classroom activities are challengingly managed by teachers in the large class in the secondary schools and the extent at which the large class affect foot ball teaching in the secondary schools was high.

Key words: Physical education, Practice, Football, Secondary school, *impact and large class*

:

CHAPTER ONE

I. INTRODUCTION

1.1. Background of the study

Class size refers to the number of students in a given classroom, specifically either the number of students being taught by individual teachers in a classroom or the average number of students being taught by teachers in a school. The term may also extend to the number of students participating in learning experiences that may not take place in a traditional classroom setting, or it may also refer to the total number of students in a particular grade level or “class” (Amua 2010). In recent decades, a variety of reform efforts have been focused on decreasing class sizes, or the average class sizes in an education system, as a strategy for improving school and student performance.

After research studies found that smaller class sizes could have positive effects on student learning and academic achievement, many initiatives both at the level of state and federal policy, and in individual schools sought to lower student-teacher ratios. The basic rationale is that if teachers have fewer students, they can devote more time and attention to each student, including more time diagnosing specific learning needs, critiquing work products, and giving students one-on-one instruction and academic support (Amua 2010).

The previous study that conducted by Organization for Economic Cooperation and Development (OECD, 2017) had indicated how class size can affect teaching had considered hypothetically. If a teacher has five classes with 20 students in each class, the teacher is responsible for 100 students. If each class is increased to 30 students, the teacher would then be responsible for 150 students a 50 percent increase in the teaching workload. If a teacher with 20 students in each class spends only 15 minutes reading, analyzing, and responding to a writing assignment (a short amount of time), the teacher will have to devote 300 minutes to the process for each class or about five hours while five classes given writing assignments would require 25 hours. For a teacher with 150 students, the time required would be 2,250 minutes or nearly a full 40-hour workweek. So if the teacher gave one writing assignment a week in each class, the time required to teach the course and score the writing assignments would likely be between 65 and 80 hours, depending on class sizes. As this example illustrates, at a certain point class size, for purely logistical reasons, will affect the instructional options available to teachers, since the demands of

lesson preparation, teaching duties, and assignment grading can quickly become unmanageable as class sizes increase. And the more students that teachers have, the more likely it is that they will have to rely on instructional methods that require less time to complete, such as grading short-answer worksheets or scoring multiple-choice tests.

1.2. Statement of the problem

There is a large body of research on the relationship between class size and student learning. A 1979 systematic review of the literature identified 80 studies. There are surely hundreds today. The vast majority of these studies simply examine the association between variation in class size and student achievement. The primary difficulty in interpreting this research is that schools with different class sizes likely differ in many other, difficult-to-observe ways. For example, more affluent schools are more likely to have the resources needed to provide smaller classes, which would create the illusion that smaller classes are better when in fact family characteristics were the real reason.

Studies that have examined student assessment of a course universally agree that class size has a negative impact on student course evaluations, with larger courses receiving statistically significant lower scores than smaller courses (Allen, 2008).

They find a large, highly significant, and nonlinear negative impact of class size on student evaluations of instructor effectiveness. Their result is robust to instructor and course fixed effects Hannon, (2008).

utilizes 19 semesters of student evaluations of economics courses at Kansas State University. Once again class size is found to have a negative and statistically significant impact on student course evaluations. Illustrating that this result is not unique to economics students nor the United States, Wasteland (2008) reports that increases in the size of mathematics classes at Lund University in Sweden leads to significantly lower student course evaluations there, as well.

Fewer studies still have examined the impact of class size on student performance in higher education. The study sought to examine the feelings and attitudes of heads and teachers towards how a large class size affects effective curriculum implementation in primary schools of Zimbabwe. The result shows that the current teacher to pupil ratio of 1:40 was too large. Hence, both the head and teachers felt that it should be reduced to as low as 1:30. The respondents felt that a large class is not conducive to cater to individual differences. Marking and provision of

adequate learning materials were signed as majority constraints in large class sizes. The results further revealed that supervision in general and disciplines were a thorn in the flesh in most large class size Hannon, (2008).

The findings on challenges that students face in their learning in large classes as well as the challenges that teachers face when teaching large classes in some of Papua New Guinea schools had shown that some schools have forced to create large classes to address staff and classroom shortages. The school site in this study had class sizes that ranged from 50 to 88 students. Both students and teachers could not move around the classroom freely during lessons. It was found that class sizes had increased in the school site because there were no additional classrooms built to cater for the increase in student enrolment. Also no additional teachers had been recruited to cater for the creation of extra classes. It was also found that many students who had dropped out of school and had been away from school for a number of years because of school fee issues were re-enrolling in grade 9 in the school site because of free education. It was also found that students faced various difficulties in learning and many were often absent from school because their teachers could not support them in such a learning environment.

Teachers' workload also increased with large classes and as a result many were often absent from school because of stress Awoyemi, (2006).

Overcrowded or large classes are now common places in most educational institutions, especially those in the developing world of which Ghana is no exception. There are many challenges that university teachers face when teaching large class size particularly in developing countries. According to Anderson, (2000)

The growth of large classes in the developing world is as a result of global initiatives for universal education and rapid population growth. Naturally, in order to mitigate the effects of rapid population growth, there is the need to expand access of higher education through increasing funding. Ogbondah (2010, p. 318)

educational facilities, poorly qualified and poorly remunerated teachers, inadequate learning conditions and lack of instructional materials" (Ogbondah, 2010, p. 321).

The above previous research had been conducted in the universities and they had been global study and the other local study conducted on the in the Case of Kokebe Tsibah Secondary and Preparatory School Addis Ababa on the Impact of Class Size to teach Football had indicated that the students are not interested in the teaching football, lack of encouragement for family,

teachers and other concerned bodies, inadequacy of school facility and teaching materials. However, this study was conducted in BunoBedele zone on the secondary schools. This will check whether the above effect of large class will exist as impact on the secondary schools and additional impacts may be identified through this study.

The large class is stating the number of students those have been learning in one class. The large class encompasses 65 and above number students those have been learning in one class in the secondary schools. The small class in the context of Ethiopia,40 and below number of students those have been learning in one class in the secondary schools.

1.3 Basic research questions

1. Does the large class have impact on teaching football in the physical education of secondary schools?
2. How the large class affect teaching foot ball in the secondary schools?
3. At what extent the large classes affect foot ball teaching in the secondary schools?

1.4 Objectives of the study

1.4.1 General objective of the study

The main objective of this study is to assess the impact of large class in teaching foot ball in the case of Buno Bedele secondary schools.

1.4.2 Specific objectives of the study.

- To identifies the presence of the large size impact on teaching foot ball in the secondary schools.
- To assesses how the large class affect teaching foot ball in the secondary schools.
- To assess the level at which the large class affect foot ball teaching in the secondary schools.

1.5 Significance of the study

The result of this study would be important for physical education teachers, for physical education department heads and for the school principals Buno Bedele secondary schools since the result of this study would provide them important information about the impact of large class size to teach foot ball. On the basis of the information that was obtained from the results of

this study they would plan on how to reduce the challenges that affect the physical education teaching-learning process. Additionally, the result of this study was used as the source of information for the future researchers who was interested to conduct research on in this area.

1.6 Delimitation of the study

The study would not incorporate all students and physical education teachers that were found within the school of four secondary schools of Buno Bedele zone(Bedele,Engibe,Gehci and Chora). The research was conducted to the problems participating and performing of the teaching learning process of physical education in both theoretical and practical session.

1.7 Limitation of the Study

There were limitations in the process of this study these limitations were shortage of time since this study was conducted with side by side with regular work and Shortage of published reference materials. The other limitation was the absence of sufficient local studies from which the experiences had been gained to conduct this study.

1.8 Definitions of basic terms

Physical education: - is one phase of the total education process and that it utilized activity drives in horrent in each individual to develop a person organically (Bucher1975:13).

Practice: - is occasions you do something in order to become better at it, or the time that you spending (<http://www.macmillian dictionary .com>).

Football – a form of Football played by two teams of eleven players with round ball which may not be handled during play except by the goal keepers, the objective of the game being to score a goals by kicking or heading the ball into the opponents goal.

Secondary school: - refers to school that offer education from grade nine to twelve in Ethiopian system ([www. Mecriam .website .com](http://www.Mecriam .website .com))

1.9 Organizational of the study.

This research proposal consists of five chapters, one deal with Introduction, Statements of the problem, Research Question, Objective of the study (General and Specific), Significance of the study, Delimitation of the study, Limitation of the study, Operation definition of Terms and Organization of the study, Chapter Two Review of Related literature and Chapter three deals with Research Methodology. chapter four presentation, analysis, and interpretation chapter five summarize, conclusion and recommendation

CHAPTER TWO

2. LITERATURE REVIEW

2.1 Definition of Foot ball

Football is a family of team sports that involve, to varying degrees, kicking a ball with the foot to score a goal. Unqualified, the word football is understood to refer to whichever form of football is the most popular in the regional context in which the word appears.

A football is a ball inflated with air that is used to play one of the various sports known as football. In these games, with some exceptions, goals or points are scored only when the ball enters one of two designated goal-scoring areas; football games involve the two teams each trying to move the ball in opposite directions along the field of play(From Wikipedia, the free encyclopedia).

2.2. Physical Education in secondary schools

All pupils in the UK have to do PE or Physical Education at school until they are 16. The sports you can do at school depend on your school as each one offers different activities. The most popular sport at school is football, played by girls and boys. Pupils play other traditional team games such as rugby, field hockey, netball and rounder or do individual physical activities like athletics or gymnastics. Today, some schools offer more modern sports and physical activities such as dance, fitness, dodge ball or Ultimate Frisbee.

2.3. History of football in Ethiopia

Football in Ethiopia came under the control of the Ethiopian Football Federation (EFF) when that organization was founded in 1943. The EFF affiliated to FIFA in 1953 and to the Confederation of African Football in 1957. League football was inexistence before the formation of the EFF with regional leagues contested during the 1938/39 and 1939/40 seasons in provinces of Ethiopia. The first recognized version of the Ethiopian Premier League was contested in 1944 when five teams representing the various communities of Addis Ababa competed for a title won by the British Military Mission-BMME. The Ethiopian Cup was added the following year and has been contested regularly since (albeit with some gaps, notably in the 1960s).

The league has been an annual competition since 1948 with Saint George FC emerging as the country's leading club with 24 titles.

Ethiopia was suspended by FIFA in 2008 after the Federal Parliamentary Assembly sacked Ashebir Wold egiorgis from his position as EFF President and replaced him with their candidate Ahmed Yasin. As a result FIFA, who oppose government interference in football, suspended the country in July 2008. The suspension was lifted in July 2009 following the election of new EFF leader The Ethiopia national football team made its first appearance in 1947 and since then have enjoyed both highs and lows. As one of the few independent African states in the immediate aftermath of the Second World War Ethiopia were an important team in the development of the international football in the continent.

Ethiopia was one of the pioneers of the Africa Cup of Nations and was one of only three teams to enter the inaugural 1957 tournament, finishing as runners-up to Egypt. They were also present at the tournament As hosts of the 1962 tournament and led by goals corer Mengistu Worku, Ethiopia defeated Tunisia and the United Arab Republic (Egypt) to be crowned African champions for the only time in their history.

They hosted the tournament again in 1968 and 1976 but by then decline had set inand their last appearance in a finals tournament came in 1982.

Ethiopia has never qualified for the FIFA World Cup. Ethiopia is also members of the Council for East and Central Africa Football Associations (CECAFA) and takes part in its competitions. They first won the CECAFA Cup in 1987 as hosts and repeated the same triumph in 2001 and 2004before adding a fourth title in Rwanda in 2005.

In 2005 the Under-20s team won its sole CECAFA U-20 Championship No Ethiopian club side has ever won the CAF Champions League or any other international club competitions. The best performances were the semi-final places achieved by the Cotton Factory Club in 1964 and Saint George in 1967.

Football is the most popular sport in Ethiopia. Although not one of the leading football nations in Africa, Ethiopia has produced some outstanding teams at both club and international level as well as some talented individual players. Football in Ethiopia came under the control of the Ethiopian Football Federation (EFF) when that organization was founded in 1943. The EFF affiliated to FIFA in1953 and to the Confederation of African Football in 1957. League football was in existence before the formation of the EFF with regional leagues contested during the

1938/39 and 1939/40 seasons in the provinces of Eritrea, Harar, Amhara, Scioa and Galla-Sidamo as part of the Italian occupation.

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A research study in Pakistan by Khan and Iqbal (2012, p.162), found 'the average number of students in most classrooms ranges from 70 to 120'. They claimed that effective teaching was not possible in overcrowded classes and a majority of the teachers were facing instructional, discipline, physical and evaluation problems. National and international literature has established that students gain positive knowledge and skills through effective learning activities in a classroom that is conducive to learning. Effective learning produces quality education through knowledge and skills gained. The word *effective* can be translated as 'something that works well and produces results that were intended' (Sinclair, 1987, p. 451). The word *learning* according to

Sinclair et al, (2008) knowledge or skill that has been gained through studies'. Students' gain knowledge and skills through effective learning and positive interactions with teachers.

The provision of effective learning strategies that enhance quality education is emphasized in the *Papua New Guinea Vision 2050* document (Government of PNG, 2009) which states that human capital development, is essentially about empowering people by enabling them access to quality education. Kukari emphasized in his discussion on quality education that in order for the country to meet the targets set by the Vision 2050 document, effective learning ought to be emphasized at all levels of education.

According to Portman, (2003)., classroom characteristics directly influence students' self-esteem including their educational values, learning outcomes and classroom learning. AAHPERD. (2006) added to this discussion in stating that, a class consists of a homogeneous group of pupils, who work and progress together. This shows that students can learn various skills from each other and progress if supported well in their learning environments. Khan and Iqbal also argued that school facility conditions affect students' academic achievement. Given the current issue of large class sizes experienced by many town schools in PNG, students' learning and academic performance is under challenge. Teachers need to think creatively about how to make learning in large classes friendly and effective and how to create positive learning environments. The impact of overcrowded classrooms on students' learning is of interest to educators, parents and the general public. Research literature on large class sizes have highlighted issues that were also found in this research study. For example, according to one research report, Bibik et al, (2007) . 'an overcrowded classroom has more students assigned to a classroom-building than the number of students it was designed to accommodate'. When the capacity of the classrooms is exceeded, it places greater demand on the schools' existing resources and infrastructure that need to be used for effective learning. When poor planning is done, population increases in classes can happen. The issue of large class sizes now seems to be normal occurrence in this particular PNG town school Brewer,et al (2009).

2.4. Negative impacts of large class sizes on students' learning

Research from other countries has found that large class sizes affect quality learning. Frazer & Yelkpereri, (2009). found that overcrowded classroom conditions hinder teachers' attention to individual students and slows down the progress of students' learning. As

Yelkper, (2009), p. 11) stated, 'Teachers only had time to cover the basic lessons and could not spend extra time with slow learners'. Teachers had limited time to focus on the needs of slow learners and were forced to neglect them to keep pace with the prescribed time allocation for each learning area.

In large classes, one to one attention on students means that teachers spend a certain amount of time with each learner. Researchers like Kim, (2006) found that large classes can force teachers to abandon student centered learning and focus more on teacher-centered lessons so this teaching strategy then became the culture of teaching. Large class sizes influence students to display learning behaviors such as not responding to the teacher's question and waiting on the teacher to provide most answers to questions on worksheets and exercises. According to Kim, (2006), large classes hinder the achievement of learning objectives and reduce the completion of learning activities. In such situations quality learning may not be achievable.

2.5. Positive impacts of small class sizes on students' learning

In research done by Siegel, (2008), it was found that small class sizes enhance students' effective learning and academic success.

Research has also established that there is a relationship between the number of students in a class and their academic success. The quality and academic success are higher in small class sizes than in large class sizes. Small class sizes can also enhance the quality of support for individual students which can have a positive impact on their overall academic performance.

Siegel, (2008 research from Portugal, the average class sizes were 17-18 students and 20-26 students. This enabled the teachers to provide quality learning support for individual students. This enabled students to complete all learning activities faster. It also allowed time for the provision of different activities that enhanced effective quality learning

2.6 Characteristics of the Modern Football

As defined by Dewitt J. (2001:54) soccer/football is a ball game played between two teams of 11 players, each attempting to win by scoring more goals than their opponent. A goal results when the ball passes over the goal line between the goal-posts and under the crossbar.

In line with this idea, he describes that; soccer/football is a very simple game: the objective is to score more goals than the opponent team. Getting the ball between the goal posts and into the

goal scores a point. While playing the ball, players may use any body part except their hands. However, the goal keeper may use his/her hands while inside the penalty area/box of its own team court. This game is the most widely played and watched team sport in the world. In relation to this idea, as stated in [http:// www.wordiq.com.](http://www.wordiq.com), a survey conducted by Federation International de Football Association (FIFA), the sports governing body, published in the spring of 2001, over 240 million people regularly play football/soccer in more than 200 countries in every part of the world. Its simple rules and minimal equipment requirements have no doubt aided its spread and growth in popularity. In this regard Reilly T. (1996:1) expresses that; football/soccer is the world's most popular form of sport, being played in every nation without exception. Thus, the characteristics of football/soccer game and its rule have a great role for the popularity and development of modern football/soccer throughout the world.

2.7 Limited resources

Research shows that shortage of learning materials is common in schools with large class sizes. According to Sherman, (2002) overcrowded classrooms can cause shortage of instructional materials, inadequate school library collections and limited storage space for learning resources. Students attending schools with insufficient learning material are handicapped in their academic achievement. to Sherman, (2002) emphasized that school facilities should be properly maintained and all areas should be accessible for students' learning.

The problem of shortage of teachers, learning materials and classrooms seems to be complex and worldwide issue. For example, in Nigeria, especially in major towns and cities, many classes have 50 to 100 students. According to Viadero, (2005)., the public schools in big cities also faced overcrowded classrooms which have resulted in shortages of highly-qualified teachers and low students' achievement. PNG urban schools are also facing shortages of learning and teaching resources and challenges with the provision of quality teaching and learning support for students because of increased enrolments and overcrowded classrooms.

2.8 The learning environment

The classroom is the heart of any educational system. No curriculum planning is complete without the implementation and evaluation of the curriculum outcome in the classroom where most of the class learning activities take place Blatchford et al, (2003). The classroom

environment becomes an important aspect of learning for students. Friendly and welcoming classroom environments are vital to efficient student performance (Earthman, 2002; Hall, 2012).

A study done in New York urban schools revealed that many schools do not have the room to accommodate increasing numbers of students and therefore large class sizes are created. This situation removes 'the bridge between good physical environment and effective students' learning' Blatchford et al, (2003). On the other hand, with good classroom organization and sound management of appropriate approaches for large class sizes, foundation for an effective learning environment may be created.

Burnett, (1995) and Earthman, (2002), stated that schools should be able to provide quiet and safe places for students testing and private counseling.

According to Plank and Candliffe (2011), good classroom organization provides a strong foundation for quality learning. Their research found that learning outcomes are higher in less noisy schools than in high noise level schools. Students in large class sizes generally tend to make more noise than students in small class sizes. As Earthman (2002) argues, students need a quiet environment to achieve quality learning and be able to hear clearly and understand what was being spoken in order to perform given tasks well. When this ability is diminished through unnecessary noise, students do not perform well. As Earthman (2002, p. 11) reported, 'Teachers say that overcrowded schools are noisier, create more non-instructional duties and paperwork, and hinder learning'. These studies show that a quiet learning environment enhances students' effective learning.

The School Improvement Service has had little opportunity to explore the impact of class size on the effectiveness of learning and teaching within Buckinghamshire schools. The School Improvement Service are however aware of national and international research that has been conducted on this theme and the following paper will hopefully provide members of JAC with an insight into a number of the key issues.

There is still little research on how teachers can make best use of small and large classes, especially in the case of students in the later primary years. Results showed that there was more individual attention in smaller classes, a more active role for pupils and beneficial effects on the quality of teaching. It is suggested that teachers need to develop strategies for more individual attention but to also recognize the benefits of other forms of learning, e.g., group work.

Much of the research and debate on class size has been about relationships between class size and academic outcomes. It is now recognized that we need accounts of ways in which classroom processes are altered as a result of class size differences (Anderson, 2000 and Achilles, 1999). In this paper we examine connections between class size and teaching, and implications for classroom management and pedagogy.

Primary schools with large classes often approach the situation creatively. For example, in classes with over 30 pupils, registration will often be taken with the whole class. Pupils are then divided into work groups for math and English lessons, using the teacher, learning support assistants and sometimes parents to work with each group. When the foundation subjects are taught (eg. art, history etc), the pupils once again work in a large Anderson, 2000 and Achilles, 1999).

Internationally there has been enormous interest in class size differences. In the USA there have been a number of class size reduction projects, following Achilles (1999) proclamation that small classes should be a cornerstone of educational policy. This has been followed by countries as diverse as China and the Netherlands.

In the UK concerns about large classes prompted the Government at great expense to introduce a maximum of 30 to a class for the youngest children in school (5 - 7 years). However, this has caused concern about class sizes over the rest of the primary school stage, that is, for pupils aged 7 – 11 years, where about a quarter of pupils are in classes with over 30 pupils.

It is worth noting that there is much more evidence available with regard to primary schools than for secondary schools.

It is now recognized by many and not just critics of class size reductions - that simply reducing class sizes is at best only a partial solution; it is important to consider how teachers can best make use of smaller classes. But there are few studies to help here and there have been no UK studies that have studied the effects of class size differences on teacher and pupil behavior at KS2 (7-11 years).

We would assume that bigger classes will decrease the amount of time that can be spent on instruction and dealing with individual children. This is consistent with teachers' views (Bennett, 1996 and some previous research (Achilles, 1999). Anderson's (2000) model of possible factors linking class size to student achievement includes aspects connected to teaching.

They conclude that the effects of class size in the elementary grades are more in terms of student engagement rather than teaching. (Achilles, 1999). Anderson's (2000) found no statistically significant differences between class sizes for most teacher activities, and this was at odds with teachers' own views.

The systematic observations and case studies showed all classes had daily sessions for math and English, and these were dominated by whole class teaching in both small and large classes. There was more whole class teaching in larger classes. Though observers witnessed many impressive examples of whole class teaching, teachers seemed unsatisfied with this approach. Class size also affected the overall amount of teaching; there was more teacher talk in smaller classes directly concerned with the substantive content of subject knowledge Daigle & Hebert, (2005).

Questionnaires and case studies showed the importance teachers attach to individual attention as the basis for effective teaching and how this suffered in larger classes. Observation results showed that in small classes' pupils were more likely to be the focus of a teacher's attention.

2.9. Class size and the quality of teaching

There were a number of suggestions, from the questionnaires and case studies carried out, concerning ways in which class size could affect the quality and effectiveness of teaching.

In smaller classes it can be easier for teachers to spot problems and give feedback, identify specific needs and gear teaching to meet them, set individual targets for pupils, and be more flexible and adventurous in the use of different styles of teaching Daigle & Hebert, (2005).

There was a suggestion that teachers in large classes were more formal and less personalized in their style of teaching, and forced to use different teaching methods to cope with pupils with different abilities. Pupil discipline was seen to be more difficult in large classes. Some teachers in both small and large classes also felt that relationships with some groups of pupils, particularly the shy ones, would suffer as the class became larger.

Finding time for marking, planning and assessment is more of a problem in large classes.

Teachers see this as a direct threat to the quality of their teaching. Overall the results therefore indicate that what we call 'teacher support for learning' (Blatchford et al, 2002), is more likely in smaller classes.

Passive vs. active pupil role Pupils in larger classes were found to have a more passive role in contact with the teacher. The systematic observation study showed that two allied behaviours

were more common in large classes: times when the child is simply listening to the teacher and times when they are not singled out by the teacher; they are one of the crowd. Conversely, in smaller classes pupils were more likely to interact in an active way with teachers.

This was seen in the greater likelihood of initiating and responding to teachers and sustained contact with them Finn, et al (2001).

2.10 Physical Education as Part of General Education

Physical education is the integral part of the total education process which enhances and integrates those physical, social, and psychological aspects of an individual's life, through directed physical activity Finn, et al(2005) very often the natural relationship between general education and physical education is forgotten, with the result that the two exist physically together but functionally apart. This has resulted in reducing the scope of the school program in two respects firstly the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized. Arnold (1976:69) also views that; through a well directed physical education program students develop skills for the correct use of leisure time by undertaking activities which are conducive to healthy living social development and a sense of civic responsibility Brewer,et al (2009).

“An integral part of the total education process a field of endeavourer that as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with view to realize these outcomes.”The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscular, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the playground gymnasium and swimming pool Brewer, et al (2009).

The relationship between physical education and general education provides opportunities for exchange of views between the physical education teacher and the subject teacher about the abilities, interests, limitation and scope of each individual student and his/her participation in the school program. In this way, good physical education teacher ascertains how well participation performs the necessary motor skills before permitting him/her to take part in physical activities.

The same authors explicitly elaborated that physical education has been accepted as an essential part of general education and no educational authority, state or organization questions the justification or need for it. But still there is a considerable confusion in interpreting the scope and

the nature of a physical education program and its academic relationship with general education or the contributions of general education to physical education Gross, (2008)..

The physical education teacher is a model to the students because of his/her concerns with his/her pupils' physical health as well as their intellect and emotions. The development of cognitive and recreational abilities can thus become the guiding force and the outcomes. This widens the educative scope of physical activity and help to give a global definition to education and an educational orientation to physical education (Ibid).

Physical education program is nothing but an application of sound philosophical, educational, psychological, physiological, anatomical and biological principles. The physical educator should consider psycho physical needs and problems of boys and girls and fit the program to suit the children instead to trying to adapt every boy and girl to the program. Rigid syllabus has no place in physical education except as guidelines or outlines which can be altered or even completely dropped according to various factors like climate, time, environment type of group, purpose of activity, and so on Gross, (2008)..

Therefore, the relationship between physical education and education is natural. It is a fact that we cannot conceive of physical education without education value as it cannot exist in and educational vacuum.

For centuries, the ideas of a separate mind and body influenced education and the school practice which led to plan for training the mind disregarding the body.

But today, the educational orientation has changed and physical education is conducted as a real part of the entire educational process. The basic fact of integration of mind and body, ideas and action, knowledge and application has taken place Graham. (2008).

“The prime responsibility of physical education is to conceive of its work as related to all the reactions that participants experience, to be concerned for interests, moods, manners, morals, habits, and ideas as well as strength, skill, agility, speed, safety and endurance. The whole person participates: the whole person must be served (Ibid)”.

In line to this idea, Graham. (2008). states:“Physical education and health not only affect social development but emotional development as well. Games provide release from tension after long periods of study; furthermore, achievement in physical activities gives students as sense of provides which pays dividends in emotional satisfaction and wellbeing.

2.11 Students Population Growth in Developing Countries

Population in developing countries is increasing dramatically .After the Second World War; the number of demography changes was marked. One of these changes was the population explosion in the developing countries which has chased by both considerable decline in mortality and maintenance of a high fertility and birth rate .In other words, the advancement of science and technology has a greater contribution to the betterment of health services resulting to a conducive situation to the growth of population in developing countries. Cuddihy, Et al (2005). Whenever people talk about population the main issue that takes much of the time is the demand of the society for education. Schools are designed to provide education for children that help them develop behavior adjustment towards the ways of life of the society and to investigate more about their environment.

As Cuddihy, Etal (2005)asserts , the other factor that initiates the students' population growth is the attainment of political freedom of some countries from the colonial powers, that is countries which were under colonial rules did not get wide opportunity to provide formal education for their people. But after they attained freedom, they tried to arrange the way of providing formal education for their people.

In addition to this, the over population in schools is further accelerated due to the link between education and employment opportunity with in the country Cuddihy, Etal (2005). So that people become more aware of the value of education which resulted or lead to accommodation of greater number of student in a class. People put trust on education as a means of development and satisfaction of their economic needs.

2.12 Class Size and its Effect on Teaching and Learning Process.

The educational system in any country needs different arrangement of classrooms based on the countries development level .As Ayalew (1991:120) states, " class size has been the subjected instructing his fellow men." This is because classrooms and playing fields are important spaces where many learning activities take place. Their functions depend on the kind of activities exercised by the teachers in class for effective learning experience and for a sound relationship between teachers and students. To run teaching learning process effectively the class room and playing field should be arranged in accordance with the objective of teaching, that is what the

teacher wants to promote in particular time and the nature of subject is taught Cuddihy, Etal (2005).

Cuddihy, Etal (2005) asserts, ' High schools tend to have smaller average class size schools the class size for the vocational secondary schools has to be lower than the academic secondary schools based on the educational objectives'' If the number of students in a class exceeded the reasonable number and beyond the control of the teacher the principal cannot facilitate conducive environment for the learning and teachers cannot use different methods of teaching that meet the interest and more on lecture methods that discourage students participation in the instructional process, and in both theoretical and practical sessions. The rapid growth rate of school population made class size a subject of wide discussion in different school.

This is to say that the small class size facilitates the individual participation in the instruction process for the effective outcomes of learning. Thus, the smaller the class the better the classroom practices and the large the class the lesser the individual recognition and undesirable classroom practice. As Blatchford, (2003b).states'' The average class size widely accepted in most part of the world under favorable condition is 30-40 student. In Ethiopia secondary school, the average class size is said to be 50''. In addition to this by considering existing situations as well as the present stage of development and by taking different activates of teachers i.e. developing different skills, giving individual and group works checking evaluating , registering results , giving individual support, involving in research an co curricular activities , it is appropriate to limit the number of students in classroom.

Furthermore, to and sanders in Blatchford, (2003b). point out some disadvantages to large class size as follows:-Instruction tends to become the lecture type which precludes group participation and learning by doing, Communication with in the class session from pupil to pupil and from pupil to teachers only doing most of the talking and the activities, Assignment will most of the time take a written form and even may receive less teacher attention, Because of lack of preparation time which is required for other increased responsibilities teachers preparation for classes would suffer. Identifications and provision of attention to the individual needs of the students becomes difficult on the part of the teacher.

To make teaching learning effective classroom student ratio should be optimum. It is clear that students learn better when they are attending under good physical conditions.

A school consisting of necessary teaching materials and which accommodate fewer students are conducive to learn and to teach. Over crowdedness have severe effects on the teaching learning processes. Schools' imputes such as playing fields, classrooms, teachers and other facilities designed for few students cannot serve a large number of students.

As mentioned before, the reasonable class size for Ethiopian high schools is 50. This tells us that if the number of students exceed above this number, the objectives of instruction may be affected negatively .But this has never been adhered to because of the high number of student population. Moreover, if we see the real conditions about the classroom student ratio in Muketurii Secondary school, especially in grade 9 and 10 it is above 70 students in each classroom, teachers and other facilities in this school, and the problem of overcrowded class that is the unbalance between resources.

According to Blatchford, (2003b). the basic conflict between the growing individual demands for education that creates the over population in the school and economic ability of the society to satisfy this demand is one point among many factors the un balance between these two factors as follows Blatchford, (2003b). Increase enrollment between 1980 and 1990 were not always accompanied by commensurate expansion in the capacities of the school. It has been difficult for some countries to provide enough teachers enough school places, enough in the way of materials to maintain quality all developing countries suffer from these problems. Due to increment of students enrollment the serious shortage of teachers and other facilities such as, class rooms, fields (for sport), materials, etc. the Ethiopian schools have been forced to operate in a shift system. In the shift system, the instructional time of all subjects are equally reduced. This is to say it reduces the hours of instruction of the subjects below the accepted norms and the number of hours devoted to practical subjects would be very short. In Ethiopia schools which operate in shift system the time allowed for one instruction time is 40 minutes where as for those operating in full day is 45 minutes. This indicates that the shift system affects the time of instruction. In general as the class size becomes larger and larger it requires a large number of different resources such as additional classrooms, sport facilities, etc. otherwise it is impossible to satisfy the demands for education and keep quality of education as well.

2.13 Equipment in Accessibility and their Affects on Teaching Football

Sport facilities have a very great impact on teaching and learning processes, in both the side of the teacher while he is teaching, it makes his teaching brief and short and makes him alert in using his method accurately .When we look at the side of the students, the students who learns where facilities and proper materials are found sufficiently is very eager to have what his teacher is teaching and relate with his daily life as well.

Schools containing a very high students population will lack materials accessibility because of the increase in number of students may decrease the usage of educational materials.

Physical education is a field of study which comprises many types of methods for clearing the subject matter to the students and materials that make the subject more simple and unforgettable, More than the other fields of subject, physical education uses working apparatuses; since it is a field which seeks for both physical and mental development .It needs materials in both classroom learning and field practices. Materials like text books lab facilities and are common with the other subjects but football has its own field materials which are very crucial for the learning process headcount of class the field materials like the pitch, shots, ball, javelins, jumping (falling) mattresses and others are some examples teacher of football should have enough working apparatuses for each student to bear the concept of the lesson in the mind of the students properly and perform the necessary exercises successfully.

For having a good teaching process there should be a relative matching between the number of students and field equipments. Unless there is a very narrow mismatching between them, it will be difficult to get the intended outcome .The designed objectives will be parallels with the expected result. Therefore to have a proper outcome on students while teaching, football it is indispensable to use appropriate materials based on the number of the students.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

3.1. Research design

Survey research, design particularly descriptive survey method was used since it enables the researcher to describe the current status of the impact of large class in teaching foot ball in the secondary schools. In this descriptive survey method the quantitative and qualitative data collecting approaches was used to collect the quantitative and the qualitative data. Quantitative data collecting approach was used for the data that was collected through questionnaire and qualitative data collecting approach was used for the data that will be collected through interview and observations.

3.2. Study Area

The study was conducted on some selected high school of Buno Bedele in that Bedele secondary school, Engibe secondary school, Chora secondary school and Gechi secondary school.



3.3. Source of data

The primary data were used as the sources of data for this study. These primary data was collected from the students, teachers and school principals. The target population were comprise four secondary schools of Buno Bedele zone with the target population of 1873 grade 10 students. The study was target on the 374 sample students 5 teachers and principals of the 4 secondary schools.

3.4. Sampling techniques

Stratified sampling is the probability sampling in which the sample respondents was taken from sub strata. In this stratified sampling, simple random sampling was used to select sample students from different secondary schools proportionally.

3.6. Method of data collection

Three main data collection instruments were used in this study namely: Questionnaire, interview and observation.

3.6.1. Questionnaire

The questionnaires were prepared and completed by the researcher. The questionnaire has two parts. Which are both open and close ended. The need for both questionnaires and interview is that research requires not only factual information but also opinion, attitudes another views of respondents. In order to collect better, relevant information, the questionnaire was included both close ended and open ended while.

The researcher validated the instruments that were developed as follows: before the actual data collection was started; the instruments were given to colleagues so as to get valuable comments and criticisms on the strengths and weaknesses of the items. Based on the comments obtained, the necessary modifications were made for further comments, criticisms and evaluation.

And the questionnaires will prepared for the respondents the questionnaire of students include sixteen closed ended and four open ended questions and of physical education teachers include sixteen closed ended and four open ended questions in addition to this interview and observations were a part of the data collecting instruments.

3.6.2. Interview

As indicated in Wilkinson and Bhandarkar (1999:288), “kinterviewing is necessary to get deep feeling, perceptions, values or how people interpret the world around them, and past events that are impossible to replicate”. In the light of this, to supplement the data obtained through questionnaire the researcher conducted interviews with Administrator using open ended questions, which were related to the challenges and practice of physical education teacher during teaching learning processes.

3.6.3. School observation

The researcher has also made use of observation for gather information relevant to the study. The school and classroom was observed to get the relevant information that observation is useful to indicate how the school organized and prepared for physical education according to variety of activities such as: football, volleyball, basketball, gymnastic, teaching room, material store, teacher office, and others case.

Hancock (1998:89) also says, “Because of the richness and credibility of information it can provide, observation being a desirable part of data gathering instrument”. Therefore, to obtain more information, observation in the actual school compound and learning process was used as data gathering instrument. For the purpose of observation, checklist was employed. Accordingly, the three selected school were observed three times each. Hence, a total of nine observations were marked using the check list developed for the purpose. The observations were focusing on the school have full facilities that are important to physical education learning.

3.7. Data collection procedure

As long as the procedure of data collection was concerned, the researcher would gate through the following steps, so as to collect the relevant data. The first thing he would do is getting the recommendation latter from the department that was addressed to the selected high schools. The recommendations letters were give for the principals of the selected high schools and permission was obtained from the director/coordinator of the school. The objective the study was presented for the school principals. The researcher was recruited six data collectors of sport professionals, who have strong attachment with the schools and were give training on data collection. Finally, the data was collected from students, teacher and principals’ through the proposed data collecting instruments.

3.8. Study pilot

The study pilot had been conducted on 20 sample students to check the validity of the self-designed questionnaire and the collected data were analyzed. The analyzed data were cross-checked with the standard that has been indicated the measurability of the self-designed questionnaire

Table 3.1. Reliability Statistics using Cronbatch Alpha

<i>S.N</i>	<i>Variables</i>	<i>α</i>
<i>1</i>	<i>The large class impact on teaching foot ball</i>	<i>0.982</i>
<i>2</i>	<i>The way the large class impact on teaching Foot ball</i>	<i>0.873</i>
<i>3</i>	<i>The extent at which the large class impact on Teaching foot ball</i>	<i>0.876</i>

Reliability in statistics and psychometrics is the overall consistency of a measure. A measure is said to have Type equation here.a high reliability if it produces similar results under consistent conditions. "It is the characteristic of a set of responses of the 30 items of questions with three main variables that had been collected from 20sample students that relates to the amount of random error from the measurement process that might be embedded on the analyzed responses. Results that are highly reliable are accurate, reproducible, and consistent from one occasion to another. That is, if the response collecting process were repeated with a group of respondents, essentially the same results would be obtained. Various kinds of reliability coefficients, with values ranging between 0.00 (much error) and 1.00 (no error), are usually used to indicate the amount of error in the results. The pilot test was statistical reliable since the Cronbatch Alpha 0.982, 0.873 and 0.876 respectively.

3.9. Method of data analysis

The data from the close-ended type of questionnaire were analyzed in descriptive statistics quantitatively and the data that were collected through interview questions were analyzed qualitatively by using words. In this descriptive statistical analysis SPSS 20 were used and data were analyzed in to percentages, means and standard deviations and one sample t-test.

3.10. Ethical considerations

Regarding ethical consideration, the researcher was governed by the research code of ethics in maintaining privacy and confidentiality and or other related values. The researcher promised to the participants of the study that the information which was collected from the respondents shall not be transferred to third party in candid or it was not be exploited for undertaking other than the purpose of the research study. Besides this, the process of data collection was done anonymously without writing their name, identification number, telephone number, so that the threat of being disclosed was very much minimized

CHAPTER FOUR

4. PRESENTATIONS, ANALYSIS AND INTERPRETATION

In this part of the study, different phases and steps were followed in the analysis and interpretations of the data that collected for this study. In the first part of the analysis the data that collected on the demographic information of the sample respondents of students were analyzed and followed with discussions. In the second part of the analysis, the data that were collected from the sample respondents of students through questionnaire were analyzed and followed with text explanations. In the last part of the study the data that were through interview from physical education teachers and principals were analyzed qualitatively and discussed in text explanations.

4.1. Demographic information of Respondents

Under this section the quantitative data demographic information of the students that collected from students were analyzed in percentages and followed with discussions.

Table.4.1. Frequency table for sex profile of students

Variables	Categories	Frequency	Percent (%)
Sex	Male	207	55.3
	Female	167	44.7
	Total	374	100

As it was seen in the above table4.1.1 the gender of the respondents were cleared that of the 380 total sample students 207(55.3%) of the sample respondents were male. Whereas 167(44.7%) of the sample respondents were female students. This implies that almost significant numbers of male and female students were the sample respondents for this study.

Table 4.2. Frequency table for age profile of students

Variables	Categories	Frequency	Percent (%)
Age	15-17	238	63.6
	18-19	87	23.3
	20 and above	49	13.1

The majority of the sample respondents of were found within the age category of 15 and 17 this indicates that the youngest age group has been learning. The second higher age categories found between 18 and 19 years. The insignificant percent of students ages above 20 years. This implies that young students of different ages have been learning in the secondary school.

4.2. Data Analysis on the responses collected from sample students.

Questionnaire was designed to collect the quantitative data from the government selected secondary schools of Buno Bedele zone through designed close-ended 5 scale likirited questions on the impact of large class size on teaching learning process of physical education in the secondary school. On the basis of these designed questions data were collected and analyzed in the following tables.

Table 4.3. A. Research question1: large class size impact on teaching foot ball in the physical education of secondary schools.

No	Items	Items of choices	students Responses			
			F	%	Mean	STD
A	The large class size impact on teaching foot ball in the physical education of secondary schools.					
1	In smaller classes it can be easier for teachers to spot problems and give feedback	SD	79	21.1	0.23	0.023
		DA	76	20.3	0.41	0.020

		PA	94	25.1	0.75	0.037
		AG	125	33.4	1.32	0.065
		SA	-	-	-	-
		Total	374	100	2.57	0.133
2	In larger classes it can be difficult for teachers to spot problems and give feedback	SD	-	-	-	-
		DA	31	8.3	0.17	0.017
		PA	65	17.4	0.52	0.026
		AG	196	452.4	2.06	0.103
		SA	88	23.5	1.15	0.057
		Total	374	100	3.88	0.194
3	It is difficult to identify specific needs and gear teaching to meet students need in the large class size.	SD	54	14.4	0.15	0.015
		DA	65	17.4	0.33	0.017
		PA	75	20.1	0.58	0.029
		AG	97	25.9	1.03	0.051
		SA	89	23.8	1.18	0.058
		Total	374	100	3.26	0.163
4	It is challenging to set individual targets for pupils, and be more flexible and adventurous in the use of different styles of teaching in the large class size.	SD	-	-	-	-
		DA	36	9.6	0.19	0.019
		PA	157	42	1.24	0.06
		AG	100	26.7	1.06	0.052
		SA	87	23.3	1.15	0.057
		Total	374	100	3.61	0.180
5	Teachers in large classes were more formal and less personalized in their style of teaching.	SD	-	-	-	-
		DA	31	8.3	0.17	0.017
		PA	76	20.3	0.61	0.031
		AG	148	39.6	1.55	0.077
		SA	125	33.4	1.64	0.082
		Total	374	100	3.95	0.197
6	Teachers do not motivate to use different teaching methods to cope with pupils with	SD	-	-	-	-
		DA	31	8.3	0.17	0.017

	different abilities in the large class size.	PA	99	26.5	0.78	0.039
		AG	187	50	1.97	0.098
		SA	63	16.8	0.82	0.041
		Total	374	100	3.72	0.186
7	Pupil discipline is difficult in large classes.	SD	-	-	-	-
		DA	32	8.6	0.17	0.017
		PA	97	25.9	0.77	0.039
		AG	187	50	1.97	0.097
		SA	64	17.1	0.08	0.008
		Total	374	100	2.96	0.148
8	Some teachers in large classes also feel that relationships with some groups of pupils difficult.	SD	-	-	-	-
		DA	68	18.2	0.36	0.018
		PA	104	27.8	0.82	0.041
		AG	153	40.9	1.65	0.080
		SA	55	14.7	0.72	0.036
		Total	380	100	3.51	0.175
9	Large class size creates shortage of instructional materials, inadequate school library collections and limited storage space for learning resources.	SD	-	-	-	-
		DA	68	18.2	0.36	0.018
		PA	125	33.4	0.98	0.049
		AG	118	31.6	1.24	0.062
		SA	69	18.4	0.90	0.045
		Total	374	100	3.47	0.173
10	Large class sizes limit the foundation for an effective learning environment may be created.	SD	-	-	-	-
		DA	35	9.4	0.18	0.018
		PA	78	20.9	0.61	0.030
		AG	182	48.7	1.91	0.095
		SA	85	22.7	1.11	0.055
		Total	374	100	3.81	0.1905

Ten items were designed as it was indicated in the above table 4.2.1 to collect responses from sample students about the large class size impact on teaching foot ball in the physical education of secondary schools. The collected data were analyzed in percentiles, means and standard deviations. The analyzed data were discussed as follows.

The first item was asked to identify how in smaller classes it can be easier for teachers to spot problems and give feedback. 79(21.1%),76(20.3%),94(25.1%) and 125(33.4%) of the responses had indicated that they had strongly disagreed, disagreed ,partially agreed and agreed on .The mean score of the responses was 2.57.this implies that smaller classes it can be easier for teachers to spot problems and give feedback.

The second item was asked to assess how in larger classes it can be difficult for teachers to spot problems and give feedback 31(8.3%),65 (17.4%), 196(52.4%) and 88(23.5%) of the responses had indicated that they had disagreed, partially agreed and agreed on. The mean score of the responses was 3.88.this implies that in larger classes it can be difficult for teachers to spot problems and give feedback.

The third item was asked to identify how it is difficult to identify specific needs and gear teaching to meet students need in the large class size.

54(14.4%), 65(17.4%), 75(20.1%),97(25.9%) and 89(23.8%) of the responses had shown that they had strongly disagreed, disagreed, partially agreed, agreed and strongly agreed on .The mean score of the responses was 3.26 this implies that there was it is difficult to identify specific needs and gear teaching to meet students need in the large class size

The fourth item was asked to examine that it is challenging to set individual targets for pupils, and be more flexible and adventurous in the use of different styles of teaching in the large class size.. 36(9.6%), 157(42%),100(26.7%) and 87(22.3%) of the responses had indicated that they had strongly disagreed, partially agreed, agreed and strongly agreed on .The mean score of the responses was 3.61 which was the significant value. This implies that it was challenging to set individual targets for pupils, and be more flexible and adventurous in the use of different styles of teaching in the large class size.

The fifth item was asked to get information about teachers in large classes were more formal and less personalized in their style of teaching.31 (8.3%),76(20.3%),148(39.6%) and 125(33.4%) of

the responses had indicated that they had disagreed partially agreed, agreed and strongly agreed on .The mean score of the responses was 3.95 which was very significant value. This implies that teachers in large classes were more formal and less personalized in their style of teaching.

The sixth item was asked to identify absence of teachers motivation in using different teaching methods to cope with pupils with different abilities in the large class size.31 (8.3%),99 (26.5%), 187(50%) and 63(16.8%) of the responses had indicated that they disagreed, partially agreed, agreed and strongly agreed. The mean score of the responses was 3.72 which was significant value. This implies that absence of teachers' motivation in using different teaching methods to cope with pupils with different abilities in the large class size.

The seventh item was asked to assess that pupil discipline is difficult in large classes.32(8.6%),97(25.9%),187(50%) and 64(17.1%) of the responses had indicated that they disagreed, partially agreed, agreed and strongly agreed on. The mean score of the responses was 2.96 which was significant value. This implies that pupil discipline is difficult in large classes.

The eighth item was asked to identify that some teachers in large classes also feel that relationships with some groups of pupils difficult. 68(18.2%),104(27.8%),153(40.9%) and 55(14.7%) of the responses had indicated that they disagreed, partially agreed, agreed and strongly agreed on The mean score of the responses was 3.51 which was significant value. This implies that some teachers in large classes also feel that relationships with some groups of pupils difficult.

The ninth item was asked to get information that large class size creates shortage of instructional materials, inadequate school library collections and limited storage space for learning resources. 68 (18.2%), 125(33.4%),118(31.6%) and 69(18.4%) of the responses had indicated that they disagreed, partially agreed, agreed and strongly agreed. The mean score of the responses was 3.47 which was significant value. This implies that large class size creates shortage of instructional materials, inadequate school library collections and limited storage space for learning resources.

The last item was asked to identify that large class sizes limit the foundation for an effective learning environment may be created.35 (9.4%), 78(20.9%), 182(48.7%) and 85(22.7%) of the responses had indicated that they disagreed, partially agreed, agreed and strongly agreed on The

mean score of the responses was 3.81 which was significant value. This implies that there was large class sizes limit the foundation for an effective learning environment may be created.

To summarize the result of the above ten items in which responses were collected and analyzed for each choice of items, the following question was asked. Does large class size impact on teaching foot ball in the physical education of secondary schools? Yes because the total mean score of the above items 3.102.

Table 4.4. Research questions2: how large size classroom has impact on teaching foot ball in the secondary schools.

No	Items	Items of choices	Students Responses			
			F	%	Mean	STD
B	How large size classroom has impact on teaching foot ball in the secondary schools.					
1	There is nosy that can affect the attention of students.	SD	-	-	-	-
		DA	51	13.6	0.27	0.014
		PA	65	17.4	0.52	0.026
		AG	198	52.9	2.09	0.105
		SA	66	17.6	0.87	0.044
		Total	374	100	3.85	0.185
2	Finding time for marking, planning and assessment is more of a problem in large classes in teaching foot ball.	SD	-	-	-	-
		DA	46	12.3	0.25	0.013
		PA	99	26.5	0.79	0.039
		AG	167	47.1	1.76	0.088
		SA	68	18.2	0.89	0.044
		Total	374	100	3.79	0.183
3	Teachers see large class size as a direct threat to the quality of their teaching.	SD	-	-	-	-
		DA	46	12.3	0.25	0.013
		PA	180	48.1	1.43	0.072

		AG	96	25.7	1.02	0.051
		SA	58	15.5	0.77	0.039
		Total	374	100	3.57	0.171
4	Teachers only had time to cover the basic lessons and could not spend extra time with slow learners.	SD	-	-	-	-
		DA	-	-	-	-
		PA	67	17.9	0.54	0.027
		AG	146	39	1.54	0.076
		SA	167	44.7	2.19	0.109
		Total	374	100	4.31	0.212
5	Teachers had limited time to focus on the needs of slow learners and were forced to neglect them to keep pace with the prescribe time allocation for each learning area in foot ball teaching.	SD	-	-	-	-
		DA	-	-	-	-
		PA	83	22.2	0.66	0.033
		AG	203	54.3	2.14	0.107
		SA	94	25.1	1.23	0.061
		Total	374	100	4.13	0.200
6	Large classes can force teachers to focus more on teacher centered lessons so this teaching strategy then became the culture of teaching in teaching foot ball.	SD	-	-	-	-
		DA	44	11.8	0.24	0.012
		PA	178	47.6	1.41	0.072
		AG	158	42.2	1.16	0.083
		SA	-	-	-	-
		Total	374	100	2.81	0.139
7	Large class sizes influence students to display learning behaviors such as not responding to the teacher's question and waiting on the teacher to provide most answers to questions on worksheets and exercises in teaching foot ball.	SD	-	-	-	-
		DA	56	15	0.29	0.015
		PA	156	41.7	1.25	0.062
		AG	168	44.9	1.77	0.089
		SA	-	-	-	-
		Total	374	100	3.31	0.164
8	Large classes hinder the achievement of learning objectives and reduce the completion of learning activities.	SD	-	-	-	-
		DA	46	12.3	0.25	0.013
		PA	158	42.2	1.25	0.063

		AG	176	47.1	1.85	0.092
		SA	-	-	-	-
		Total	374	100	3.45	0.166
9	Large class sizes do not enhance students' effective learning and academic success.	SD	-	-	-	-
		DA	68	18.2	0.36	0.018
		PA	145	38.8	1.14	0.057
		AG	167	44.7	1.75	0.087
		SA	-	-	-	-
		Total	374	100	3.35	0.162
10	Large class sizes do not enhance the quality of support for individual students which can have a positive impact on their overall academic performance.	SD	-	-	-	-
		DA	79	21.1	0.47	0.024
		PA	198	52.9	1.62	0.081
		AG	97	25.9	1.02	0.051
		SA	-	-	-	-
		Total	374	100	3.11	0.154

Ten items were designed as it was indicated in the above table 4.2.2 to collect responses from sample students about the way the large size classroom has impact on teaching foot ball in the secondary schools. The collected data were analyzed in percentiles, means and standard deviations. The analyzed data were discussed as follows.

The first item was asked to identify that the nosy that exhibited by the student can affect the attention of students.51(13.6%),65(17.4%),198(52.9%) and 66(17.6) of the responses of the sample respondents had shown that they had disagreed, partially agreed, agreed and strongly on the nosy that exhibited by the student can affect the attention of students. The mean score of the responses was 3.85which was significant value of mean score. This implies that the nosy that exhibited by the student can affect the attention of students.

The second item was asked to assess whether finding time for marking, planning and assessment is more of a problem in large classes in teaching foot ball. 46 (12.3%), 99(26.5%),167(47.1%) and 68(18.2%) of the responses of the sample female respondents had shown that they had disagreed, partially agreed, agreed and strongly on whether finding time for marking, planning and assessment is more of a problem in large classes in teaching foot ball. The mean score of the

responses was 3.79 which was significant value of mean score. This implies that finding time for marking, planning and assessment is more of a problem in large classes in teaching foot ball

The third item was asked to identify that teachers see large class size as a direct threat to the quality of their teaching..46 (12.3%), 180(48.1%),96(25.7%) and 58(15.5%) of the responses of the sample respondents had shown that they had disagreed, partially agreed, agreed and strongly .The mean score of the responses was 3.57 which was significant value of mean score. This implies that teachers see large class size as a direct threat to the quality of their teaching.

The fourth item was asked to examine that teachers only had time to cover the basic lessons and could not spend extra time with slow learners.67 (17.9%), 146(39.%) and 167(44.7%) of the responses of the sample female respondents had shown that they had partially agreed, agreed and strongly on teachers only had time to cover the basic lessons and could not spend extra time with slow learners. The mean score of the responses was 4.31 which was very significant value of mean score. This implies that teachers only had time to cover the basic lessons and could not spend extra time with slow learners.

The fifth item was asked to get information that teachers had limited time to focus on the needs of slow learners and were forced to neglect them to keep pace with the prescribe time allocation for each learning area in foot ball teaching.83 (22.2%),203(54.3%) and 94(25.1%) of the responses of the sample respondents had shown that they had partially agreed, agreed and strongly on that teachers had limited time to focus on the needs of slow learners and were forced to neglect them to keep pace with the prescribe time allocation for each learning area in foot ball teaching. .The mean score of the responses was 4.13 which was very significant value of mean score. This implies that teachers had limited time to focus on the needs of slow learners and were forced to neglect them to keep pace with the prescribe time allocation for each learning area in foot ball teaching.

The sixth item was asked to identify that large classes can force teachers to focus more on teacher centered lessons so this teaching strategy then became the culture of teaching in teaching foot ball. 44(11.57%),178(46.84%), and 158(41.57%) of the responses of the sample female respondents had shown that they had partially agreed, agreed and strongly on that large classes can force teachers to focus more on teacher centered lessons so this teaching strategy then

became the culture of teaching in teaching foot ball. The mean score of the responses was 2.81 which was significant value of mean score. This implies that large classes can force teachers to focus more on teacher centered lessons so this teaching strategy then became the culture of teaching in teaching foot ball.

The seventh item was asked to assess that large class sizes influence students to display learning behaviors such as not responding to the teacher's question and waiting on the teacher to provide most answers to questions on worksheets and exercises in teaching foot ball.56(15%),156(41.7%) and 168(44.9%) of the responses of the sample female respondents had shown that they had disagreed , partially agreed and agreed on that large class sizes influence students to display learning behaviors such as not responding to the teacher's question and waiting on the teacher to provide most answers to questions on worksheets and exercises in teaching foot ball. The mean score of the responses was 3.28which was significant value of mean score. This implies that large class sizes influence students to display learning behaviors such as not responding to the teacher's question and waiting on the teacher to provide most answers to questions on worksheets and exercises in teaching foot ball.

The eighth item was asked to identify that large classes hinder the achievement of learning objectives and reduce the completion of learning activities.46 (12.3%), 158(2.2%) and 176(47.1%) of the responses of the sample respondents had shown that they had disagreed, partially agreed and agreed on that large classes hinder the achievement of learning objectives and reduce the completion of learning activities. The mean score of the responses was 3.33 which was significant value of mean score. This implies that that large classes hinder the achievement of learning objectives and reduce the completion of learning activities.

The ninth item was asked to get information that large class sizes do not enhance students' effective learning and academic success..68(17.89%),145(38.15%) and 167(43.94%) of the responses of the sample respondents had shown that they had disagreed, partially agreed and agreed on that large class sizes do not enhance students' effective learning and academic success. The mean score of the responses was 3.24 which was significant value of mean score. This implies that large class sizes do not enhance students' effective learning and academic success.

The last item was asked to identify that large class sizes do not enhance the quality of support for individual students which can have a positive impact on their overall academic performance. 79(21.1%),198(52.9%) and 97(25.9%) of the responses of the sample respondents had shown that they had disagreed, partially agreed and agreed on that large class sizes do not enhance the quality of support for individual students which can have a positive impact on their overall academic performance. The mean score of the responses was 3.11 which was accepted value of mean score.

The second interview question was asked to identify the presence of the impact of large class in teaching foot ball. (Does the large class have negative impact in teaching foot ball?). All the responses that were given by the physical education teachers and principals were similar in that their responses were indicated the presence of the impact of large class in teaching foot ball in the secondary schools.

The previous studies that had been conducted by different researchers were reviewed to cross check the dissimilarity and the similarity of the previous findings and the current findings of this study. The previous study that had been conducted by Siegel, (2008) was found that small class sizes enhance students' effective learning and academic success. The previous study that had been conducted by Sherman had indicated that (2002) the quality and academic success are higher in small class sizes than in large class sizes. The previous study that had been conducted by (Anderson, 2000 and Achilles, 1999) had shown that the presence of connections between class size and teaching, and implications for classroom management and pedagogy and The previous study that had been done by Frazer & Yelkperli, (2009) had indicated that large class sizes affect quality learning.

To summarize the result of the above ten items in which responses were collected and analyzed for each choice of items, the following question was asked. How large size classroom does has impact on teaching foot ball in the secondary schools? Affect the attention of students, marking, planning and assessing are more of a problem in large classes in teaching foot ball, affect quality of teaching. teachers do not spend extra time with slow learners, teachers had limited time to focus on the needs of slow learners and were forced to neglect them to keep pace with the prescribe time allocation for each learning area in foot ball teaching and large classes can force teachers to focus more on teacher centered lessons.

Table 4.5. Research questions3: extent at which the large class size influence foot ball teaching in the secondary schools.

No	Items	Items of choices	students Responses			
			F	%	Mean	STD
C	The extent at which the large class size influence foot ball teaching in the secondary schools.					
1	Large classes can force teachers highly to focus more on teacher centered lessons so this teaching strategy then became the culture of teaching in teaching foot ball.	High	213	57	2.44	0.980
		Mo	103	27.5	0.86	0.034
		least	58	15.5	0.31	0.012
		Not at all	-	-	-	-
		Total	374	100	3.61	0.143
2	Large class sizes enhance students' effective learning and academic success.	High	97	25.9	1.03	0.041
		Mo	204	54.5	1.61	0.064
		least	73	19.5	0.42	0.017
		Not at all	-	-	-	-
		Total	374	100	3.17	0.121

3	Finding time for marking, planning and assessment is influenced by the large class size.	High	117	31.3	1.24	0.049
		Mo	217	58	1.72	0.068
		least	40	10.7	0.24	0.009
		Not at all	-	-	-	-
		Total	374	100	3.22	0.127
4	Pupil discipline has seen been difficult in large classes.	High	111	29.7	1.17	0.046
		Mo	231	61.8	1.83	0.072
		least	32	8.6	0.20	0.020
		Not at all	-	-	-	-
		Total	374	100	3.20	0.127
5	It is challenging to set individual targets for pupils, and be more flexible and adventurous in the use of different styles of teaching in the large class size.	High	83	22.2	0.94	0.038
		Mo	250	66.8	1.98	0.079
		Least	41	11	0.21	0.021
		Not at all	-	-	-	-
		Total	374	100	3.12	0.124
6	It is challenging to hear clearly and understand what was being spoken in order to perform given tasks well in the large class size.	High	99	26.5	1.05	0.041
		Mo	220	58.8	1.74	0.069
		least	55	14.7	0.32	0.012
		Not at all	-	-	-	-
		Total	374	100	3.11	0.123
7	Large class sizes influence students to display learning behaviors.	High	120	32.1	1.33	0.054
		Mo	215	57.5	1.69	0.0670.067
		least	39	10.4	0.20	0.002
		Not at all	-	-	-	-
		Total	374	100	3.22	0.128
8	Teachers are less motivated to teach in the large class size.	High	243	65	2.56	0.103
		Mo	131	35	1.08	0.043
		least	-	-	-	-
		Not at all	-	-	-	-
		Total	374	100	3.64	0.145

9	Large class size creates shortage of instructional materials .	High	128	34.2	1.35	0.054
		Mo	124	33.2	0.97	0.039
		least	93	24.9	0.52	0.020
		Not at all	29	7.8	0.07	0.007
		Total	374	100	2.81	0.116
10	In large class size it is difficult to conduct continuous assessment.	High	120	32.1	1.27	0.051
		Mo	170	45.5	1.38	0.055
		least	84	22.5	0.44	0.017
		Not at all	-	-	-	-
		Total	374	100	3.19	0.123

Ten items were designed as it was indicated in the above table 4.2.3 to collect responses from sample students about the extent at which the large class size influence foot ball teaching in the secondary schools. The collected data were analyzed in percentiles, means and standard deviations. The analyzed data were discussed as follows. The first item was asked to identify the extent at which large classes can force teachers to focus more on teacher centered lessons so this teaching strategy then became the culture of teaching in teaching foot ball..213(57%),109(27.5%) and 58(15.5%) of the responses of the sample respondents of students had indicated that the extent at which large classes can force teachers to focus more on teacher centered lessons so this teaching strategy then became the culture of teaching in teaching foot ball was high, moderate and least. The mean score was 3.61. Therefore, large classes can force teachers to focus more on teacher centered lessons so this teaching strategy then became the culture of teaching in teaching foot ball was high.

The second item was asked to assess large class sizes enhance students' highly effective learning and academic success.97(25.9%), 204(54.5%) and 73(19.5%) of the responses of the sample respondents of students had indicated that the extent at which assess large class sizes enhance students' highly effective learning and academic success was high, moderate and least respectively. The mean score was 3.17. Therefore, assess large class sizes enhance students' highly effective learning and academic success was high.

The third item was asked to identify the extent at which finding time for marking, planning and assessment is highly influenced by the large class size..117 (30.78%), 217(57.10%) and 46(12.10%) of the responses of the sample respondents of students had indicated that the extent at which finding time for marking, planning and assessment is highly influenced by the large class size was high, moderate and least. The mean score was 3.22.therefore; the finding time for marking, planning and assessment is highly influenced by the large class size was high.

The fourth item was asked to examine the extent at which pupil discipline has seen to be more difficult in large classes.. 111(29.7%),231(61.8%) and 32(8.6%) of the responses of the sample respondents students had indicated that the extent at which pupil discipline has seen to be more difficult in large classes. was high, moderate and least respectively. The mean score was 3.20.Therefore; pupil discipline has seen to be more difficult in large classes was high.

The fifth item was asked to get information the extent at which it is highly challenging to set individual targets for pupils, and be more flexible and adventurous in the use of different styles of teaching in the large class size.. 83(22.2%), 250(66.8%) and 41(11%) of the responses of the sample respondents of sample students had indicated that the extent at which it is highly challenging to set individual targets for pupils, and be more flexible and adventurous in the use of different styles of teaching in the large class size was high, moderate and least respectively. The mean score was 3.12.therefore, it is highly challenging to set individual targets for pupils, and be more flexible and adventurous in the use of different styles of teaching in the large class size seen at high level.

The sixth item was asked to identify to what extent at which it is challenging to hear clearly and understand what was being spoken in order to perform given tasks well in the large class size.99 (26.5%), 220(58.8%) and 55(14.7%) of the responses of the sample respondents of sample students had shown that the extent at challenging to hear clearly and understand what was being spoken in order to perform given tasks well in the large class size was high, moderate and least respectively. The mean score was 3.11.therefore challenging to hear clearly and understand what was being spoken in order to perform given tasks well in the large class size at high level.

The seventh item was asked to assess to what extent at which large class sizes influence students to display learning behaviors .210(32.1%), 215(57.5%) and 39(10.4%) of the responses of the

sample respondents of students had shown that the extent at which large class sizes influence students to display learning behaviors was high, moderate and least respectively. The mean score was 3.21. Therefore, the extent at which large class sizes influence students to display learning behaviors almost high.

The eighth item was asked to identify to what extent teachers are less motivated to teach in the large class size. 243(65%) and 137(35%) of the responses of the sample respondents of students had shown that the extent at which teachers are less motivated to teach in the large class size affects the teaching learning process of foot ball in physical education was high and moderate respectively. The mean score was 3.64. Therefore, the extent at which absence of teachers' motivation was almost high.

The ninth item was asked to get information on to what extent large class size creates shortage of instructional materials. 128 (34.2%), 124(33.2%), 99(24.9%) and 29(7.63%) of the responses of the sample respondents of students had shown that the extent which the large class size creates shortage of instructional materials was large class size creates shortage of instructional materials high, moderate, least and not at all respectively. The mean score was 2.90. Therefore; large class size creates shortage of instructional materials moderately. The last item was asked to identify to what extent large class size is difficult to conduct continuous assessment..120 (32.1%),176(45.5%) and 84(22.5%) of the responses of the sample respondents of students had shown that the extent at what which extent large class size is difficult to conduct continuous assessment was high, moderate and least respectively. The mean score was 3.08. Therefore, the extent at what which extent large class size is difficult to conduct continuous assessment was high.

To summarize the result of the above ten items in which responses were collected and analyzed for each choice of items, the following question was asked. **To what extent at which the large class size influence foot ball teaching in the secondary schools?** The extent at which the large class affects foot ball teaching in the secondary schools was moderate.

4.3. Analysis on the qualitative Data

4.3.1. Analysis on Teachers and Principals Responses

Five physical education teachers and four principals were selected for interview from Bedele, Engibo, Chora and Gechi secondary schools and five interview questions were designed focusing on collecting responses on their experiences, identifying the presence of factors affecting the teaching and learning process of physical education, identify the types of factors, how these factors affecting teaching and learning process of physical education and getting suggestions that used as the solutions to reduce the factors that affecting teaching and learning process of physical education.

The first interview question was asked to identify the experiences physical education teachers and principals (Do you tell me your experiences and your current position?). The responses of the teachers had indicated that the experiences of the three of physical education were above ten years. Whereas the experiences of the other two teachers were ranged between five and ten years. The experiences of the principals were above ten years.

The second interview question was asked to identify the presence of the impact of large class in teaching foot ball. (Does the large class have negative impact in teaching foot ball?). All the responses that were given by the physical education teachers and principals were similar in that their responses were indicated the presence of the impact of large class in teaching foot ball in the secondary schools.

The third interview question was asked to assess the types of the impact of large class in teaching foot ball (What are the impacts of large class in teaching foot ball?). According to the responses of the respondents the types of impact were lack of teachers motivation, less participation of students, difficult to assess the students through continuous assessment and difficult to give feedback for students.

The last interview question was asked to get information on the solutions that suggested for reducing the impact of large class (What solutions do you suggest to reduce the impact of large class?). The suggestions that given by the teachers and principals had indicated that arrange manageable of students will be done in each class room on the basis of the standard that designed for numbers of students that have been arranged in the single class room.

4.4. Discussions of Results

Under this part of the study the results that had been obtained through quantitative data collecting approach and qualitative data collecting approach were triangulated to cross-check whether the results that obtained through quantitative data and qualitative data collecting were confirming each other or not. The results that had been obtained from the quantitative data collecting approach from students were similar with the results that had been gained through responses that had been collected from physical education teachers and principals.

The next part of this discussion had presented to confirm the similarity and the dissimilarity of the current findings that had been gained through this study with the previous studies that had been done by the previous researchers.

The current study had done particularly on the impact of large class size on teaching foot ball in the secondary schools. The result of this study was conducted in 2018 and the time was recent. When the findings of current study were compared with the previous studies, the findings were supporting each other. These points were presented with specific objectives objectives of this study as follows.

The specific objectives of this study were addressed in that the first specific objective this study was to identifies the presence of the large size impact on teaching foot ball in the secondary schools. The result of the current study was indicated that the large class has impact on teaching foot ball in the physical education of secondary schools. So that the first specific objectives was achieved. The previous studies that had been conducted by different researchers were reviewed to cross check the dissimilarity and the similarity of the previous findings and the current findings of this study. The previous study that had been conducted by Siegel, (2008) was found that small class sizes enhance students' effective learning and academic success. The previous study that had been conducted by Sherman had indicated that (2002) the quality and academic success are higher in small class sizes than in large class sizes. The previous study had shown the advantage of small class. The previous study that had been conducted by (Anderson, 2000 and Achilles, 1999) had shown that the presence of connections between class size and teaching, and implications for classroom management and pedagogy. These previous findings supported the current study in some extent.

The second specific objective of this study was to assess how the large class affect teaching foot ball in the secondary schools. The result of this study had indicated that the large class affect the attention of students, marking, planning and assessing are more of a problem in large classes in teaching foot ball, affect quality of teaching. teachers do not spend extra time with slow learners, teachers had limited time to focus on the needs of slow learners and were forced to neglect them to keep pace with the prescribe time allocation for each learning area in foot ball teaching, large classes can force teachers to focus more on teacher centered lessons so this teaching strategy then became the culture of teaching in teaching foot ball, large class sizes influence students to display learning behaviors such as not responding to the teacher's question and waiting on the teacher to provide most answers to questions on worksheets and exercises in teaching foot ball, large classes hinder the achievement of learning objectives and reduce the completion of learning activities, large class sizes do not enhance students' effective learning and academic success and large class sizes do not enhance the quality of support for individual students which can have a positive impact on their overall academic performance. The previous study that had been done by Frazer&Yelkper, (2009) had indicated that large class sizes affect quality learning.

The last objective was to assess the level at which the large class affect foot ball teaching in the secondary schools. The result of this study had shown that identify the extent at which the large class affect foot ball teaching in the secondary schools was moderate.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. SUMMARY

The main objective of this study was to assess impact of large class size in teaching foot ball in the secondary schools physical Education Buno Bedele zone of some selected secondary schools. To achieve the intended objective this study descriptive research method was used with quantitative and qualitative data collecting approaches for this study. Quantitative data collecting approach was used for the data that were collected through questionnaire from students and qualitative approach was used for the data that were collected through interview from physical education teachers and principals. The collected data were analyzed quantitatively through using percentages, mean and standard deviation. The qualitative data that were collected from physical education teachers and principals were analyzed qualitatively through discussing with words. Based on the analysis made of this study conclusions were made and the findings of this study

- The first research question was to identify the presence of the impact of the large class on teaching foot ball in the physical education of secondary schools. The result this study had indicated the presence of the negative impact of the large class on teaching foot ball in the physical education of secondary schools.
- The second research question was asked to identify the way large class affects teaching foot ball in the secondary schools. The result of this study had revealed that the way large class affects teaching foot ball in the secondary schools were affect the attention of students, marking, planning and assessing are more of a problem in large classes in teaching foot ball, affect quality of teaching. teachers do not spend extra time with slow learners, teachers had limited time to focus on the needs of slow learners and were forced to neglect them to keep pace with the prescribe time allocation for each learning area in foot ball teaching, large classes can force teachers to focus more on teacher centered lessons so this teaching strategy then became the culture of teaching in teaching foot ball, large class sizes influence students to display learning behaviors such as not responding to the teacher's question and waiting on the teacher to provide most answers to questions on worksheets and exercises in teaching foot ball, large classes hinder the achievement of learning objectives and reduce the completion of learning activities, large class sizes do

not enhance students' effective learning and academic success and large class sizes do not enhance the quality of support for individual students which can have a positive impact on their overall academic performance.

- The last research question was asked to identify the extent at which the large classes affect foot ball teaching in the secondary schools. The result of this study had shown that identify the extent at which the large class affect foot ball teaching in the secondary schools was moderate.

5.2 Conclusion

The main objective of this study was to assess impact of large class size in teaching foot ball in the secondary schools physical Education Buno Bedele zone of some selected secondary schools.

The existence of unfavorable conditions as well as shortage of facilities like playing field, goal, nets number of ball not match with number of students, and portable goals contributed to poor. In addition to these, low supply of player's sportswear for training session is also another factor which affects the training session. The study has indicated that the training session going with the problem of lack of appropriate warming-up at the beginning and cooling-down at the end. Thus, the training session such as in technical-tactical application and relevant skill development with various training create negative effect on the success of the training.) The major challenges associate with the development are lack of adequate facilities and balanced diet, very low media coverage, very few number of sponsors, very few number of spectators, absence of inter-school competition, the absence of regular skill development courses for coaches, shortage of courts for training and competition,) Many physical education teachers have worked hard to solve large class size to continue to take part in and enjoy physical activity by listening to their views and responding to them wherever they can.

5.3. Recommendations

Based on the findings that were identified above the following recommendations are given:

The increase in population in a school affects the class sizes, the performances of students become an issue. Class size refers to the number of students in a given classroom, specifically either the number of students. Class size is almost an administrative decision over which teachers have control. Class size refers to an educational tool that can be used to describe the average

number of students per class in a school.(Adeyemi, 2008). There are large and small sizes in school. The smaller the class, the greater the likelihood is that a teacher will spend more time with individual pupils.

- Large classes present more challenges for classroom management, pupil control, and marking, planning, and assessment. Teachers are put under more strain when faced with large classes. Therefore, manageable numbers of students should be arranged in the class room.
- In smaller classes, it can be easier for teachers to spot problems and give feedback, identify specific needs and gear teaching to meet them, and set individual targets for pupils. Teachers also experience better relationships with, and have more knowledge of individual pupils. Therefore, students should be arranged in small class so that teachers can teach effectively and students will be benefited from teaching.
- Good learning and teaching is very important in the manageable numbers of students in per class. Therefore, the numbers of students should be arranged in per class room based on the standards that have been slated for per class room.
- Any training can be successful and effective if it supported with appropriate facilities and equipments. For example, if every player have a ball to use at every practice. So muchmore can be engaged in play as the same time. This also helps to improve different skills. Therefore, top administrative officials or management groups should give emphases to their youth football projects try to accommodate and supply facilities and equipments.

As findings indicated there is a problem in the application of warming-up before the beginning of the main session and cooling-down exercise at the end of the training session. Therefore, it recommended that, firstly coaches should create awareness on their players about the advantage of warming-up exercise and cooling-down exercise as well as its duration and procedure. Secondly, starting from the beginning of the training session up to the end coaches should follow and lead players.

- Findings revealed that there were awareness problems about food items which should be eaten before and after the training session. Therefore, the coach should crate awareness through meeting and discussion about nutrition and food items which should be eaten before and after the training session.

- The aim of drinking water during the training session helps to protect players from dehydration or loss of body water and after exercise. Therefore, it is suggested that, players should drink water in every 15-20 minutes during the training session.

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APPENDIX I
JIMMA UNIVERSITY
COLLEGE NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaire for students

Dear, students, the purpose of this questionnaire is to obtain information about The large class size negative impact on teaching foot ball in the physical education in selected secondary schools of Buno Bedele zone.

t. To achieve the intended objective of this study your responses are very important. Therefore, I kindly request you to provide your respected responses by marking tick on the space that has been provided for each item. Your responses will not be used for other purpose rather than for the objective of this study. Writing your name on this question paper is forbidden.

Part I

General information

1. Sex: F Male
2. Age: 15—17 18-20 21 and above
3. Grade: 10

Part two questions

Choices of Items. Strongly disagree (SD) 1, Disagree(DA) 2, Partially agree 3, Agree(A) 4 and Strongly agree(SA) 5

I. Physical education instructional materials available both in the government and private secondary schools.

No	Items	1	2	3	4	5
A	The large class size impact on teaching foot ball in the physical education of secondary schools.					
1	In smaller classes it can be easier for teachers to spot problems and give feedback					
2	In larger classes it can be difficult for teachers to spot problems and give feedback					
3	It is difficult to identify specific needs and gear teaching to meet students need in the large class size.					
4	It is challenging to set individual targets for pupils, and be more flexible and adventurous in the use of different styles of teaching in the large class size.					
5	Teachers in large classes were more formal and less personalized in their style of teaching.					
6	Teachers do not motivate to use different teaching methods to cope with pupils with different abilities in the large class size.					
7	Pupil discipline is difficult in large classes.					
8	Some teachers in large classes also feel that relationships with some groups of pupils difficult.					
9	Large class size creates shortage of instructional materials, inadequate school library collections and limited storage space for learning resources.					

10	large class sizes limit the foundation for an effective learning environment may be created.					
B	The way the large size classroom has impact on teaching foot ball in the secondary schools.					
1						
2	Finding time for marking, planning and assessment is more of a problem in large classes in teaching foot ball.					
3	Teachers see large class size as a direct threat to the quality of their teaching.					
4	Teachers only had time to cover the basic lessons and could not spend extra time with slow learners.					
5	Teachers had limited time to focus on the needs of slow learners and were forced to neglect them to keep pace with the prescribe time allocation for each learning area in foot ball teaching.					
6	Large classes can force teachers to focus more on teacher centered lessons so this teaching strategy then became the culture of teaching in teaching foot ball.					
7	Large class sizes influence students to display learning behaviors such as not responding to the teacher's question and waiting on the teacher to provide most answers to questions on worksheets and exercises in teaching foot ball.					
8	Large classes hinder the achievement of learning objectives and reduce the completion of learning activities.					
9	Large class sizes do not enhance students' effective learning and academic success.					

10	Large class sizes do not enhance the quality of support for individual students which can have a positive impact on their overall academic performance.					
C	The extent at which the large class size influence foot ball teaching in the secondary schools					
1	Large classes can force teachers highly to focus more on teacher centered lessons so this teaching strategy then became the culture of teaching in teaching foot ball.					
2	Large class sizes enhance students' highly effective learning and academic success.					
3	Finding time for marking, planning and assessment is highly influenced by the large class size.					
4	Pupil discipline has seen to be more difficult in large classes.					
5	It is highly challenging to set individual targets for pupils, and be more flexible and adventurous in the use of different styles of teaching in the large class size.					
6	It is highly challenging to hear clearly and understand what was being spoken in order to perform given tasks well in the large class size.					
7	Large class sizes influence students highly to display learning behaviors.					
8	Teachers are less motivated to teach in the large class size.					
9	Large class size creates shortage of instructional materials highly.					
10	In large class size it is highly difficult to conduct continuous assessment.					

Interview for teachers and principals

1. Do you tell me your experiences and your current position?
2. Do the large class have negative impact in teaching foot ball?
3. What are the negative impacts of large class in teaching foot ball?
4. What solutions do you suggest to reduce the impact of large class?