# Comparative Study on the Impact of Class Size in Learning Selected Basketball Techniques: With Specific Reference to Bullen Woreda Preparatory Schools of Beneishangul Gumuz Region

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This is to certify that the thesis prepared by Belay Assegie: Comparative study on the impact of class size in learning selected basketball techniques: with specific reference to Bullen preparatory schools of Benishangul Gumuz regional state and submitted in partial fulfillment of the requirements for the degree of master of Education (Teaching Physical Education and Health) Complies with the regulations of University and meets the accepted standards with respect to originality and quality.

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## ABSTRACT

*The purpose of this study was to investigate the impacts of class size on students learning of selected basketball techniques; with specific reference to Bullen preparatory schools. So, the researcher has taken the following global measures to determine whether the class size is large or small these are: - pupil/teachers ratio, teaching resource or equipment, students behavior and their social engagement, the amount of time teachers spend in class room during school days, teachers teaching process and teachers teaching experience. Depending on the above measures the researcher categorized the class, a class contains 24 students as small and a class contains 58 students as large class size. To overcame this problems the researcher used the descriptive cross sectional survey as research design to collect data by using purposive sampling techniques and then tools the researcher used to gather information or data from targeted groups are;- questionnaires, actual performance test and observation up on purposively selected two preparatory schools by having their own criteria one as small class size and the next as a large class size in Bullen woreda of Metekele zone Beneishangul Gumuz region. As a researcher has studied through the above techniques to investigate the impacts of class size on students learning selected techniques of basketball the researcher has taken particularly shooting techniques of basketball these are: - one hand set shoot, two hand set shoot, jump shoot and lay-up shoot. Generally learning and the skill achievements of the students in large class size had not done as the same to small class size because of shortage of equipment, practice time, miss behavior of students in large class size increased that leads to increase disruption of instructional time not only this large number of students in the class requires effective class room management with well experienced teachers to achieve the skill necessarily. More over as the researcher taken actual performance test on the above shooting techniques of basketball to investigate the significance difference between small class size and large class size, the number of students who succeeded shooting techniques of basketball in small class size are 51.15% where as the number of students who succeeded shooting techniques of basketballs in large class size are 32.56% while the number of students who do not succeeded shooting techniques of basketball in small class size are 48.86 %, and similarly the number of students who do not succeeded shooting techniques of basketball in large class size are 67.43% respectively.*



*Key words: - impact, class size, learning, basketball and techniques.*

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## LIST OF ACRONYMS AND ABBERVATIONS

| | |
|---|---|
| LCS | Large Class Size |
| MOE | Ministry of Education |
| NASPE | National Association for Sport and Physical education |
| SAGE | Students Achievement Guarantee Education |
| SCLA | Student-Centered Learning Achievement |
| SCS | Small Class Size |
| STAR | Student Teacher Achievement Ratio |
| UFT | United Federation Teachers |
| UNESCO | United Nation Economic Socio Cultural Organization |

# CHAPTER ONE

# INTRODUCTION

## 1.1BACKGROUND OF THE STUDY

Basketball is the most popular sport that used to develop gross motor and mental creativity through participation and practice of the skill. So the students can obtain physical fitness through participation in preparatory schools of Ethiopia. But class size is one problem that affects students learning and participation in basketball techniques. Class size means the actual number of students in a class room. When the number of students increase in a class occur the chance of students to learn and practice skill become low. So it has its own impact on student's skill achievement.

Class size is an ongoing issue in education and it is continually expanding in many districts. Researchers and educators have argued that large classes can have negative effects on student achievement. This consists of a decrease in student achievement of those in larger classes and an increase in student achievement of those in smaller classes. The dispute is that students in large classes have less one – on – one time with the teacher, which therefore leads to less instruction time and in turn lower test scores. Also it is implicated that in larger classes discipline becomes more of an issue because there are more students to attend to. On the contrary, in a smaller class students are given more instructional time and are able to focus more on the curriculum being taught instead of discipline and other issues that are occurring around them. Researchers believe that smaller class sizes increase student achievement. Hoyes (1997) suggests in large class size students cannot easily and quickly change positions to face each other for pair work and turn around to face the teacher whenever necessary, or to move in full circle for a whole class discussion. Eherenberg, et al (2001) reported that large class is noisier and that pushing, crowding and hitting occur more often in large class than smaller.

Class size is the number of student exists in one class so, there are problems that class size is believed to be responsible according to Bucher (1975:319) those are it takes time, discipline may be greater problem, and administrative structure of class size will be in formal. Also Knapp Leon hard (1968:388) state that the types of program, teaching methods and available facilities

that affect class size. Bucher and Koenig (1974: 211) state that the size of the class that affect the teaching situation that supplies equipment, the size of the area and number of available teachers. They further suggested (I bid 212) that the effectiveness of teacher will be seriously appeared if there is an excess number of student. By Peter Dewitt (Oct 2013) this is not meant apolitical nor it is mean to be absolute generation, some teachers do well really with large class size, but don't do well with small class ones. This happen because of they have drawn in large group of students and create an intimate setting much like complete opposite talents they do specula job with small class size because they want to make a personal connection with every student in their class. It depends on teachers and the group students, the subject being thought and expectation in their class room.

There is one size fit the answer to the class size, for many teachers having a large class often means teachers cannot inquiry based learning or take to include more innovation in their class room. The large class size leads to stress and high anxiety, most teachers Cleary cannot do much with large class that they could do with small ones. According to Huffington post article; The united federation teachers ''contract'' establish limit for class size as follows; pre-kindergarten; 18 students with teacher proper profession, Kindergarten; 25 students, grade 1-6; 32 students.

According to the recent article in the Salt Lake City Tribune, Judi Clark the executive Director of parent for choice in education state ''class size is really irrelevant in this day and age in education it is not about how many children do you have in the class it is about how you are leveraging technology to deliver one- on- one instruction'', character school in this state can slim it the number of students they have in each class, but public school cannot. Although the states pupil: teacher ratio is 22; 8 that is the same thing class size. Pupil/teacher's ratio. Pupil: section ratio and pedagogical group takes total number of credentialed both pupil and teachers. Actual class size the number students exist in one class room. In Utah some academic areas have as high as '52' students were physical education can have '80' the effects of class in elementary physical education. Handle Gross by M.Gross-2009-cited by '3' times and teachers attitude toward teaching large class in elementary physical education, quality physical education program helps student to develop health physical fitness. Junior high school or middle class ;33 students in non-Title-1-school while '30' in Title school, high school ;34 students ;50 in physical education /gymnastics. Basketball is the most popular, exiting and interesting team game in which

individuals can gain gross motor development .And its rule , regulation and strategies of playing the game is so simple and easy to understand by the players .However , the game is the most popular and interesting there are challenges that handed down the interest of students to play and participate in the game that the researcher has observe during teaching for 7 years in Bullen preparatory school that is the impact of class size on students learning basketball techniques. So class size means the number of students thought in one class if the number of students increase in the class there are problems some of those are: - disciplinary problems of student's increase, disrupting time increase than student learning engagement time, shortage of practice time and equipment to practice the skill and also it needs high class management skill to teach the skill or techniques of basketball. According to MOE the national standard the number of students in the class cannot exceed than 40 students per class ratio to facilitate students learning and to achieve the goal of quality education.

## 1.2. STATEMENT OF THE PROBLEM

Class size has a great impact in learning some selected techniques of basketball. So in dealing with class size in physical education has similar serious problems. There are many problems a teacher has observed during his teaching in Bullen preparatory schools some of those are shortage of equipment and practice time, lack of students skill to perform basketball techniques , lack of student interest toward learning the techniques, lack of students participation in basketball game and low skill performance of students in basketball techniques and also disciplinary problems of students. So the researcher wants to study on the impacts of class size in learning selected basketball techniques: with reference to Bullen preparatory schools of Benisshangul Gumuz region. This study was the issue of purposively selected preparatory schools of grade 11 students in Bullen woreda Metekel Zone Benishangul Gumuz Regional state. As far as this research was the original research because of there is no research has been conducted still in the area related with the topic. But there was a different educational research that has been done through the world regarding the topic.

## 1.3. RESEARCH QUESTIONS

The following questions were selectively raised by the researcher as research questions of the study these are: -

- What is the impact of class size on students learning lay- up shoot techniques of basketball?
- What are the effects of class size on students learning and their achievements of jump shooting techniques in basketball?
- Is there significant difference between large class and small class size on students learning and their achievement of set shooting techniques in basketball?
- What is the influence of class size on teacher's class room management during teaching shooting techniques of basketball?

## 1.4. OBJECTIVE OF THE STUDY

The objective this study is to investigate the impacts of class size on students learning selected basketball techniques.

### 1.4.1. GENERAL OBJECTIVE

The main objective of this research was to understand the impacts of class size on students learning selected basketball techniques in Bullen woreda preparatory schools of Metekel Zone Beneishangul Gumuz Regional state.

### 1.4.2. SPECIFIC OBJECTIVES OF THE STUDY

This research has the following specific objectives these are: -

- To identify the impact of class size on students learning lay-up shoot techniques of basketball.
- To assess the effects of class size on students' skill achievement of jump shooting techniques in basketball.
- To investigate the significance difference between large class size and small class size on students learning set shooting techniques of basketball.
- To examine the influence of class size on teacher's class room management during teaching selected techniques of basketball.

## 1.5 SIGNIFICANCE OF THE STUDY

The finding of this study may help to: -

- Understand the impacts of class size on students learning selected techniques of basketball in Bullen preparatory schools.
- Provide physical education teachers to consider the effects of large class size on students' performance.
- Helps school principals and administrations to think on how to reduce large class size.
- Provide information for new researchers who want to conduct research in this filed area of study.

## 1.6. LIMITATION OF THE STUDY

The researcher was limited by the following problems some of these are;-time, financial concertinas, available research materials and experience or skill experience of researcher limited the study on Bullen woreda preparatory schools of Metekele in Beneishangul Gumuz regional state on the impacts of class size on students learning selectedbasketball techniques with specific reference to Bullen preparatory school of grade 11 section 'B' and Egambo Ekonti preparatory school of grade 11 section 'B' in Bullen woreda.

## 1.7. DELIMITATION OF THE STUDY

The scope of this research was confined to impacts of class size on student learning some selected techniques of basketball particularly on shooting techniques in Bullen woreda preparatory schools of Metekel Zone Beneishangul Gumuz regional state. But due to the constrain of time, finance, facility and skill experience of the researcher the study were forced to limit on class size and its impact on students learning selected techniques of basketball with specific reference to Bullen woreda preparatory schools of Beneishangul Gumuz in regional state.

## 1.8. OPERATIONAL DEFINITIONS OF TERMS

- **Technique** is a manner in which someone performs skill.
- **Skill** is the ability to perform something maximum by using minimum input of energy.
- **Small class size** a class size which contains 24 students.
- **Large class size** a class size which contains 58 students.
- **Impact** is one thing having an effect on the other.
- **Equipment** is a set of materials or tools used to perform basketball techniques.

- **Interest** is state of wanting to know or learn about something.
- **Performance** is accomplishing more work in short period of time by using a fewer resource.

## 1.9. ORGANIZATION OF THE STUDY

The study was organized as follows, the first chapter contain introduction, backgrounds of the study, statements of the problems, research questions, objectives, significance of the study, limitation of the study, scope or delimitation of the study, operational definition of terms and organization of the study. Chapter two contains review related literatures. Were as chapter three contains research methodology includes research design, research site, sampling population, sampling size and techniques, source of data including primary and secondary, data collection instruments including observation, questionnaires, and actual performance test, reliability and validity, data analysis plan and ethical consideration. The fourth chapter contains data analysis and interpretation and major findings of the study. The final chapter contains summary, conclusion and recommendations.

# CHAPTER TWO

# INTRODUCTION

## 2. REVIEW RELATED LITERATUR

This chapter deals with review related literatures and the contribution of the researcher to the study, those literatures are written books, magazines, encyclopedia and other related materials.

### 2.1. CLASS SIZE

Class size has a great impact on students learning of selected techniques of basketball in relation to pupil: teachers' ratio, availability of resource, time, the students' behavior and students' interest that can influences on students learning and skill performance achievement.

There are problems that class size is believed to responsible according to Bucher (1975 :319) those are it takes time, discipline may be greater problem, and administrative structure of class size will be in formal. Also Knapp Leon hard (1968:388) state that the types of program, teaching methods and available facilities that affect class size.

Bucher and Koeing(1974: 211) state that the size of the class that affect the teaching situation that applies equipment the size of the area and number of available teachers. They further suggested (I bid 212) that the effectiveness of teacher will be seriously appeared if there is an excess number of student.

### 2.2. DEFINITION OF LARGE CLASS SIZE

It appears that there is not a commonly accepted definition of large class size in the literature. But a considerable amount of literature has alluded to what could be viewed as large classes. for instance, a report from a work shop organized by UNESCO (undated) focusing on teaching and learning in higher education held at mol university in Kenya indicated that participates who were senior academics could not agree on a single definition of what a large class is in their attempt to define a large class, they expressed the following understandings. There is nothing like large class, the large class is only in the mind of the orthodox teachers, a large class is one with more students than available facilities can support, there is no fixed number. The large class depends on the discipline – smaller number for engineering, science, medicine and sport sciences and large number for arts, humanities and social science-mully an-keyne(2010) offers a different views by arguing for the importance of taking in to consideration the nature of the course and the

resources and facilities available. For example, mulryan-kyne explains that "meeting the needs of a class of 50 in a science laboratory designed for 30 is likely to be more challenging than presenting history lecture to 220 students in lecture room designed for 200

## 2.3. THE CONCEPT OF LARGE CLASS SIZE

Whether the class is large or small can be determine by the availability of resource and time to the class. The effectiveness of class size on students' achievement and motivation, and in relation to teaching process and teachers' workload, attitudes and motivation, is probably the most written about, however least explored topic in the educational field. Yet, there is no consensus definition in literature to what constitutes a large class as material developers, teachers and students in different parts of world have various perceptions of what frames large, small or ideal classes. Their ideations, therefore, are affected by the educational philosophies theories and experience of all parties involved in the teaching and learning process. According to Hayes (1997) there is no numerical determination of what shape a large class as teachers' perceptions of large classes differs from one context to another. Hess (2001) assumed that a class is considered large if it has 30 students or more.

As regard to the Saudi context, a class of 45 students is considered to be large while in some Far East countries such as Japan, China, Pakistan and India a class of 80 students and more is deemed to be large.

Ur (1996) believed that regardless to the number of students in a class, it is teachers' perceptions towards the Class size in a certain context with particular tools and facilities that are provided that make classes either small or large. Hence, we can say that large classes are those with a specific number of students that teachers cannot handle and resources are not enough to facilitate the teaching and learning process and that pose insurmountable problems for both teachers and students. Mulryan-Kyne (2010) also shares that view and points to a large class as "a class that is too large for effective teaching to occur" (p. 176). Brown (2001), on the other hand, believed that an ideal class should not exceed 12 students. In another word, a class should be big enough to offer variation and allow interaction and small enough to provide students with opportunities for participating and receiving individual attention.

## 2.4. LARGE CLASS SIZE AND ITS IMPACTS ON LEARNING

Large class has numerous impacts on students learning and achievement of selected techniques of basketball. Some of those are increasing students misbehavior, lack of motivation to learn the

skill, decreasing the chance to practice the skill, shortage of equipment and time those all leads to low level of students learning and achievement of skill in large class.

- By Jilljenkins, according to the recent article in the Salt Lake City Tribune, Judi Clark the executive Director of parent for choice in education state that ''class size is really irrelevant in this day and age in education it is not about how many children do you have in the class it is about how you are leveraging technology to deliver one- on- one instruction'', character school in this state can slim it the number of students they have in each class, but public school cannot. Although he states pupil to teacher ratio is 22;8 that is the same thing class size., pupil / teacher's ratio takes total number credentialed both pupil and teachers. Actual class size is the numbers of students exist in one class room. In Utah some academic areas have as '52' students were physical education can have '80' the effects of class in elementary physical education. Handle Gross by M.Gross-2009-cited by '3' times and teachers attitude toward teaching large class in elementary physical education, quality physical education program helps student to develop health physical fitness. Junior high school or middle class ;33 students in non-Title-1-school while '30' in Title school, high school ;34 students ;50 in physical education /gymnastics. According to the article ''class size and students achievement ''by Ronald G. Elrenberg, Dominic .J. Brewer, Adam ,Gamoran and J. Douglas Willms from Cornell higher education institute at Cornell university there are a number of disadvantages of large class size some of these are;-First it can reduce the amount of time student actively with each other's, the second it can reduce the amount time teacher can spent in working with each individual student's, the thread it can increase disruptive behavior in the class, fourth it can reduce material teacher can cover, fifth it can eliminate many kinds assessment of student such as open ended and writing assessment, and it can reduce kinds teaching method.

## 2.5. DISCIPLINARY PROBLEMS OF LARGE CLASS SIZE

Student behavior and demand for class room management are challenging for the teachers especially new teacher who with lack of experience dealing with problem of students. Many students' behavior requires special behavior modification plan so teachers must develop class room rules, consequences, constantly adapt to new students and changing behavior.

Teachers are probably worried moreover questions of discipline than over any other aspects of their perspectives teaching on other hand experienced teachers probably know less about the

principles of desirable discipline that they know about any other problems that means experienced teachers are less worried about students' disciplinary problems than anew teachers. Some of the disciplinary problems or miss behaviors that can occur in large class size areas Burton (1952 : 38) state that tacking about without visiting hand tacking back, showing hostility ,moving without permission , ignoring rules, failing to do activity, disrupting others , fighting and being occupied with issues different from daily lesson . Some students grow up with a good treatment from their parents and they want to be treated in some way in the class room other students are grown up with bad treatment from their parents. And they also want to disturb in the class as their home.

## 2.6. TEACHING LARGE CLASS IN PHYSICAL EDUCATION

Class size is not the something as a pupil per teacher ratio in the class. it is quite different calculation of a pupil / teachers ratio typically includes teachers who spend all or part of their day as administration, librarian's special education support staff or other rules out side of class room. Those pupils: teachers' ratio is global majors of human resources brought to beer directly or indirectly on student learning. Class size refers to the actual number of students thought by teacher at particular time Chreabrgetal (2011). An ideal class, according to Ethiopian education service policy should have between 40 - 45 students when the number of student in the class increase more than 45 such class is said to be large class size (MOE). According to House (1994) the case of large class size in recent time peoples believe that education crates social and economic benefits for individuals, families and society. It is principally on this basis many people young and old embrace education and justifies their efforts to continue improve their qualification and other level skill according to (NASPE 2012) the national association for sport and physical education recommends that for sport and physical education class be consistent with those of other subject areas the maximum ratio for elementary school 1: 25, for medium school 1: 30 students, and for high school 1: 35 respectively. For safe and effective instruction where student with special needs are included in regular physical education class, size placement should not case an appropriate class size to be exceeded. Without doubt many physical education teachers today face class size larger than this (40 students) is not un common other similar situation like multiple class sharing one activity space.

## 2.7. STRATEGIES FOR TEACHING LAARGE CLASS SIZE

Even in the face of adversity, physical education teachers must always provide the best possible instruction. For teachers faced with challenges such as large class size and sharing of activity space, the following list of recommended teaching methods and strategies can help minimize some of the challenges that may be typical with large classes. Some strategies may be more effective with older students than with younger ones. The NASPE web site (www.naspeinfo.org)

### 2.7.1 Small group work

Students are put into small groups to work on a concept, skill, and/or task. This teaching strategy helps to foster team work and respect and gives students owner ships of the skill and responsibility for their own learning. An example is use of the jigsaw teaching method to teach a line dance. Divide the dance in two parts and put each part on an individual poster. Number each poster so that it will be easier to assign. Divide the class into small groups. Assign a part of the dance to each group member. Each individual in the group will learn his/her part of the dance and then reassemble into the original group and teach it to their group. This process allows each group member to share in the responsibility of learning the dance.

### 2.7.2. Cooperative learning

Students work cooperatively as a group to reach a consensus and structure their learning experience. Cooperative learning is a component of adventure education classes. For older students, a good example of cooperative learning is the use of tarps in classes. Tarp activities help to promote cooperation and problem solving: Additional modification allows students with disabilities to participate. Divide the class into small groups and assign each group to a tarp. Issues various challenges to the groups such as performing a task without stepping the trap, turning it over, folding it in half, making a diamond shape or triangle or instructing the students to use their bodies to cover as much of the tarp as possible.

### 2.7. 3. Pear teaching /coaching

Student's exhibit leadership skills and knowledge to help one another learn by completing peer assessments. For example, Students can be used as peers to assist small groups in learning skills, and students can be partnered for assessment tasks involving check lists. All levels of students can be taught and expected to do peer teaching/coaching.

### 2.7.4 Station work

Students move through a series of stations that are set up for different tasks. There are innumerable station ideas such as skills, fitness, assessment, video, research, strategies, etc. Incorporate assessment stations or —next stepl stations so that a group who has mastered an objective can move onto the next skill. Students should maintain written personal records that may include task sheets and performance statistics

### 2.7.5 small-sided games:

This teaching strategy uses a small number of players and a smaller playing area than a regulation game. This strategy can be applied to many sports, such as basketball, soccer, and volleyball, and allows for more participation and practice by each student.

## 2.8. IMPACTS OF LAERGE CLASS SIZE ON TEACHERS

As said by Benbow (2007) large class size can negatively affect to significant and interrelated aspect of teacher practice-instructional time and classroom management. Regarding the former, teachers in large classroom devote less time to math instruction and integrated reading and writing tasks (Wilson, 2006). Other research indicates teachers in smaller classes are more likely cover a range of subjects (Holloway, 2002). Large classes take a toll on the teacher's ability to manage time, requiring more time to be devoted to instruction (i.e., how to complete an exercise rather than substantive instruction), task management and behavioral management, thus leaving less time for actual instruction. Wilson (2006) reports that larger classes are noisier and that pushing, crowding, and hitting occur more often in larger classes than smaller. In line with this parsing (1997, in UNESCO, 2007) stresses that to those who teach in classes with 50-100 students, managing the learning process can become quite difficult. According to Susan et al (2007) the major challenges of teaching large classes presented below are grouped in to four categories: (1) managing the classroom, (2) using pair and group work to encourage cooperative learning, (3) teaching with limited resources, and (4) motivating students in heterogeneous classes.

## 2.9 CHALLENGES OF TEACHING LARGE CLASS SIZE

By Peter Dewitt (Oct2013) this is not meant apolitical nor it is mean to be absolute generation, some teachers do Swell really with large class size, but don't do well with small class ones. This happen because they have drawn in large group of student and create an intimate setting much like complete opposite talents they do specula job with small class size because they want to make a personal connection with every student in their class. It depends on teachers and the group students, the subject being thought and expectation in their class room. There is one size fit the answer to the class size, for many teachers having a large class often means teachers cannot inquiry based learning or take to include more innovation in their class room. The large class size leads to stress and high anxiety, most teachers Cleary cannot do much with large class that they could do with small ones. According to Huffington post article; The united federation teachers (UFT) ''contract'' (N.Y.C.) establish limit for class size as follows; pre-kindergarten; 18 students with teacher proper profession, Kindergarten; 25 students, grade 1-6; 32 students.

## 2.10. CONSEQUENCE OF CLASS SIZE

New able and common (1995) stated that large class size is essentially dominated by teacher's lecture method there for the problem will be doesn't allow for critical tanking it stiles students creativity when activity based on student centers teaching is not used.

According to Farrat (2002) large class is characterized by method of teaching that is quite unable to allow for any individual difference the right is among students. According to NASPE (2012) as class size increase above recommended level safe and effective instruction may become compromised. This can manifest itself in many ways those are: - Decreasing instructional time due to class management issues, in sufficient amount of equipment and activity space, decreasing practices opportunity in a slower rate of learning, decreasing student time spent in activity during class and decreasing ability of teaching to provide individualized instruction, increased risk of student injuries and increased opportunities for off task beaver of student, it leads to poor class managements.

## 2.11. SMALL OR LARGE CLASS IS BETTERE?

As mentioned at the outset of this paper, there are some scholars who favor small classes as they believe that small classes provide ample opportunities for teachers and their students to accomplish the highest level of language achievement. One of these is Miller-Whitehead (2003)

who suggested that small classes assist raising teachers' spirit and decrease most of the discipline issues. She elaborates by stating that small classes allow teachers to identify problems quickly and then apply immediate remedial solution and that will eliminate or at least minimize any future disruption. On the other hand, Finn et al. (2003) revealed that class size has great effects on students' social and academic involvement in the class and on the teacher personality as well. That is to say those students in small classes, on contrary to their peers in large ones, are always under pressure to participate in class activities as "they are on the frying line, by being more visible to the teacher and may be called upon at any time to answer questions or to participate in a class activity" (p. 346). On a similar view, Resnick (2003) claimed that smaller classes elevate students' achievement as teachers in such context pay greater attention to each and every student leaving students with no time to either be destructive or distracted by any means. Consequently, students in small classes encounter continuous pressure to engage in various activities and become active class members and that will make the attention to learning goes up and off-task actions as well as any disruptive behaviors go down. On a similar view, Normore and Ilon (2006) conclude that classes of a small size positively influence the teaching process as they encourage students and teacher engagement, allow students to be more cognitively engaged, offer ample time for teachers to cover the whole materials and provide safe school environment with fewer misbehaved students.

Finn et al. (2003) conducted a study to examine how class size affects the social behavior of students and sought to focus on antisocial attitudes such as disruptiveness and misbehavior. From the result of their study, they found that small classes encounter less misbehavior actions than large classes as students in small classes are engaged in more social interactions with their teachers which give them less space to misbehave or fool around.

Shamim et al. (2007) reinforced this idea when they revealed that teachers in large classes have problems establishing discipline in their classrooms and dealing with the increasing noise level and that according to Al-Jarf (2006) creates difficulty for students to hear the teacher and concentrate because they are distracted by the actions of their peers. From what have been mentioned in this part, it is to say that large classes have negative influence on teachers and students which reflects on the teaching and learning outcomes.

## 2.12. STUDENT INTEREST

Different students have different ranges of interest toward learning basketball techniques. Some students believe that psychological education has a great benefit for them Bucher (1975: 2) state that as follows:- In learning physical skill the exercise it supplies for becoming physically fit, the social contributions such as the development of sport man ship quality, learning hero to gate along with other team work .This psychological benefit is the form of self-confidence and out let for mental function improvement for personality and development of quality coverage and self-discipline and also knowledge learned inter respect to the role of sport and inter culture of world. Even though some students accept the important of physical education as mentioned the above paragraph, education negligence number of students thinks the physical education has a very little value for them this may because of bad experience like large class size, lack of student interest, lack of awareness toward learning sport skills. In addition to this instructional method of the teacher used to teach the student may also affect learning interest.

## 2.13. CLASS SIZE AND STUDENTS ACHIEVEMENTS

Reducing class to increase student's achievement is an approach that has been tried debates and analysis for several decades. The premise seems logical with fewer students to teach teachers can coax better performance from each it. But some research does have not found the connection between small class and higher student's achievements, but most the shows that when size reduction is well designed and in the school the student's achievement raises as the class size drops. Tennessee's project STAR –commissioned by the legislatures in the -1980 S-may the influential class reduction program in recent years. Project STAR has found substantial evidence that reducing class size improve student's academic achievement. Gain in student's achievement. The Land Mark 1978 study by Glass and Smith strongly endorsed reduce class size as reform likely to produce improvement in academic achievement. The researchers reviewed '80' research reports on the relationship between class size student's achievement obtaining more than 100 comparisons from well documented studies of smaller and larger class using rigorous statistical analysis. The Meta-analysis showed class size decrease achievement increase and the benefits begin to emerge as class size falls below 20 students. The most influential contemporary evidence that smaller class lead to improve achievement is Tennessee's project STAR. Because this set up randomly selected control and experimental group of student who had '4' years of small class and participate to student who none, this meant that researchers could more reliable

evaluate the impact of class size reform project STAR (Finn,2002) founded student in small class did better than large class thought the K-3 grades. The more years spend in reduced class size the lasting the benefits.

## 2.14. BASIC TECHNIQUES OF BASKETBALL

**Basic stance** is apposition where you can be in balance and proper place to start performing any activity in play basketball.

**Ball handling** is the first concern of play with the ball is to hold it properly.

**Passing** it also regarded with an individual skill differs from other fundamental in that it involves the two-way relationship between the player making the pass and one who is to receive it.

**Dribbling** is only manner in which you may in dependently more a ball down the court. It is skill that permits you to control and move the ball ground the court.

**Shooting** the skill of shooting is a back bone of basketball game because it is the ability to shoot accurately that determines the wining team. While playing the game, your outstanding passing and dribbling skill will be valueless without shooting. There for to win the game, every member of a team should become good shooters. In executing a shoot, the ball should be controlled with two hands as much as possible. You began holding the ball slightly above waist height with both hands, step sideways with the left foot at angle toward the baseline. The right hand brings the ball from the right sides the body to an overhead position with motion, which held the ball, is fully extended. The eyes focus on the target point. The ball is released so that it rolls off the fingers, coupled with a flick of wrist toward the goal. The shoot should be a soft, sweeping, motion with a little or no spin finally; the body rotates and faces the basket on the follow through. Than shooting depend up on; proper technique, coordination, concentration, confidence, and relaxation. There are common and basic types of shoots these are; set shoot, jump shoot and lay-up shoot. Set shoot is mostly used for long range shooting and free throw. There are two types of set shoot these are; one hand set shoot and two hand set shoot, the fundamental techniques are almost the same for both except the position of the shooting hand. The second one is jump shoot it is the most common one in basketball. it is mostly performed from a dribble, but you should be able to perform it almost in any situation. The jump can be performed from either running or standing position. This makes it difficult for any to anticipate it a almost impossible to guard. To, make an accurate shoot, you need balance, coordination, and a clear view of the target on the ring of the basket. The thread and the final one is lay-up shoot it is the most accurate

shoot, because you are very near close to the board while the lay –up shoot. It is used when you are running to the basket. It is performed from jump that carries you beneath the back board.

According to Farrat (2002) large class is characterized by method of teaching that is quite unable to allow for any individual difference their right is among students. According to NASPE (2012) as class size increase above recommended level safe and effective instruction may become compromised.

This can manifest itself in many ways those are:-Decreasing instructional time due to class management issues, in sufficient amount of equipment and activity space. decreasing practices opportunity in a slower rate of learning, decreasing student time spent in activity during class and decreasing ability of teaching to provide individualized instruction, increased risk of student injuries and increased opportunities for off task beaver of students, it leads to poor class managements

# CHAPTER THREE

# 3. RESEARCH DESIGN

In these parts of the study the researcher employed descriptive cross sectional survey method as research design. The researcher used mixed methods of data collection and analysis to investigate the impacts of class size on student learning some selected techniques of basketball with specific reference to Bullen woreda preparatory schools.

## 3.1 RESEARCH SITE

The specific areas where this research was conducted in Bullen woreda preparatory schools of Metekel Zone Beneishangul Gumuz Regional state particularity Bullen and Egambo Ekonti preparatory schools.

## 3.2 POPULATION

The targeted population used by the researcher to support this study was taken from two purposively selected Bullen woreda preparatory schools particularity two sections of grade 11 students from two preparatory schools are the target population of the study.

## 3.3. SOURCE OF DATA

The source of data to supports this study the researcher was used both primary and secondary sources to gather information or data.

### 3.3.1. PRIMARY SOURCES

The primary source of data was obtained from students by using such tools those are:- observation, questionnaires and actual performance test.

### 3.3.2. SECONDARY SOURCES

The researcher has used to support the study as secondary sources to together data from representative sampling through observation,

## 3.4. SAMPLING SIZE AND TECHNIQUES

In Metekele Zone educational administration bureau totally there are ten (10) governmental preparatory schools from seven woreda Beneishangul Gumuz Regional state. From the above woreda the researcher mainly focused on one woreda were purposively selected two sections of grade 11 Bullen preparatory schools these are Bullen preparatory and Agambo Econti preparatory school of Beneishangul Gumuz Regional state. To investigate the significant difference between small class size and large class size and also its impact on students learning selected techniques of basketball.

### 3.5. DATA COLLECTION INSTRUMENT

In order to investigate the impacts of class size on student learning some selected techniques of basketball the researcher was employee observation, questionnaires and actual performance test as instrumental tools.

### 3.5.1. OBSERVATION

Observation was conducted during teaching shooting techniques of basketball at practical session by preparing check list about the student interest, participation, class room behavior and willingness toward learning selected basketball techniques.

### 3.5.2. QUESTIONNAIRES

The researcher used these tools by preparing both opened and closed ended questions and by distributing to the students the researcher was obtained information or data to the study.

### 3.5.3 ACTUAL SKILL PERFORMANCE TEST

The researcher was also gather information to support the study by using actual practical skill performance test of shooting techniques of basketball those are: - set shoots, jump shoot and lay-up shoot after the researcher has teach the two selected sections by using the same number of balls with in the same duration of time.

### 3.6. VALIDITY

Validity it refers the validity of the information or the value depend up on materials or instruments and method to gather data .so the researcher was used to measure the validity of information or data by using both content and face validity.

Content validity it is anon statistical type of validity that involve systematic examination of a test content to determine whether it covers representatives sample of psychomotor domain to measure. Validity refers reliability interconnected concepts. This can be demonstrated by fact that measurement cannot be valid unless it is reliable. Face validity it is an estimate of weather a test appears is measured does not guarantee that the test actually measures phenomena in that domain measures may have high validity.

### 3.7. RELIABILITY

Reliability in this study the researcher was used dependability of measurement technique more specifically reliability as concern consistency of measurements what to measure or stability of the reliability of the test is determined t-test reliability it refers to stability of test score of both class sizes.

## 3.8. DTA ANALYSIS PLAN

The researcher was used both qualitative and quantitative method of data analysis since data gathered by observation was qualitative employed while data gathered through questionnaire and actual performance test was employed quantitatively. In this part of the study the researcher was employed descriptive cross sectional survey of research design to analysis the collected data. The researcher was used mixed methods of data collection and analysis to investigate the impacts of class size on students learning some selected techniques of basketball with specific reference to Bullen woreda preparatory schools

## 3.9. ETHICAL CONSIDERATION

The ethical issue should be considered in all steps of research process and most priority issue will be as follows: the permission letter will be asked from, Bullen educational administration office, Bullen and Egamobo Eksonti preparatory school directors and also physical education department heads. It was given to administration in Addis Ababa university consents are abstained from the study population and all results are also informed to individual teachers and head of departments for appropriate measure to taken it necessarily.

# CHAPTER FOUR

## PRESENTATION ANALYSIS AND INTERPRETATION OF DATA

### 4.1. DATA PRESENTATION

This chapter deals with presentation, analysis and interpretation of data collected through questionnaires , actual performance test and observation from purposively selected preparatory schools of Bullen woreda those were Bullen preparatory school which represents large and Egambo Ekonti preparatory school as small class size particularly the two grade 11 section 'B' from the above both schools students for presentation, analysis and interpretation of data, then the researcher used to find out the result the study by using the following table below after showing numerically in the table each question statement stated and followed by descriptive expression.

Remember a letter 'M' implies male while 'F' for female in the table

**Table -1 Information about the background of respondents**

| S. No | Class size | Item | Alternatives | Respondents | Class size | Respondents | Grand total | percentage of both class size |
|---|---|---|---|---|---|---|---|---|
| 1 | Small | Sex | Male | 12 | Large | 32 | 44 | 57.894% |
| | | | Female | 10 | | 22 | 32 | 42.10% |
| | | | Total | 22 | | 54 | 76 | 100% |
| 2 | Small | Age | Below 18 | 8 | Large | 21 | 29 | 38.15% |
| | | | 19-22 | 10 | | 30 | 40 | 52.63% |
| | | | above | 4 | | 3 | 7 | 9.21% |
| | | | Total | 22 | | 54 | 76 | 100 % |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 3 | Small | Fathers educational level | No schooling | 8 | Large | 18 | 26 | 34.21% |
| | | | Write and read | 11 | | 22 | 33 | 43.42% |
| | | | Primary /elementary | 1 | | 5 | 6 | 7.894% |
| | | | Secondary and preparatory | - | | 1 | 1 | 1.31% |
| | | Mothers education level | Certificate | 1 | | 4 | 5 | 6.578% |
| | | | Diploma | 1 | | 3 | 4 | 0.5.21% |
| | | | Degree and above | - | | 1 | 1 | 1.31% |
| | | | Total | 22 | | 54 | 76 | 100% |
| | *Small* | | Non schooling | 15 | Large | 35 | 50 | 65.789 |
| | | | Write and read | 4 | | 14 | 18 | 23.684% |
| | | | Primary/ elementary | 2 | | 2 | 4 | 5.26% |
| | | | Secondary and preparatory | - | Large | 1 | 1 | 1.315% |
| | | | Certificate | 1 | Large | 1 | 2 | 2.63% |
| | | | Diploma | - | | 1 | 1 | 1.315% |
| | | | Degree and above | - | Large | - | - | 0% |
| | | | Total | 22 | Large | 54 | 76 | 100% |

As shown on the above table on table 1 the total number of students in small class were 22 from those 10 of those are female were as 12 were male while in large class 32 students were male and the rest 22 students was female total number of respondents in large class were 54.The grand total of male in both class 44 and 32 female. Then the percentage of grand total of male in both class is 57.894%, were as the percentage of grand total of female in both class sin 42.10%, as shown on set number '2' the number of students age below '18' in small class were '8' while in between 19-22 age were '10' and the number students in small class age 23 and above were ' 4' and age below 18 in large class were '21' respondents , age in

between 19-22 were '30' respondents and age 23 and above in large class size were '3' respondents . The grand total of both class age below '15' respondents were 20 (38.15%). The grand total of both class respondent age in between 19-22 were 40 (52.63) and the grand of total in both class age23 and above were '7' (19.21%). as shown set number there 3 parents education level in small father's whom no schooling any kind respondents '8' write and read '15' primary s and elementary '1' there is no student whom fathers educational level secondary and preparatory in small class, certificate '1' diploma 1 and finally there is no again fathers educational level degree and above in small class while in large class no schooling any kind fathers educational level is '18', write and read '22' secondary and preparatory '1' primary and elementary '5' certificate respondent s father '8' diploma were '3' and degree s and above '1' total 54 respondents. The grand total of respondent who' non schooling any kind fathers in both classes is 26 (34.21%). The grand total respondents whose write and read fathers in both classes 33(43.42%). The grand total of respondent whose father's educational level at primary and elementary in both classes '6' (7.894%). Secondary and preparatory in both class '1' s (1.31%) the grand total of respondent's father certificate educational level in both were '5' (6.578%). The grand total in both class level of education diploma fathers was '4' (5.26%) and finally the grand total of respondents fathers educational level degree and above in both class'1' (1.31%).

Mothers educational level in small no schooling any kind respondents mother "15" , write and read '4' primary and elementary '2' certificate '1' there is no respondents father educational level secondary and preparatory diploma and degree and above in small class respectively while in large class schooling mothers '35' write and read '14' primary/elementary '2' secondary and preparatory '1' certificate '1' diploma '1' finally there is no degree and above respondents fathers in large class. The grand total of respondent's mother non schooling any kind in both '50' (65.789%). The grand total respondents mother can write and read in s both class '18' (23 .68 %. the grand total of respondents mothers whose educational level at primary and elementary in both '4' (5.263%) the grand total of respondent's mother's secondary and preparatory school in both class were '1' (1.315%). The grand total respondent's mother's certificate in both class '2' (2.63%) the grand total respondents of mothers' diploma level in both class '1' (1.315%) and

finally the grand total of respondents mothers educational level degree and above in both class '0'(0%)s

Q No - 1 Skill achievement in small class is greater than in large class during learning the techniques of basketball? A, yes B, no

Table -2

| S No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | A | Small | 10 | 4 | 14 | Large | 23 | 17 | 40 | 54 | 71.05% |
| 2 | B | Small | 2 | 6 | 8 | Large | 9 | 5 | 14 | 22 | 28.94% |
| 3 | Total | Small | 12 | 10 | 22 | Large | 32 | 12 | 54 | 76 | 100 % |

As shown on the above table the number of respondents respond 'A' in small class male 10 female '4' total '14' while in large male23 female 17 total '30' the total number of respondents in both class 54 that means 71.05%. the no of students respond 'B' in small class male '2' female '6' total 'B' while in large male '9' female '5' total '14' the total number of respondent respond 'B' in both class is 22 that means 28 .94 %. Depending on the above information the highest number of students in both classes responds 'A' that indicates skill achievement in small class is greater than in large class during learning the techniques of basketball.

QNo – 2 most time which factor can affect when the number of students in class becomes high during learning techniques of basketball. A, shortage of equipment B, increasing students' misbehavior C, shortage of instructional materials D, all

Table -3

| S No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | A | Small | 1 | 1 | 2 | Large | 1 | 6 | 4 | 6 | 7.89% |
| 2 | B | Small | 3 | 2 | 5 | Large | 3 | 11 | 6 | 11 | 14.47% |
| 3 | C | Small | 2 | 3 | 5 | Large | 1 | 10 | 5 | 10 | 13.15% |
| 4 | D | Small | 6 | 4 | 10 | Large | 27 | 21 | 39 | 49 | 64.42% |
| 5 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of students respond 'A' in small class male 1 female 1 total '2' while in large class male '1' female 3 total '4' then the total number of respondents respond 'A' in both class in '6' that means 7.89 %. The number students respond 'B' in small class male 3 female 2 total '5' while in large class male 3 female 3 total '6' then the total number of respondents in both class is 11 that mean 14.47 %. The total number of respondents respond 'C' in small class male '2' female3 total '5' while in large male '1' female '8' total '5' then the total number of respondents respond in both classis 10 that means 13.13 %. the total number of students responds in small class male 6 female 4 total 10 while in large male 27 female 12 total '39 'then the totals number of respondents respond 'D' in both class '49' that means 63.s33% depending on the above information the highest number of students respond in both class 'D' that indicate all factors affects when the number of students in class become high during students learning shooting techniques of basketball.

Q No –3 In which class size the students' misbehavior become high during learning shooting techniques of basketball? A, in large B, in small C, in both D, none

Table - 4

| S No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | A | Small | 6 | 3 | 9 | Large | 27 | 16 | 43 | 52 | 68.42% |
| 2 | B | Small | 3 | 1 | 4 | Large | 2 | 3 | 5 | 9 | 11.84% |
| 3 | C | Small | 2 | 4 | 6 | Large | - | 1 | 1 | 7 | 9.21% |
| 4 | D | Small | 1 | 2 | 3 | Large | 3 | 2 | 5 | 8 | 10.52% |
| 5 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of student respond 'A' in small class male 6 female '3' total '9' while in large male 27 female 16 total '43' then the total number of students in both class respond 'A' 51 that means 68.42 %, the number of respondents respond 'B'

in small class male '3' female '1' total '4' while in large male '2' female '3' total '5' then the total number of respondent in both class is 9 that means 11.84%. the number of students respond 'C" in small class male '2' female '4' total '6' while in large class female '1' there is no male total '1' then the total number of students respond 'C" in both class is '7' that means 9.21%. The number of students respond 'D' in small class male '1' female '2' total '3' while in large class male '3' female '2' total '5' then the total number if students respond D' in both class is 8 that

means 10.52%. Depending on the above information the high number of respondents responds 'A' that indicates the students' misbehavior become high in large class than small class size during learning shooting techniques of basketball.

Q No- 4 In which class size shooting skill of basketball can be learned easily? A, in large B, in small C, in both D, none

Table - 5

| S N | Options | Class size | Sex | | Total | Class size | Sex | | | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | Total | | |
| 1 | A | Small | 3 | 1 | 4 | Large | 7 | 5 | 12 | 16 | 21.05% |
| 2 | B | Small | 7 | 6 | 13 | Large | 18 | 10 | 28 | 41 | 53.9% |
| 3 | C | Small | 2 | 2 | 4 | Large | 5 | 5 | 10 | 14 | 18.42% |
| 4 | D | Small | - | 1 | 1 | Large | 2 | 2 | 4 | 5 | 6.57% |
| 5 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table above the number of students respond 'A" in small class male '3' female '1' total '4' while in large male '7' female 5 total 12 then the total number of respondents in both class is 16 that means 21.05% the number of students responds 'B' in small class male '7' female 6 total 13 while in large male 18 female 10 total '28' then the total number of student in both class is 41 that means 53.8% . the number of students respond 'C" in small class male '2' female '2' total '4' while in large male 5 female '5' total '10' then the total number of students responds in both class 14 that means 18.4% The number of students respond 'D' in small class nu male only one (1) female while in large class male '2' female '2' total '4' then the number of respondents in both class is '5' that means 6.58 % depending on the above information the highest number of students respond 'B' that indicate shooting skill of basketball can be learned in small class that easily than large class.

Q No- 5 In which class size the instructional time spending to learn shooting techniques of basketball become high ? A, in large B, small C, both D, none

Table - 6

| S No | Options | Class size | Sex | | Total | Class size | Sex | | | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | Total | | |
| 1 | A | Small | 2 | 1 | 3 | Large | 11 | 4 | 15 | 18 | 23.68% |
| 2 | B | Small | 7 | 4 | 11 | Large | 19 | 14 | 33 | 44 | 57.89% |
| 3 | C | Small | 2 | 3 | 5 | Large | 1 | 1 | 2 | 7 | 9.21% |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | D | Small | 1 | 2 | 3 | Large | 1 | 3 | 4 | 7 | 9.21% |
| 5 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of students in small class s whose respond 'A' male '2' female '1' total '3' and in large class the number students whose respond 'A" male '11'' and female '4' total 15 then the total number of respondents in both class are 18 when expressed in % the total number of respondents is 23.65% were the number students whose respond 'B' in small class male 7 and female 4 total 11 and in large class the number of respondents male 19 female 14 total 33 . the total number of respondents in both class is 44 when it expressed in percent 57.8 % were as the number respondents whose respond C' in small class are male 2 female 3 total 5 and in large class male 1 and female '1' total 2 the total number of student in both class whose respond 'C" are 7 when w express in percent it become 92% and the students whose respond 'D" in small class male '1' female 2 total 3 while in large class the number student the number of students respond "D" male 1 female 3 total 4 then the total number of student in both class responds "D" are 7 when it express in % it become 9.21.%.Then depending on the above information then respondents whose respond 'B' are high in number that implies in small class size the instructional time spending to learn the techniques of basketball become high.

Q No- 6 which class size is more conducive class for learning the skill of basketball necessary?
A, large B, small C, both D, none

Table - 7

| S .No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | A | Small | 3 | 2 | 5 | Large | 4 | 7 | 11 | 16 | 21.05% |
| 2 | B | Small | 5 | 6 | 11 | Large | 26 | 12 | 38 | 49 | 64.47% |
| 3 | C | Small | 2 | 2 | 4 | Large | 1 | 2 | 3 | 7 | 9.21% |
| 4 | D | Small | 2 | - | 2 | Large | 1 | 1 | 2 | 4 | 5.26% |
| 5 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown in the above table the number of students whose respond 'A" in small class male '3' and female '2' total '5' and the number of students whose respond the 'A' in large class male 4 female 7 total 11 then the total number in both respond A are 16 (21.05%) and the

number of student whose respond 'B in small class male 1 and female 2 total 3 while male 26 female 12 total 38 then the total number students respond B in both class 49 (64.47%) the number of students respond C in small class male 2 female 2 total 4 while in large male 1 female 2 the total 3 then the total number of students in both class whose respond C' are '7' when it expressed in percentage it is around 9.21 % and also the number of students in small class whose respond 'D' male 2 and there is no female students respond 'D' while in large class the number of students whose respond D male 1 female 1 total 2 then the total number of respondents in both class are 4 when we express in % it becomes 5.27 %. Depending on the above information high number of students responds" B" that implies small class size is more conducive class for learning the skill of basketball necessarily.

**Q No - 7** Have you ever learned in small and large class in which class size you have achieved skill more? A, large B, small C, both D, none

Table - 8

| S No | Options | Class size | Sex | | Total | Class size | Sex | | | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | Total | | |
| 1 | A | Small | 3 | 1 | 4 | Large | 11 | 10 | 21 | 25 | 32.8% |
| 2 | B | Small | 6 | 4 | 10 | Large | 17 | 5 | 22 | 32 | 42.10% |
| 3 | C | Small | 2 | 3 | 5 | Large | 2 | 5 | 7 | 12 | 15.78% |
| 4 | D | Small | 1 | 2 | 3 | Large | 2 | 2 | 4 | 7 | 9.21% |
| 5 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As the above shown table the number respondents in small whose respond A male 3 and female 1 total 4 were in large class size male 11 and female 10 total 21 then the number students whose respond A in both class are 25 when we express in percentage 32.82 % and the number of students whose respond B in small class are male 6 and female 4 total 10 respondents and in large class the number if respondents whose respond B male 17 and female 5 total 22 students the total number of respondents in both class are 32 whose respond B were the number students whose respond C in small class male 2 and female 3 total 5 while in large class size male whose responds C are 2 and female 5 total 7 then the total number of

students whose respond C in both class are 12 when it express in percent it is around 15.7% and the number of students whose respond D in small class size male 1 and female 2 total 3 were in large class the number students whose respond D male 2 and female 2 total 4 then the total number of students whose respond D in both class are 7 when we express in percent it is 9.2% and finally the high number of students respond B in both class then depending up on the above information skill can be achieved more in small class size than in large class size.

Q No - 8 In which class size teacher's classroom management is effective during teaching the techniques of basketball? A, in large B, in small C, in both D, none

Table - 9

| SN | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | A | Small | 1 | 2 | 3 | Large | 4 | 7 | 11 | 14 | 18.42% |
| 2 | B | Small | 7 | 5 | 12 | Large | 24 | 11 | 35 | 47 | 61.84% |
| 3 | C | Small | 2 | 2 | 4 | Large | 2 | 2 | 4 | 8 | 10.52% |
| 4 | D | Small | 2 | 1 | 3 | Large | 2 | 2 | 4 | 7 | 9.21% |
| 5 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of students respond A in small class male 1 female 2 total 3 and the number of students in large class whose respond A male 4 female 7 total 11 then total number of students whose respond A in both class are 14 students whose respond A in both class are 14 students when we s express it in percent 18.42 % and the number of students whose respond B in small class male 7 female 5 12 total were the number of students whose respond B in large class male 24 female 11 total 35 students then the total number of students whose respond B in both class are 47 when we express it in percent it become 61.84 % the number of students whose respond C in small class male 2 female 2 total 4 and the number of students whose respond C in both class 8 when it express in percent it become 10.52 % . the number of students whose respond D in small class male 2 female 1 total 3 were in large class male 2 female 2 total 4 the total number of students in both class whose respond 'c' '7; when we express in percentage it become 9.21%.Depending up on the above information the highest number students respond in both class B that implies the teachers class

room management effective in small class during teaching the techniques of basketball than large class size.

Q No - 9 In which class size each individual shooting practice time of basketball techniques for students is high? A, in large B, in small C, in both D, none

Table - 10

| SN | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | A | Small | 2 | 3 | 5 | Large | 7 | 3 | 10 | 15 | 19.73% |
| 2 | B | Small | 6 | 5 | 11 | Large | 23 | 14 | 37 | 42 | 55.26% |
| 3 | C | Small | 2 | 1 | 3 | Large | 1 | 4 | 5 | 8 | 10.52% |
| 4 | D | Small | 2 | 1 | 3 | Large | 1 | 1 | 2 | 5 | 6.57% |
| 5 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As the shown on the above table the number students whose respond A in small class male 2 female 3 total 5 and in large class the number students respond A male 7 female 3 total 10 then number of students in both class is 15 when we express it in % it is 19.73% of students whose respond B in small class male 6 female 5 total 11 and the number student respond B in large class male 23 female 14 total 37 then the total number of students respond B in both class is 42 that means 55.26 % of students respond B while the numbers students whose respond C in small class male 2 female 1 total 3 and in large class male 1 female 4 total 5 students then the total number of students in both whose respond C is 8 that means 10.66% of students respond C and the number student whose respond D in small class male 2 female 1 total 3 were the number student who respond D in large s class male 1 and female 1 total 2 the total number of respondents whose respond D in both class are 5 that means 6.57 % students respond D depending on the above information the highest number of students respond B that indicates each individual practice time of shooting techniques for become students high in small class size than in large class size.

Q No -10 In which class size the students learning engagement in the techniques of basketball is high A, in large B, small C, in both D, None

Table -11

| S No | Options | Class size | Sex | | Total | Class size | Sex | | | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | Total | | |
| 1 | A | Small | 4 | 2 | 6 | Large | 18 | 7 | 25 | 31 | 40.78% |
| 2 | B | Small | 7 | 5 | 12 | Large | 12 | 10 | 22 | 34 | 44.73% |
| 3 | C | Small | - | 1 | 1 | Large | 1 | 3 | 4 | 5 | 6.57% |
| 4 | D | Small | 1 | 2 | 3 | Large | 1 | 2 | 3 | 6 | 7.89% |
| 5 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number students whose respond A in small class male 4 female 2 total 6 while in large male 18 female 7 total 25 the total number of students whose respond A in both class is 31 that means 40.78% of students respond A the total number of students in small responds B male 7 female 5 total 12 while in large male 12 female 10 total 22 then the total number of students in both whose respond B are 34 that means 44.73% respond choice B. The number students whose respond C in small class female 2 but there is no male who respond C in small class while in large class the number students respond C male and 18 female 3 total 4 the total number students in both class respond C are 5 this represents 6.57% of students respond C and the total number of students whose respond D in small class male 1 female 2 total 3 while in large male 1 female 2 total 3 then the total number of students respond D in both class is 6 that implies 7.89% of the students respond D depending on the above information the highest number of students in both class respond B that indicates students engagement in learning the techniques of basketball is high in small class than large class.

Q No -11 The level of students learning engagement time of basketball techniques in large class size is? V. High, High Medium Low V. Low

Table - 12

| SN | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V .High | Small | 1 | 1 | 2 | Large | 4 | 2 | 6 | 8 | 10.52% |
| 2 | High | Small | 2 | 1 | 3 | Large | 7 | 3 | 10 | 13 | 17.10% |
| 3 | Medium | Small | 2 | - | 2 | Large | 9 | 2 | 11 | 13 | 17.10% |
| 4 | Low | Small | 4 | 5 | 9 | Large | 8 | 8 | 16 | 25 | 32.89% |
| 5 | V .Low | Small | 2 | 2 | 4 | Large | 4 | 6 | 10 | 14 | 18.47% |
| 6 | None | Small | 1 | 1 | 2 | Large | - | 1 | 1 | 3 | 3.94% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of students in small class responds v. high male 1 female 1 total 2 while in large male 4 female 2 total 6 then the total number of students in both class is 8 that means 10.52 % respond V. High. The number of students whose respond high in small class male 2 female1 total3 while in large male7 female 3 total 10 then the total number of respondents whose respond high in both class are 13 (17.10%). The number of students respond medium in small class while male 2 no female in large male9 female 2 totals 11 then the total number of student respond medium in both class size is 13 that means 17.10% of student respond medium. The number of students whose respond low in small class 4female 5 total 9 while in large male 8 female 8 total 16 then the total number of students respond low in both class size is 25 that means 32.89 % of students respond low. The number of students whose respond V .Low in small class male 2 female 2 total 4 while in large male 4 female 6 total 10 while in large class male 8 female 5 total B then the total Number of respondents whose respond V. high in both are 2 that means 30.26% of the students response v. high, the Number of students respond high in small class size male 2 female 2 total 4 while in large class male 10 female 8 total 18 then the total number of students respond high in both class size is 22 that means 28.94 % of the student respond high . the number of students respond medium in small class male 1 female 1 total 2 while in large male 9 females 3 total 12 then the total number of students respond medium in both class size are 54 that means 18. 42 % of student respond medium. The number of students respond low in small class male 2 female 1total 3 while in large male 3 female 2 total 5 then the total number of respondents respond low

in both class s size is 8 that means 10.52 % of the students respond low. The number of students respond V low in small class male 1 female 1 total 2 while in large class size male 2 female 3 total 5 then the total number of respondents whose respond V. low in both is 17 that means 9.21 % the number student whose respond v. low in small class male 2 female 2 total 4 while in large male 4 female 6 total 10 then the total number of students in both class size 14 that means whose respond V. low is 14 that means 18.42 % respond V.low and the number students whose v. low respond No in small class size male 1 female 1 while in large female 1 there is no male who respond no in large class size. Depending on the above information the highest number student in both class respond "low" that indicate the degree level of students learning engagement time of basketball techniques in large class size is low.

Q No 12 The level of students learning engagement time of basketball techniques in small class size? V. High, High Medium Low V. Low

Table - 13

| S. No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V. high | Small | 6 | 4 | 10 | Large | 8 | 5 | 13 | 23 | 30.26% |
| 2 | High | Small | 2 | 2 | 4 | Large | 10 | 8 | 18 | 22 | 28.94% |
| 3 | Medium | Small | 1 | 1 | 2 | Large | 9 | 3 | 12 | 14 | 18.47% |
| 4 | Low | Small | 2 | 1 | 3 | Large | 3 | 2 | 5 | 8 | 10.52% |
| 5 | V. low | Small | 1 | 1 | 2 | Large | 2 | 3 | 5 | 7 | 9.21% |
| 6 | No | Small | - | 1 | 1 | Large | - | 3 | 3 | 4 | 5.26% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of students whose respond v. high in small class male 6 female 4 total 10 while in large class male 8 femal1e 5 total 13 then the total number of respondents whose respond V. high in both age 23 that means 30.26 % of the students respond high in small class size male 2 female 2 total 4 while in large class male 10 female 8 total 18 then the total number of students respond high in both class size is 22 that means 28.94 % of the student respond high . The number of students respond medium in small class male 1 female 1 total 2 while in large male 9 female 3 total 12 then s the total number of student respond medium in both class size are 54 that means 18.42 % of student respond medium the number students respond low in small class male 2 female 1 total 3 while in

large male 3 female 2 total 5 then the total number of respondents respond low in both class size is 8 that means 10.52 % of the students respond low. The number of students respond V. low in small class male 1 female total 2 while in large class size male 2 female 3 total 5 then the total number of respondents whose respond v. low in both is 17 that means 9.21 % of the student respond Number in small class no male in small class size who respond no while in large class female 3 and there is no male in large class then the total number of students whose respond no in both class size is 4 that means 5.26. Depending on the above information the heights number of respondent responds V. high. That implies the degree level of students learning engagement time of basketball techniques in small class size is V. high.

Q No -13 The opportunity of students to practice shooting techniques of basketball in small class size V. high, High Medium Low V. low No

Table -14

| S No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V. high | Small | 5 | 4 | 9 | Large | 11 | 4 | 15 | 24 | 31.57% |
| 2 | High | Small | 3 | 3 | 6 | Large | 8 | 6 | 14 | 20 | 26.31% |
| 3 | medium | Small | 1 | 1 | 2 | Large | 4 | 4 | 8 | 10 | 13.15% |
| 4 | Low | Small | 3 | 2 | 5 | Large | 7 | 3 | 10 | 15 | 19.73% |
| 5 | V. low | Small | - | - | - | Large | 2 | 3 | 5 | 5 | 6.57% |
| 6 | No | Small | - | - | - | Large | - | 2 | 2 | 2 | 2.63% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of students whose respond v. high in small calls male 5 female 4 total 9 while large male 11 female 4 total 15 then the total number of respondents respond v. high in both class is 24 that means 31.57%. the number of students whose respond high in small class male 3 female 3 total 6 while in large class male 8 female 6 total 14 that means 18.42 %. The number of students respond medium in small class male 1 female 1 total 2 while in large class male 4 female 4 total 8 then the total number of respondents whose respond medium in both class size is 10 that means 13.15 %. the number of respondents whose respond low in small class male 3 female 2 total 5 while in large the number of respondents respond male

7 female 3 total 10 then the number total respondents whose respond low in both class is 15 that means 19.73% there is no student whose respond by. Low in small class whether male and female while the number of students whose responds dv. low in large class like male 2 and female 3 total 5 then the total number of respondents in both class is 5 that means 6.57% and there is no students whose respond no while the number of students respond no in large class size female 2 and there is no male student whose a respond no total 2 the total no of students respond no in both class is 2 2.63% . Depending up on the above information the highest number of respondents responds in both classes V. high that indicates the opportunity students to practice shooting techniques of basketball in small class size is v. high.

Q No -14 The opportunity of students to practice shooting techniques of basketball in large class size V. high, High Medium Low V. low No

Table - 15

| S No | Options | Class size | Sex | | Total | Class size | Sex | | | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | Total | | |
| 1 | V. high | Small | 1 | 1 | 2 | Large | 4 | 2 | 6 | 8 | 10.52% |
| 2 | High | Small | 2 | 1 | 3 | Large | 9 | 4 | 13 | 16 | 21.05% |
| 3 | medium | Small | - | 2 | 2 | Large | 5 | 3 | 8 | 10 | 13.15% |
| 4 | Low | Small | 6 | 4 | 10 | Large | 9 | 8 | 17 | 27 | 35.52% |
| 5 | V. low | Small | 1 | 1 | 2 | Large | 5 | 2 | 7 | 9 | 11.84% |
| 6 | No | Small | 2 | 1 | 3 | Large | - | 3 | 3 | 6 | 7.89% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of students respond v. high in small class male 1 female 1 total 2 while in large class size male 4 female 2 total 6 then the total number of respondents in both class 8 that means 35.52 %were the number of student whose respond high in small class male 2 female 1 total 3 while in large class male of female 4 total 13 the total number of respondents whose respond high in both class16 that means 21.05 %. The number students respond medium in small class female 2 and there is no male respondents medium then the total were 2 while in large s class size male 5 female 3 total 8 then the total number of students respond medium in both class 10 that means 13.15% . The number students respond low in small class male 6 female 4 total 10 while in large male 9 female 8 total 17 then the total number of respondent respond in low both class are 27 that means 35.52%. The number of respondents responds V.low in small class male 1 female 1 total 2 while in large class male 5

7 female 3 total 10 then the number total respondents whose respond low in both class is 15 that means 19.73% there is no student whose respond by. Low in small class whether male and female while the number of students whose responds dv. low in large class like male 2 and female 3 total 5 then the total number of respondents in both class is 5 that means 6.57% and there is no students whose respond no while the number of students respond no in large class size female 2 and there is no male student whose a respond no total 2 the total no of students respond no in both class is 2 2.63% . Depending up on the above information the highest number of respondents responds in both classes V. high that indicates the opportunity students to practice shooting techniques of basketball in small class size is v. high.

Q No -14 The opportunity of students to practice shooting techniques of basketball in large class size V. high, High Medium Low V. low No

Table - 15

| S No | Options | Class size | Sex | | Total | Class size | Sex | | | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | Total | | |
| 1 | V. high | Small | 1 | 1 | 2 | Large | 4 | 2 | 6 | 8 | 10.52% |
| 2 | High | Small | 2 | 1 | 3 | Large | 9 | 4 | 13 | 16 | 21.05% |
| 3 | medium | Small | - | 2 | 2 | Large | 5 | 3 | 8 | 10 | 13.15% |
| 4 | Low | Small | 6 | 4 | 10 | Large | 9 | 8 | 17 | 27 | 35.52% |
| 5 | V. low | Small | 1 | 1 | 2 | Large | 5 | 2 | 7 | 9 | 11.84% |
| 6 | No | Small | 2 | 1 | 3 | Large | - | 3 | 3 | 6 | 7.89% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of students respond v. high in small class male 1 female 1 total 2 while in large class size male 4 female 2 total 6 then the total number of respondents in both class 8 that means 35.52 %were the number of student whose respond high in small class male 2 female 1 total 3 while in large class male of female 4 total 13 the total number of respondents whose respond high in both class16 that means 21.05 %. The number students respond medium in small class female 2 and there is no male respondents medium then the total were 2 while in large s class size male 5 female 3 total 8 then the total number of students respond medium in both class 10 that means 13.15% . The number students respond low in small class male 6 female 4 total 10 while in large male 9 female 8 total 17 then the total number of respondent respond in low both class are 27 that means 35.52%. The number of respondents responds V.low in small class male 1 female 1 total 2 while in large class male 5

female 2 total 7, then the total number of respondent respond v.low in both class 9 that means 11.84%. The number of respondents respond no in small class male 2 female 1 total 3 while in large class no male female 3 total 3 then the total number of respondents responds no in both class is 6 that means 7.89%. Depending on the above information the highest number of respondents responds low that indicates the opportunity to practice shooting techniques of basketball in large class size is low.

Q No- 15 The opportunities of students to succeed one hand shooting techniques of basketball in small class size? V. high, High Medium Low V. low No

Table- 16

| S No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V. high | Small | 6 | 3 | 9 | Large | 11 | 5 | 16 | 25 | 32.89% |
| 2 | High | Small | 3 | 4 | 7 | Large | 5 | 8 | 13 | 20 | 26.31% |
| 3 | medium | Small | 3 | 2 | 3 | Large | 6 | 4 | 10 | 13 | 17.10% |
| 4 | Low | Small | 1 | -- | 2 | Large | 4 | 2 | 6 | 8 | 10.52% |
| 5 | V. low | Small | 1 | - | 1 | Large | 6 | 1 | 7 | 8 | 10.52% |
| 6 | No | Small | | - | - | Large | - | 2 | 2 | 2 | 2.63% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of respondent respond V. high in small class male 6 female 3 total 9 while in the large class male 11 female 5 total 16 then the total number of student respond V. high in both class 25 that means 32.89%. The number of students in small class responds high male 3 female 4 totals 7 while in large class male 5 were female 8 then the total number of respondents respond high in both class 20 that means 26.31 %. The Number of respondents respond medium in small class male 1female 2 total 3 while in large class size male 6 female 4 total 10 then the total number of respondent respond medium in both class 13 that means 17.10% were the number of student respond low in small class male 1 female 1 total 2 while in large male 4 female 2 total 6 then the total number of respondents who respond low in both class is 8 that means 10.52%. Whereas the number of respondents whose respond v. low in small class male 1 and there is no female then the total were 1 while in large class male 6 female 1 total 7 then the total number of students respond in both class 8 that means 10.52% were the

number of students respond no in small class while in large class no male 2 and female 2 total that means 2.26%. Depending up on the above information the highest number of respondent respond V. high in both classes that indicates the opportunity of students to succeed one hand techniques of basketball in small class is v. high.

Q 16 The opportunity of students to succeed one hand shooting techniques of basketball in large class size: - V. high, High Medium Low V. low No

Table 17

| S no | Options | Class size | Sex | | Total | Class size | Sex | | | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | Total | | |
| 1 | V. high | Small | 5 | 4 | 9 | Large | 6 | 1 | 7 | 16 | 21.0% |
| 2 | High | Small | 4 | 3 | 7 | Large | 4 | 3 | 7 | 14 | 18.47% |
| 3 | medium | Small | 1 | 1 | 2 | Large | 11 | 2 | 13 | 15 | 19.736% |
| 4 | Low | Small | 1 | - | 1 | Large | 6 | 10 | 16 | 17 | 22.36% |
| 5 | V. low | Small | - | 1 | 1 | Large | 5 | 4 | 9 | 10 | 10.52% |
| 6 | No | Small | 1 | 1 | 2 | Large | 1 | 2 | 3 | 5 | 6.57% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the table above the number of respondents respond v. high in small class male 5 female 4 total 9 while in large class male 6 female 1 total 7 then the total number of respondents respond V. high in both class 16 that means 21.05 % the respondent whose respond high in small class male 4 female 3 total 7 and in large class male 4 female 3 total 7 the total number of respondents respond high in both class size is 14 that means 18.42% then number of respondents whose respond medium in small class male 1 female 1 total 2 while in large class male 11 female 2 total 13 respondents the total number of respondent in both class size 15 that mean 19.736%. Were as the numbers of students respond low in small male 1 there is female respondent respond low. While in large class Male 6 female 10 total 16 the total number of respondent in both class 17 that means 22.36%.The number of students respond V.low in small class no male and one 1 female total 1 while in large class size male 5 female 4 total 9 of then the total number of student respond v.low in both class are 10 that means 13.15% were the number of respondents whose respond no in small class size male 1 female 1total 2 which large males 1 female 2 total 3 total number of student respond no in both class 5 that means 6.57%. Depending from the above information the highest number of

respondents respond low in both class that indicates the opportunity of students to succeed one shooting techniques of basketball in large class is lower than small.

Q No- 17 The opportunity of students to succeed two hand shooting techniques of basketball in small class size: V. high, High Medium Low V. low No

Table- 19

| S No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V. high | Small | 6 | 4 | 10 | Large | 11 | 5 | 16 | 26 | 34.21% |
| 2 | High | Small | 3 | 4 | 7 | Large | 5 | 9 | 14 | 21 | 72.63% |
| 3 | medium | Small | 1 | 1 | 2 | Large | 6 | 2 | 8 | 10 | 13.15% |
| 4 | Low | Small | 1 | - | 1 | Large | 5 | 2 | 7 | 8 | 10.52% |
| 5 | V. low | Small | - | 1 | 1 | Large | 3 | 3 | 6 | 7 | 9.21% |
| 6 | No | Small | 1 | - | 1 | Large | 2 | 1 | 3 | 4 | 5.21% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of respondent respond V. high in small class male 6 female 4 total 10 while in large male 11 female 5total 16 then the total number of respondent respond V. high in both class26 that means 34.21 %. The number of respondents respond high small class male 3 female 4 total 7 while in large class male 5female 9 total 14 then the total number of respondents in both class is 21 respondents that means 27 .63% responds high. The number of respondents responds medium in small class male 1 female 1 total 2 while in large male 6 female 2 total 8 then the total number of respondents respond medium in both class are 10 that means 13.15 % . the number of respondents respond in low small class male 1 no female while in large male 5 female 2 total 7 then the total number of respondent in both class is 8 this means 10.52% .

The number of students responds low in small class no male 1 female total 1 while in large class size male 3 female 3 total 6 then the total number of respondents respond V .low in both class size is 7 that mean 9.21 % the number of respondents respond no in small class male 1 no female while in large class male 2 female 1 total 3 then the total number respondent respond no are 4 that means 5.26 %. Depending on the above information the highest number of

respondents responds in both classes V. high that indicates the opportunity of students to succeed two hand shooting b techniques of basketball in small class is V. high.

Q No-18 The opportunity of students to succeed two hand shooting techniques of basketball in large class is? V. high, High Medium Low V. low No

Table - 18

| S No | Options | Class size | Sex | | Total | Class size | Sex | | | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | Total | | |
| 1 | V. high | Small | 2- | - | 2 | Large | 5 | 3 | 8 | 10 | 13.15% |
| 2 | High | Small | 1 | 2 | 3 | Large | 3 | 3 | 6 | 9 | 11.84% |
| 3 | medium | Small | - | - | - | Large | 7 | 2 | 9 | 9 | 11.84% |
| 4 | Low | Small | 6 | 4 | 10 | Large | 10 | 12 | 22 | 32 | 42.47% |
| 5 | V. low | Small | 3 | 3 | 6 | Large | 4 | 1 | 5 | 11 | 14.47% |
| 6 | No | Small | - | 1 | 1 | Large | 3 | - | 3 | 4 | 5.20 |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of student respond V .high in small class male 2 no female total 2 while in large class male 5 female 3 total 8 then the total number if respondents respond V. high 10 that means 13.15 % and the number of respondents respond high in small class male 1 female 2 total 3 while in large male 3 female 3 total 6 then the total number of respondents in both class are 9 that means 11.84% responds this is no respondents V. high the number of respondents respond medium in small class while in large class size male 7 female 2 total 9 then the total number of respondent in both class were 9 that means 1184 % respond medium. the number of respondents respond low in small class male 6 female 4 total 10 while in large male 10 s female 12total 22 then the total number of respondents in both class is 32 that means 42.10% respond low. The numbers of students respond V. low in small class male 3 female 3 totals 6 while in large class male 4 female 1 total 5 then the number total respondents respond V .low is 11 in both class (14.47%).

The number of respondents respond no in small class size no male and 1 female total 1 while in large class male 3 and no-female total 3 then the total number of respondent in both class is 4 that means 5.26 % respond no. Depending on the above information the highest number of

respondents respond low this indicates the opportunity of students to succeed two hand shooting techniques of basketball in large class is low.

Q No-19 The opportunity of students to succeed jump shooting techniques of basketball in small class size? V .high High Medium Low V. low No

Table -20

| S.No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V. high | Small | 6 | 5 | 11 | Large | 12 | 8 | 20 | 31 | 40.78% |
| 2 | High | Small | 3 | 3 | 6 | Large | 8 | 7 | 15 | 21 | 27.63% |
| 3 | medium | Small | - | 1 | 1 | Large | 5 | 2 | 7 | 8 | 10.52% |
| 4 | Low | Small | 1 | 1 | 2 | Large | 3 | 2 | 5 | 7 | 9.21% |
| 5 | V. low | Small | 1 | - | 1 | Large | 2 | 1 | 3 | 4 | 5.26% |
| 6 | No | Small | 1 | - | 1 | Large | 2 | 2 | 4 | 5 | 6.57% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of students respond V. high in small class male 6 female5 total 11 while in large male 12 female 8 total 20 then the total number of student respond V. high in both class is 31 that means 40.78% the number students respond high in small class male 3 female 3 total 6 while in large male 8 female 7 then the total number of respondents respond high in both class are 21 that means 27.63%. The number of students respond medium in small class no male 7 female total 1 while in large male 5 female 2 total 7 then the total number of students whose respond medium in both class is 8 that means 10.52% the number of student respond low in small class male female 1 total 2 while in large class male 3 female 2 total 5 then the total number of respondent in both class respond 7 that means 9.21%. the number of student respond v.low in small class 4 means 5.26% the number of students respond no in small class male 1 were no female while in large class male 2 female 2 total 4 then the total number of respondents respond no in both class is 5 that means 6.57 %. Depending on the above information the highest number of respondents responds V. high in both classes that indicates the opportunity students to succeed jump shooting techniques of basketball in small class is V. high.

Q No- 20 The opportunity of students to succeed jump shooting techniques of basketball in large class size? V. high, High Medium Low V. low No

Table - 21

| S No | Options | Class size | Sex | | Total | Class size | Sex | | | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | Total | | |
| 1 | V. high | Small | 2 | 2 | 4 | Large | 6 | 1 | 7 | 11 | 14.47% |
| 2 | High | Small | 1 | 1 | 2 | Large | 5 | 4 | 9 | 11 | 14.47% |
| 3 | medium | Small | 1 | - | 1 | Large | 4 | 2 | 6 | 7 | 9.21% |
| 4 | Low | Small | 5 | 4 | 9 | Large | 7 | 9 | 16 | 25 | 32.89S% |
| 5 | V. low | Small | 2 | 2 | 4 | Large | 8 | 4 | 12 | 16 | 21.05% |
| 6 | No | Small | 1 | 1 | 2 | Large | 2 | 2 | 4 | 6 | 7.89% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the table above the students respond C. high in small class male 2 female 2 total 4 while in large class male 6 female 1 total 7 then the total number of students respond V. high in both class is 11 that means 14.47 % . The number of students respond high in small class male 1 female 1 total 2 while in large class male 5 female4 total9 then the total number of student whose respond high in both class is 11 that means 14.17 %. The students respond medium in small class male 1 were as no female while in large male 4 female 2 total 6 then the total number of respondents in both class is 7 that means 9.21% the number of students respond low in small class male 5 female 4 total 9 while in large male 7 female 9 total 16 then the total number of students responds in both class is 25 that means 32.89%.The number students respond V. low in small class male 2 female 2 total while in large class male 8 female 4 total 12 then the total number of respondents respond V.low in both class is 16 that means 21.05 %, the number of students respond no in small class male 1 female 1 total 2 while in large class male 2 female 2 total 4 then the total number of respondents respond no is 6 that means 7.89%. Depending on the above information the highest number of respondent in both classes responds low. That indicates the opportunity of students to succeed jump shooting techniques of basketball in large class is low.

Q No – 21 The opportunity of students to succeed lay-up shooting techniques of basketball in small class size? V. high High Medium Low V. low No

Table -22

| S No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V. high | Small | 2 | 5 | 7 | Large | 10 | 6 | 16 | 23 | 30.26% |
| 2 | High | Small | 6 | 2 | 8 | Large | 7 | 9 | 16 | 24 | 31.57% |
| 3 | Medium | Small | 1 | 1 | 2 | Large | 8 | 2 | 10 | 12 | 15.78% |
| 4 | Low | Small | 1 | 1 | 2 | Large | 3 | 3 | 6 | 8 | 10.52% |
| 5 | V. low | Small | 2 | - | 2 | Large | 4 | 2 | 6 | 8 | 10.52% |
| 6 | No | Small | - | 1 | 1 | Large | - | - | - | 1 | 11.31% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 32 | 54 | 76 | 100% |

As shown on the above table the number of students respond V. high in small class male 2 female 5 total 7 while in large class size male 10 female 6 total 16 then the total number of students respond V. high in both class size is 23 that means 27.5%. the number of students respond high in small class male 6 female 2 total 8 while in large male 7 female 9 total 16 then the total number of respondents respond high in both class size is 24. That means 31.6% the number of students respond medium in small class male 1 female 1 total 2 while the number of students respond in large class medium male 8 female 2 total 10 then the total number of students respond medium in both class is 12 that means 17.1% the number of students whose respond low in small class male 1 female 1 total 2 while in large male 3 female 3 total 6 then the total number of students respond low in both class is 8 that means 10.52%. The number Of students respond V.low in small class male 2 there is no female respond V. low in small class while in large class male 4 female 2 total 6 then the total number of respondents respond V.low in both class 8 that means 10.52%. the number of students respond no in small class no male and female one 1 total 1 while in large class there is no students respond no in large class then the total number of students in both class respond no is 1 that means 1.31 %. Depending on the above information the highest number of students respond high that indicates the opportunity of the students to succeed shooting techniques of basketball class size is high.

Q No - 22The opportunity of students to succeed lay-up shooting techniques of basketball in large class size V.high, High Medium Low V. low No

Table - 23

| S No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V. high | Small | 1 | 1 | 2 | Large | 5 | 2 | 7 | 9 | 11.84% |
| 2 | High | Small | 1 | - | 1 | Large | 5 | 1 | 6 | 7 | 9.21% |
| 3 | Medium | Small | - | - | - | Large | 4 | - | 4 | 4 | 52.4% |
| 4 | Low | Small | 5 | 3 | 8 | Large | 10 | 11 | 21 | 29 | 38.15% |
| 5 | V. low | Small | 4 | 4 | 8 | Large | 4 | 6 | 10 | 18 | 23.68% |
| 6 | No | Small | 1 | 2 | 3 | Large | 4 | 1 | 5 | 5 | 6.57% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As the shown on the above information the number of students whose respond v. High in small class male 1 female 1 total 2 while in large class male 5 and female 2 total 7 then the number of respondents respond V. high in both class is 9 that means 11.89% the number of sunders respond high in small class male 1 while there is no female students respond students respond high and in large male 5 female 1 total 6 the total number of respondents responding in both class is 7 that means 8.21 % there is no respondents respond medium in small class while in large class male 4 and there is no female respondents respond ,medium in large class then the total number of respondents respond medium in both class is 4 that means 5.26% . the number of students response low in small class male 5 female 3 total 8 while in large male 10 female 11 total 21 then the total number students respond low in both class is 29 that means 38 .4%.The number of students whose respond V. low in small class male 4 female 4 total 8 while in large class male 4 female 6 total 10 then the total number of student whose respond no in both class is 8 that means 10.52%. Depending on the above information the highest number of students responds low that indicates the opportunity of students to succeed lay-up techniques of basketball in large class is low.

Q No – 23 the proportionality of pupil/teachers ratio in small class size;

V. high, High Medium Low V. low No

Table - 25

| S No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V. high | Small | 5 | 3 | 8 | Large | 12 | 7 | 19 | 27 | 35.52% |
| 2 | High | Small | 4 | 5 | 9 | Large | 7 | 8 | 15 | 24 | 31.57% |
| 3 | Medium | Small | 1 | 1 | 2 | Large | 3 | 2 | 5 | 7 | 9.21% |
| 4 | Low | Small | 1 | - | 1 | Large | 5 | 2 | 7 | 8 | 10.52% |
| 5 | V. low | Small | - | 1 | 1 | Large | 3 | 1 | 4 | 5 | 6.52% |
| 6 | No | Small | 1 | - | 1 | Large | 2 | 2 | 4 | 5 | 6.57% |
| 7 | Total | small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As how on the above table the number of students respond V. high small class male 5 female 3 total 8 while in large class male 17 female 7 total 19 then the total number of respondents respond v. high in both class is 27 that ,means 35.52% .the number of students respond high in small class male 4 female 5 total 9 while in large male of female 8 total 15 the total number of students in both class responds high 24 that mean 31.31 % the number of student in small class whose respond medium male 1 female 1 total 2 while in large class male 3 female 2 total 5 the total number of student responds medium in both class is 7 that means 9.34% . The number of students respond low in small class male 1 female there is no female student who respond low while in large class male 5 female 2 total 7 then the total number of students respond low in both class is 8 that means 10.52%. There is no male student respond V .low in small class and female 1 total 1 respondents while in large male 3 female 1 total 4 then the total number of respondents respond V. low in both class is 5 6.62%. The number of students respond no in small class male1 and there is no female students respond no while in large class size male 2 female 2 total 4 then the total number of respondents respond no in both class is 5 that means 6.62% . Depending on the above information the highest number of student respond v. high that indicates of pupil's/teachers ratio in small class size is V. high.

Q No –24 The proportionality of pupil/teachers ratio in large class size;

V. high, High Medium Low V. low No

Table - 25

| S No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V. high | Small | - | 1 | 1 | Large | 5 | 2 | 7 | 8 | 10.52% |
| 2 | High | Small | 1 | 1 | 2 | Large | 6 | 3 | 9 | 11 | 14.47% |
| 3 | Medium | Small | = | - | - | Large | 4 | 1 | 5 | 5 | 6.57% |
| 4 | Low | Small | 6 | 4 | 10 | Large | 11 | 8 | 19 | 29 | 38.15% |
| 5 | V. low | Small | 4 | 3 | 7 | Large | 4 | 7 | 11 | 18 | 23.68% |
| 6 | No | Small | 1 | 1 | 2 | Large | 2 | 1 | 3 | 5 | 6.57% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table there is no male students respond v. High in small class size and female 1 total 1 while in large class male 5 female 2 total 7 then the total number of respondents respond v. high in both class are 8 that means 10.52 % the number of student respond high in small class male 1 female 1 total 2 while in large class male s 6 female 3 total 9 then the total number of students respond high in both class is 11 that means 13.42% there is no students whose respond medium in small class while in large class male 4 female 1 total 5 then the total number of students respond medium in both class is 4 that means 5.26% the number of students respond low in small class male 6 female 4 total 10 while in large class male 11 female 8 total 19 then the total number of students respond low in both class is 29 that means 38.15% .The number of student respond V.low in small class ,male 4 female 3 total 7 while in large class male 41 female 7 total 11 then the total number of students respond V. low in both class is 18 that means 23.5 % . the number of students respond no in small class male 1 female 1 total 2 while in large class male 2 female 1 totoalm3 then the total number of respondents respond no in both class are 5 then 6.58%. Depending up on the above information the highest numbers of respondents respond in both class low that indicates the proportionality of pupils /teachers ratio in large class size is low.

Q No -25 the amounts time teachers spend in class room during school day in small class size

V. high, High Medium Low V. low No

Table-26

| S No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V. high | Small | - | 1 | 1 | Large | 13 | 6 | 19 | 20 | 26.15% |
| 2 | High | Small | 2 | 1 | 3 | Large | 8 | 9 | 17 | 20 | 26.15% |
| 3 | Medium | Small | 1 | 1 | 2 | Large | 5 | 2 | 7 | 9 | 11.84% |
| 4 | Low | Small | 5 | 5 | 10 | Large | 2 | 2 | 4 | 14 | 18.42% |
| 5 | V. low | Small | 3 | 2 | 5 | Large | 3 | 2 | 5 | 10 | 13.15% |
| 6 | No | Small | 1 | - | 1 | Large | 1 | 1 | 2 | 3 | 3.94% |
| 7 | Total | mall | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of students respond v. high in small class there is no male but there is one female total number of respondent is1 while in large class 13 male and 6 female total19 then the total number of respondents in both class respond V. high is 20 that means 26.31%. The number student responds high in small class male 2 female1 total3 while large male 8 female 9 total 17 then the total number of respondents whose respond high in both class is 20 that means equal with v. high 26.3% . the number of students respond medium in small class male 1 female 1 total 2 while in large class male 5 female 2 total 7 then the total number of respondents respond medium in both class is 9 that means 11.71 % . the number of student respond low in small class male 5 female 5 total 10 while in large class male 2 female 2 total 4 then the total number of student respond low in both class is 14 that mean 18.42%. The number of students respond V.low in small class male 3 female 2 total 5 while in large class size male 3 female 2 total 5 then the total number of students respond V.low in both class is 10 that means 13.15% . the number of students respond no in small class male one 1 there is no female while in large class male 1 female 1 total 2 then the total number of student whose respond no in both class is 3 that means 3.95 % . Depending on the above information the highest numbers of students respond from both classes high and V. high equal. That indicates the amounts time teachers spend in class room during school day in small class size is equal high and V. high.

Q N o - 26 the amounts time teachers spend in class room during school day in large class size

V. high, High Medium Low V. low No

Table - 26

| S No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V. high | Small | 2 | 1 | 3 | Large | 5 | 3 | 6 | 11 | 14.47% |
| 2 | High | Small | 1 | 1 | 2 | Large | 3 | 4 | 7 | 9 | 11.84% |
| 3 | Medium | Small | 1 | 2 | 3 | Large | 6 | 1 | 7 | 10 | 13.15% |
| 4 | Low | Small | 4 | 5 | 9 | Large | 11 | 10 | 21 | 30 | 39.47% |
| 5 | V. low | Small | 2 | 1 | 3 | Large | 4 | 3 | 7 | 10 | 13.15% |
| 6 | No | Small | 2 | - | 2 | Large | 3 | 1 | 4 | 6 | 7.89% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of students respond V. high in small class male 2 female1 total 3 while in large class male 5 female 3 total 8 then the total number of students whose respond V. high in both class is 11 that means 14.47% . the number of students whose respond high in small class male1 female 1 total 2 while in large class male 3 female 4 total 7 then the total number of respondents respond high in both class 9 that means 11.71%. The number of students respond medium in small class male 1 female 2 total 3 while in large class male 6 female 1 total 7 then the total number of respondents whose despond medium in both class size is 10 that means 13.15 % the number of students respond low in small class size male 4 female 5 total 9 while in large class male 11 female 10 total 21 then the total number of students respond low in both class size is 30 that means 39 .44%. The number of students whose respond V.low in small class male 2 female 1 total 3 while in large male 4 female 3 total 7 then the total number of respondents respond V.low in both class is 10 that means 13.15%. The number students respond no in small class male 2 and there is no female while in large class male 3 female 1 total 4 then the total number of students respond no in both class is 6 that means 8.15% . Depending on the above information the highest numbers of respondents respond low this indicates the amounts time teachers spend in class room during school day in large class size is low.

Q No - 27 the social engagements level of students or their social interaction with other in small class. V. high High Medium Low V. low No

Table - 28

| S No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V. high | Small | 1 | 1 | 2 | Large | 8 | 2 | 6 | 8 | 10.52% |
| 2 | High | Small | 2 | 1 | 3 | Large | 6 | 1 | 7 | 10 | 13.15% |
| 3 | medium | Small | 1 | 1 | 2 | Large | 5 | 2 | 7 | 9 | 11.84% |
| 4 | Low | Small | 5 | 6 | 11 | Large | 8 | 12 | 20 | 31 | 40.78% |
| 5 | V. low | Small | 1 | 1 | 2 | Large | 7 | 4 | 11 | 13 | 17.10% |
| 6 | No | Small | 2 | 1 | 3 | Large | 2 | 1 | 3 | 6 | 7.89% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the table below the number of student respond v. high in small class male 1 female 1 total 2 while in large male 4 female 2 total 6 then the total number of students respond V. high in both class is 8 that means 10.52% . the number of respondents responds high in small class male 2 female 1 total 3 while in large male 6 female 1 total 7 then the total number respondents whose respond high in both is 10 that means 13.15 % . the number of students respond medium in small class male 1 female 1 total 2 while in large male 5 female 2 total 7 then the total number of respondents respond medium in both class are 9 that means 11.84% .The number of students respond low in small class male 5 female 6 total 11 while in large the number students respond low male 8 female 12 total 20 then the total number respondents in both class is 31 that means40.75% . the number of students respond V.low in small class male 1 female 1 total 2 while in large male 7 female 4 total 11 then the total number of respondents in both classis 13 that means 17.10% . the number of students respond no in small class male 2 d female one total 2 while in large male 2 female 1 total 3 then the total number the total number of respondents respond no in both class are 6 that mean 7.9%. Depending on the above information the highest numbers of students respond in both low that indicates the social interaction of students with in small size is low.

Q No -28 the social engagements level of students or their social interaction with other in small class. V. high, High Medium Low V. low No

Table - 29

| S No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V. high | Small | 5 | 6 | 11 | Large | 12 | 5 | 17 | 28 | 36.84% |
| 2 | High | Small | 4 | 3 | 7 | Large | 8 | 10 | 18 | 25 | 32.89% |
| 3 | medium | Small | 1 | - | 1 | Large | 3 | 3 | 6 | 7 | 9.21% |
| 4 | Low | Small | 1 | 1 | 2 | Large | 5 | 1 | 6 | 8 | 10.52% |
| 5 | V. low | Small | 1 | - | 1 | Large | 2 | 2 | 4 | 5 | 6.57% |
| 6 | No | Small | - | - | - | Large | 2 | 1 | 3 | 3 | 3.94% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of students respond V. high in small class male 5 female 6 total 11 while in large male 12 female 5 total 17 then the total number of students whose respond V. high in both class is 28 that means 36.84 % the number of students respond high in small class male 4 female 3 total 7 while in large class male 8 female 10 total 18 then the total number of respondent in both class is 25 that means 33.89% . the number of students respond medium in small class male 1 there is no female while in large male 3 female 3 total 6 then the total number of students respond medium in both class are 7 that means 9.21%. the number of student respond low in small class male 1 female 1 total 2 while in large male 5 female 1 total 6 then the total number of respondent in both class 8 that means 10.52% The number of students respond V.low in small class male 1 there is no female total 1 while in large class male 2 female 2 total 4 then the total number of respondent in both class 5 that means 6.57% there is no students respond no in small class while in large class male 2 female 1 total 3 then the total number of students in both respond no are 3 in number that means 3.94% . Depending in the above information the highest numbers of respondents respond v. high that indicates the social engagements level of students or their social interaction with other in large class is V. high.

Q No – 29 The shortage of teaching resource or equipment in large class size.

V. high, High Medium Low V. low No

Table - 30

| S No | .Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V. high | Small | 4 | 5 | 9 | Large | 14 | 11 | 25 | 34 | 44.73% |
| 2 | High | Small | 5 | 2 | 7 | Large | 7 | 9 | 16 | 23 | 30.26% |
| 3 | medium | Small | 1 | 1 | 2 | Large | 5 | 1 | 6 | 8 | 10.52% |
| 4 | Low | Small | 1 | 1 | 2 | Large | 1 | 1 | 2 | 4 | 5.26% |
| 5 | V. low | Small | - | 1 | 1 | Large | 5 | 1 | 6 | 7 | 9.21% |
| 6 | No | Small | - | - | - | Large | - | 1 | 1 | 1 | 1.31% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of students respond V. high in small class male 4 female 5 total 9 while in large class male 14 female 11 total 25 then the total number of students respond V. high in both class is 34 that means 44.73%. The number of students respond high in small class male 5 female 2 total 7 while in large male 7 female 9 total 16 then the number of students respond high in both class is 23 that means 30.26%. The number of students respond medium in small class male 1 female 1 total 2 while in large class male 5 female 1 total 6 then the total number of students in both class is 8 that means 10.52 % the number of students in small class respond low male 1 female 1 total 2 while in large class male 1 female 1 total 2 then the total number of respondents respond low in both class is 4 that means 5.26% .The number of students respond V.low in small class there is no male female 1 total 1 while in large male 5 female 1 total 6 the total number of respondents in both class respond V.low 7 that means 9.21 % .the number of students respond no in small class there is no while in large class there is no male but only one female total 1 then the total respondents respond no in both class is 1 that means 1.31%. Depending on the above information the highest number of student in both class responds V. high that indicates the shortage of teaching resource or equipment in large class size V. high.

Q No –30 The shortage of teaching resource or equipment in large class size?

V. high, High Medium Low V. low No

Table - 31

| S No | Options | Class size | Sex | | Total | Class size | Sex | | Total | Grand total | % |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | M | F | | | |
| 1 | V. high | Small | 5 | 3 | 8 | Large | 11 | 6 | 17 | 20 | 26.31% |
| 2 | High | Small | - | 1 | 1 | Large | 3 | 3 | 6 | 7 | 9.21% |
| 3 | medium | Small | 1 | 2 | 3 | Large | 8 | 2 | 10 | 13 | 17.10% |
| 4 | Low | Small | 4 | 3 | 7 | Large | 9 | 9 | 18 | 25 | 32.89% |
| 5 | V. low | Small | 1 | 1 | 2 | Large | 1 | 1 | 2 | 4 | 5.26% |
| 6 | No | Small | 1 | - | 1 | Large | - | 1 | 1 | 2 | 2.63% |
| 7 | Total | Small | 12 | 10 | 22 | Large | 32 | 22 | 54 | 76 | 100% |

As shown on the above table the number of students respond V. high in small class male 5 female 3 total 8 while in large male 11 female 6 total 17 the total number of students respond high in small no male while female 1 total 1 while in large 3 male while 3 female total 6 respondents then the total number of respondents respond high in both class is 7 that means 9.21 .%. The number of students respond medium in small class male 1 female 2 total 3 while in large class male 8 female 2 total 10 then the total number of respondents respond medium in both class is 13 that means 17.10%. The total number of students respond low in small class male 4 and female 3 total 7 while in large class male 9 female 9 total 18 then the total number of students in both class respond low are 25 that means 32.89%.The number of students whose responds V.low in small class male 1 female 1 total 2 while in large class male 1 female 1 total 2, then the total number of students respond V.low in both class size is 4(5.26%).The number of respondents whose respond no in small class male 1 there is no female while in large class there is no male and 1 female, then the number of students in both class respond no are 2(2.63%). Then depending on the above information the highest number of students in both class respond low this indicates the shortage teaching resource or equipment in small class size lower than in large class size.

Data gathered through actual performance test is also illustrated as follows

Test Item - 1 one hand set shoot techniques of basketball

Table -32

| S.No | Alternatives | Class size | Sex | | Total | Percentage | Class size | Sex | | Percentage | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | | M | F | | |
| 1 | Succeeded | Small | 7 | 5 | 12 | 54.54% | Large | 13 | 5 | 18 | 32.14% |
| 2 | Not succeeded | Small | 5 | 5 | 10 | 45.45% | Large | 19 | 17 | 36 | 66.66% |
| | Total | | 12 | 10 | 22 | 100% | | 32 | 22 | 54 | 100% |

As shown on the above table the number of students succeeded one hand set shoot male '7" females total 12 (5454% has in small succeeded one hand set shoot while in large class site the number of students succeeded one hand set shoot male '13' male was 5 total '18' (32.14%) from the participant succeeded one hand set shoot. the number of students in small class size not succeeded one hand set shoot male '5' were as female '5' total 10 (45.45%) has not succeeded one hand shoot while in large the number students not succeeded one hand set shoot male 21, female '17' total '38' (67.85%). Depending on the above information the highest number of students in small class has succeeded one hand set shooting techniques of basketball than large class size.

Test Item - 2 two hand set shoot technique of basketball.

Table – 33

| S. No | Alternatives | Class size | Sex | | Total | Percentage | Class size | Sex | | Total | Percentage |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | | M | F | | |
| 1 | Succeeded | Small | 7 | 6 | 13 | 59.09 | Large | 14 | 6 | 20 | 37.03% |
| 2 | Not succeeded | | 5 | 4 | 9 | 40.90% | Large | 18 | 16 | 34 | 62.96% |
| | Total | | 12 | 10 | 22 | 100% | Large | 32 | 22 | 54 | 100% |

As shown on the above table number of small class size succeeded two hand set shoot male 7 were female '6' total 13 (59.09%) while in large class male 15 were female '6' total students

succeeded two hand set shoot in large class are 20 (37.03%). And number student does not succeeded two hand set shoot in small class size male '5' female '4' total '9' ( 40.90%) while in large class male '19' female were 16 total '35' (62.96%) Depending on the above information the small class has succeeded two hands set shooting techniques of basketball greater than large class size.

Test Item -3 Jump shoot technique of basketball.

Table – 34

| S. No | Alternatives | Class size | Sex | | Total | Percentage | Class size | Sex | | Total | Percentage |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | | M | F | | |
| 1 | Succeeded | Small | 7 | 4 | 11 | 50% | Large | 13 | 4 | 17 | 31.48% |
| 2 | Not succeeded | Small | 5 | 6 | 11 | 50% | Large | 19 | 18 | 37 | 66.07& |
| | Total | Small | 12 | 10 | 22 | 100% | Large | 32 | 22 | 54 | 100% |

As show on the above table the number of students succeeded jump shoot in small class male '7' female '4' total '11' (50%) , while in large male '13' were female '4'total '17' (31.48%) were as the number of students does not succeeded jump shoot in small class male '5' female 6 total '11' (50%) while in large class size male '19' female 18 total '37' (66.07%). Depending on the above information the highest number of students in small class size has succeeded jump shooting technique greater than the large class size.

Test Item -4 lay-up shoot technique of basketball.

Table – 35

| S No | Alternatives | Class size | Sex | | Total | Percentage | Class size | Sex | | Total | Percentage |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | M | F | | | | M | F | | |
| 1 | Succeeded | Small | 6 | 3 | 9 | 40.90% | Large | 12 | 4 | 16 | 29.62% |
| 2 | Not succeeded | Small | 6 | 7 | 13 | 59.09% | Large | 20 | 18 | 38 | 67.85% |
| | Total | Small | 12 | 10 | 22 | 100% | Large | 34 | 22 | 54 | 100% |

As shown on the above table the number of students succeeded lay-up shoot in small class male '6' were as female'3' total '9' (40.90%) while in large class male '12'female '4' total '16' (29.62%) and the number of students not succeeded lay- up shoot in small class male '6' female '7' total '13' (59.09%) while in large class site male '20' female '18' total '38' (67.85%) when we compare the small and the large class the small class has achieved lay-up shoot technique greater than large class size..

Data gathered through observation has described as follows;- The researcher has design five observation question for both class those were willingness of student to learn, the chance of the students to practice the skill during session, the interest of students to learn, the students misbehavior during session and the students spending learning time as the researcher observed during teaching small class size willingness of student to learn the skill was very high, the chance of the students to practice the skill was high, the interest of students to learn the skill was high, the students misbehavior during session was low and the students spending learning time was high were as in large the students willingness to learning the techniques of basketball is high. the chance of students to practice the skill was v. low the interest of the student was 'low' the student misbehavior during session was V. high and students spending learning time was low then when we compare the two class the students in both class has willingness to learn but the large class size student has no the chance to practice the skill as the same to small class size equal, were as students in small class they are interest to learn greater than large because the small class has the chance to practice the techniques of basketball which can motivate them. Students misbehavior in small class can be easily controlled were as student's misbehavior in large class is difficult to control it takes much time that leads to off task due to that students spending in learning the technique in large class become lower than students learn in small class size.

## 4.2 Discussion

The researcher has used different techniques to find out the result for the problem related with the impacts of class size on students learning selected techniques of basketball. So as the finding of this research study students who learned in small class size has succeeded shooting technique of basketball greater than students learned in large class size. As shown on different research studies small class size is extremely important to the students and for the effectiveness teachers. In physical education class room keeping class size small allows students to have a time to practice shooting techniques of basketball and it teachers to have more time to assess students and provide feedback on their skill performance, more over small class size makes it possible than large class size for teacher to develop meaning full relationship with each students in order to help them to succeed shooting techniques of basketball.

## 4.3. RESEARCH FINDINGS

The researcher used different techniques in the analysis of data gathered through questionnaires, actual performance test and observation from students represent large class size in Bullen preparatory school and students represents small class size from Egambo Ekonti preparatory school. Data gathered through questionnaires were analyses by using tables and percentage each table was followed by series explanation. In addition to the data gathered through actual performance test from both class size on their skill performance achievements of shooting techniques of basketball such as one hand set shoot, two hand set shoot, jump shoot and lay-up shoot was analysis by comparative description statement of both class. And finally the data gathered through observation were also analysis by description.

The major findings of this research were;-

The related that students who learned in small class size succeeded more than others in shooting techniques of basketball

Students whose learned in small class size has succeeded shooting techniques of basketball greater than students learned in large class size.

Students learned in large class size are more suffered with the shortage of equipment and practice time to execute shooting techniques of basketball than small class size during learning.

Disruptive time in large class is increased than in small class size due to disciplinary problems of the students in large class during learning the techniques of basketball.

Student's engagement time in shooting techniques of basketball were decreased in large class than in small class size.

Students miss behavior has increased in large class than in small class size during learning shooting techniques of basketball.

Students' skill performance achievement of basketball shooting techniques in large class is decline than in small class size.

As the researcher has taken actual performance test on shooting techniques of basketball to investigate the significance difference between small class size and large class size on their skill performance achievements, the number of students in small class size succeeded shooting techniques of basketball are 51.14%, were as the number of students not succeeded shooting techniques of basketball in small class are 48.86%.And while the number of students whose not succeeded shooting techniques of basketball in large class size are 67.43%, were as students succeeded shooting techniques basketball in large size are 32.56%.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of the study, conclusion and recommendation given by the researcher at the end of the study.

## SUMMARY

The objective of the study was to investigate the impacts of class size on learning selected techniques of basketball in Bullen woreda Metekele zone Benishangul Gumuz regional state.

To achieve the objectives of the study the researcher set the following research questions these are; -What is the impacts class size on students learning lay- up shoot techniques of basketball? What are the effects of class size on students learning jump shooting techniques of basketball? Is there significant difference between small class size and large class size on students learning set shooting techniques of basketball?

What is the influence of class size on teacher's class room management during teaching shoot basketball? To answer the above research questions, the researcher has used the following tools to collect reliable and valuable data from targeted groups such as questionnaires, actual performance test and observation. The questionnaire were distributed for 76 students totally in both class size, were 22 students from small class and 54 from large class size and the actual performance test which prepared to test both class in which the total number of students tested in both class size were 76 students and 22 from small class while students represent for large class were 54 and the third tool that the researcher used is observation, that is it was taken during teaching both class by having the same skill, the same number of balls and by using the equal duration of time for both class sizes, then the data gathered through the above tools were analyzed by using qualitative and quantitative method of data analysis. So as the finding of this study shows that the small class is extremely important to the success of students and easy to manage and to teach effectively. In physical education class room, keeping class size small allows students to have a time to practice the shooting techniques of basketball and it helps teachers to have more opportunity to assess students and provide feedback on their skill performance, besides small class make it possible than large size for teacher to develop meaningful relationship with each students in order to help them to succeed shooting techniques of basketball.

## CONCLUSION

Small class has proven to be successful than large class size and a fewer student in the class room has achieved the techniques of basketball greater than large, the class size is reduced in the schools it can help the students to perform the techniques of basketball well better what they have learned, class with a fewer students become safer for students to learn and familiarized the school situation. If this was accomplished qualified teachers could instruct in small setting developing the student as individual and continuing their success. The fewer students in the class would make the school safer more intimate and more concentrated, often students feel neglected when they are not able to receive attention their teachers. If the students are feel not good enough to accomplish a certain task, even though they are fully capable of doing so, it can affect learning, skill achievement and motivation of students to learn the techniques of basketball. And also students learn in large class size are characterized by lack of self-confidence, lack skill achievement, lack of interest due to massive physiological and psychological interference of their class mates during learning the techniques of basketball More over the problems associated large are increasing students' miss behavior, unavailability of equipment, shortage of practice time, increasing off task, ineffective teachers' class room management, increasing risk of students injuries, deceasing students interest to engage in activity this all leads to poor skill performance achievement to large class size than small class size. These above in formations are based on gathered data analysis made and review related literature the researcher forwarded.

## RECOMMENDATIONS

The researcher had gone through series process to carry out the study. Different data was collected from purposively selected preparatory schools of Bullen woreda particularly two section of grade 11 students from both schools with their criteria by having one large class size and the next small class size to investigate the impacts of class size in learning selected techniques of basketball, depending up on collected data the researcher come up with the recommendations to alleviate the problems these are: -

Large class room reduction program should be implemented in preparatory schools of Benishangul Gumuz region to improve students' learning and skill achievement of lay-up shoot technique in basketball.

Ministry of education should implement class reduction program in preparatory schools of Ethiopia to improve students' learning and their skill achievements of shooting techniques.

Benishangul Gumuz regional state of educational bureau should improve shortage of teaching resource or equipment to enhance students' learning and practice of jump shooting techniques in basketball.

Students/teachers ratio must be proportional in preparatory schools of Benishangul Gumuz region to enhance students learning and performing set shooting techniques of basketball.

The teachers should have skill of effective class room management and prepare them self to teach large class size in preparatory schools of Benishangul Gumuz region to improve students' learning shooting techniques of basketball.

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# Appendix- A

**Addis Ababa University**

**College of science and mathematics education**

**Department of physical education and health**

**Questionnaire for grade 11 students**

Direction I Dear respondents I am conducting research on the comparative study on the impacts of class size on students learning selected techniques of basketball. This questionnaire is the parts of the study design to collected relevant data on the impacts of class size in learning selected techniques of basketball. The main purpose of these questionnaires is to gather information on the impacts of class size on students learning selected techniques basketball in Bullen woreda preparatory schools of Benishangul Gumuz regional state. From these schools the two purposively selected preparatory schools are effective for this research. Your kind, genuine and response is required and highly appreciated.

Thank you in advance for your co-operation!!

Dear respondents please don't write your name and put (x) mark in the boxes to answer the following question below.

School name _____

Class size large ☐ small ☐

Age below 18 ☐ 19-22 ☐ 23 and above ☐

Sex male ☐ female ☐

Town _____
Keble_____
Zone _____
Region _____
Nationality _____

| Educational level of parents | Father's | Mother's |
|---|---|---|
| No schooling any kind | | |
| Write and read | | |
| Primary or elementary | | |
| Secondary or preparatory | | |
| Certificate | | |
| Diploma | | |
| Degree and above | | |
| | | |

**Direction II Dear respondents please Read carefully and choose the appropriate answerby encircling from the given alternatives for the following questions below (1-10)**

1. Skill achievement in small class is greater than in large class during learning shooting techniques of basketball. A. yes B. no

2. Most times which factor can affect when the number of students in the class becomes high during learning shooting techniques of basketball?

A. shortage of equipment B. increasing students misses behavior

C. shortage of instructional materials D all

3. In which class size the student's miss behavior become high during learning shooting techniques of basketball?

A. In large B in small C in both D none

4. In which class size skill can be easily learned?

A. in large B in small C in both D none

5. In which class size instructional time spending is more for students learning shooting techniques of basketball?

A. in large B in small C in both D non e

6. Which class size is more conducive for learning shooting techniques of basketball?

A. In large B in small C in both D none

7. Have you ever learned in small and large class in which class size you have achieved skill more?

A In large B in small C in both D neither /nor

8. In which class size teacher's class room management effective during students learning the techniques of basketball?

A. In large B in small C in both D none

9. In which class size each individual practice time for student is high during learning shooting techniques of basketball?

A. in large B in small C in both D none

10. Inwhich class size students learning engagement time in shooting techniques of basketball is high?

A. in large B in small C in both D none

**Direction III Dear respondents please put (x) mark or symbol in the boxes provided in front of each items by reading the following information carefully.**

**5-V.high, 4-High, 3, Medium, 2-Low, 1-V.low and 0-No**

| S no | Items | Level of effect | | | | | |
|---|---|---|---|---|---|---|---|
| | | 5 | 4 | 3 | 2 | 1 | 0 |
| 1. | The degree level of students learning engagement time of basketball techniques in large class size | | | | | | |
| 2. | The degree level of students learning engagement time of basketball techniques in small class size | | | | | | |
| 3. | The opportunity of students to practice shooting techniques of basketball in small class size | | | | | | |
| 4. | The opportunity of students to practice shooting techniques of basketball in large class size | | | | | | |
| 5. | The ability of students to succeed one hand shoot techniques of basketball in small class size | | | | | | |
| 6. | The ability of students to succeed one hand shoot techniques of basketball in large class size | | | | | | |
| 7. | The ability of students to succeed two hand shoot techniques of basketball in small class size | | | | | | |
| 8. | The ability of students to succeed two hand shoot techniques of basketball in large class size | | | | | | |
| 9. | The ability of students to succeed jump shoot techniques of basketball in small class size | | | | | | |
| 10. | The ability of students to succeed jump shoot techniques of basketball in large class size | | | | | | |
| 11. | The ability of students to succeed lay-up shoot techniques of basketball in small class size | | | | | | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| 12. | The ability of students to succeed lay-up shoot techniques of basketball in large class size | | | | | | |
| 13. | The proportionality of pupil/teachers ratio in small class size | | | | | | |
| 14. | The proportionality of pupil/teachers ratio in large class size | | | | | | |
| 15. | The amount of time teachers spend in class room during school day in small class size | | | | | | |
| 16. | The amount of time teachers spend in class room during school day in large class size | | | | | | |
| 17. | The social engagement level of students or their interaction with other in small class size | | | | | | |
| 18. | The social engagement level of students or their interaction with other in large class size | | | | | | |
| 19. | The shortage of equipments or teaching resource in small class size | | | | | | |
| 20. | The shortage of equipments or teaching resource in large class size | | | | | | |

Thank you in advance for your co-operation!!

# Appendix-B

**Addis Ababa University**

**College of science and mathematics education**

**Department of physical education and health**

**Actual skill performance test for grade 11 students used to test the students performance achievements on shooting techniques of basketball for both class size.**

School Name _____

woreda_____

Zone _____

Region _____

Date _____

Class size Small ☐ Large ☐

| S.No | Test Items | Succeeded | Not succeeded |
|---|---|---|---|
| | | | |
| 1 | One hand set shoot | | |
| 2 | Two hand set shoot | | |
| 3 | Jump shoot | | |
| 4 | Lay-up shoot | | |

;

# Appendix C

## Addis Ababa University

## College of science and mathematics education

## Department of physical education and health

**Observation checklist for grade 11 students**

Observation checklist which is taken during teaching selected techniques of basketball in both class.

Class size Small ☐ Large ☐

Name of school _____

Woreda_____-

Zone_____

Region_____

Date_____

| S. No | Item | Level of effect | | | | | |
|---|---|---|---|---|---|---|---|
| | | V. high | High | Medium | Low | v. low | None |
| 1. | Willingness of students to learn | | | | | | |
| 2. | The chance of students to practice the skill | | | | | | |
| 3. | The interest of students to learn | | | | | | |
| 4. | The students miss behavior during session | | | | | | |
| 5. | The students spending learning time | | | | | | |

## DECLARATION

First, I declare that this thesis is my own work and that all sources of materials used for this thesis have been duly acknowledged. This thesis has been submitted in partial fulfillment of the requirements for degree of MED in physical education and health at Addis Ababa University and is deposited at the University library to be made available to borrowers under rules of the library. I solemnly declare that this thesis is not submitted to any other institution anywhere for the award of any academic degree, diploma or certificate. Brief quotations from this are allowable without special permission provided that accurate acknowledgement of source is made. Requests for permission for extended quotation from or reproduction of this manuscript in whole in part may be granted by the head of the major department or the Dean of the school of Graduate Studies when in his or her judgment the proposed use of the material is in the interests of scholarship. In all other instances, however, permission must be obtained from the author.

By

Belay Assegie 08/05/2017