

Addis Ababa University

School of Graduate studies

**Students' Performance in Physical Education: The Case of
Football Techniques at Western Wollega Nejo Secondary School.**

BY

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**STUDENTS' PERFORMANCE IN PHYSICAL EDUCATION:
THE CASE OF FOOTBALL TECHNIQUES AT WESTERN
WOLLEGA NEJO SECONDARY SCHOOL**

By

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**A thesis submitted to the department of science and mathematics
education Presented in partial fulfillment of the requirements for
the Degree of master of education in teaching physical education**

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This is to certify that the thesis prepared by Loko Asefa entitled: Students' Performance In Physical Education: The Case Of Football Techniques At Western Wollega Nejo Secondary School and submitted to the school of Graduate studies of Addis Ababa University in partial fulfillment of the requirements for the degree of Degree of Master of Education in teaching Physical Education. This complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Abstract

Student's Performance In PE: The case of football techniques at Western Wollega, Nejo secondary school

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Addis Ababa University, 2016

The main purpose of the study was to identify the root cause factors for the students' low technique performance in football at Nejo secondary school and tried to propose effective way of minimizing the problem. Accordingly; it was designed in quasi-experimental research design. In order to assess the overall condition of school for teaching-learning process of football techniques as well as PE, data was gathered through observation, open-ended questions and technique test. The data from observation by the researcher and the response toward the questionnaires suggests that there was no suitable teaching learning environment for football as well as for PE in the school. In addition, data collected from fifty experimental groups of students via technique test in passing, dribbling and receiving as pre-test performance result. Then, practicing program was designed for the students in the manner of participatory and initiative way. The students engaged in the program for three months. After accomplishment, students' technique performance measured as post-test performance result. The comparison of pre and post-test results shows that, the students' technique performance was improved during post-test result as their pre-test mean value is 4.4, 3.56 and 5.44 for passing, dribbling and receiving respectively. Whereas, 6.9, 6.28 and 7.24 during post-test. Finally, based on findings from data interrelation, data analysis and conclusion was drawn. The recommendations given by the researcher were- Time allocation and class size should be suited for PE, effective methods and strategies should be applied by PE teachers, all concerning bodies should participate in creating appropriate teaching-learning environment for PE, foundation of students' football club and competition program in the school.

Key words : Football, Practice, Passing, Dribbling, Receiving, Technique

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Acronyms

AAU- Addis Ababa University

CDC- Center for Disease Control

DCMS-Department for Culture, Media and Sport

DES-Department for Education and Skills

EFF - Ethiopian Football Federation

FIFA - Federation International Football Association

NASPE- National Association of Sport and Physical Education

PE- Physical Education

PESSCL- Physical Education Sport and Club Links

SD- Standard Deviation

List of Symbols

D – Difference between pre and Post-test mean value

n – Sample size

N – Total population

t - t-test value

X – Post-test mean value

Y – Pre-test mean value

List of equations

$$\checkmark \bar{D} = \frac{\Sigma D}{n}$$

$$\checkmark D = (X-Y)$$

$$\checkmark t = \frac{\bar{D}}{\sqrt{\frac{\Sigma(D-\bar{D})^2}{n(n-1)}}}$$

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CHAPTER ONE: Introduction

1.1 Background of the study

Teaching learning process and its outcomes toward the learners may be affected by, a number of factors. Many authors forwarded different ideas concerning effective teaching learning process and factors affecting it. Thus, teaching method, material availability, time allocation and lesson organization are the main factors. Since teaching learning process depends almost entirely on communication between teachers and students: the number of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Tirusew, (1998). In order to enhance the student's skill learning ability and motivation; the appropriate and participatory instructional method was essential. Corbin C. and Lindsey R. (1994).

Physical Education is the one among the subjects included in school curriculum. As it taught both theoretical and practical, it was unique from other subjects in school. It focuses to developing physical, mental, social, emotional and spiritual aspects of personalities.

The evolution of physical education along with other educational professions reflected contemporary changes in society. Throughout the early twentieth century, into the 1950s, there was a steady growth of physical education in the public schools. During the early 1920s, many states passed legislation requiring physical education. However, shifts in curricular emphasis were evident when wars occurred and when the results of national reports were published. For example, as a result of the bombing of Pearl Harbor and the United States' entrance into World War II, the emphasis in physical education shifted from games and sport to physical conditioning. Hasenkrüger H, (1969).

Physical education is a formal content area of study in schools that is standards based and encompasses assessment based on standards and benchmark. It is defined as a planned sequential program of curricula and instruction designed to develop motor skills, knowledge, behaviors of healthy active living, physical fitness, sportsmanship, self-efficiency and emotional intelligence. As a school subjects; physical education is focused on teaching school-aged children the science and methods of physically active and healthful living (NASPE, 2012).

Effective teaching strategy allow the teacher to spend considerable time helping the students to develop their potential of performing one technique in physical education class Daugher, (1979). The effectiveness of school physical education is determined in terms of students' outcome or the change made to the students. High quality PE and school sport produces young people with

the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities in line with their abilities (Physical Education Sport and Club Links).

White and Coakley (1986) explains that sport is a very useful vehicle for learning in physical education and it supports the process of students learning. Also, Delbert Obereuffer, (1962) states that; a well developed school program of physical education will begin with rhythms and simple games and will progress in complexity as the ability and interests of the students develop.

School physical education encompasses a number of activity contents. Among these, football is the most popular, more accepted and characterized with different skills and techniques. In many schools the skill performance of the students was insufficient and they were motivated in sport activities especially, in ball games rather than other exercises.

Daryl Siedentop, (1991) states the relationship between the students learning attitude and the content of the lesson as follows: positive attitude toward a subject matter and toward oneself are evidently related to, educational success. To make sense we tend to feel better about ourselves in those areas of our life in which we have demonstrated some competence. School no different, it is difficult for students to grow in self-esteem and improve their self concepts if they don't learn skills that are valued in their real world of the school and the community. This idea shows that the student's academic achievement can be realized only if they engaged in the activity in which they are more motivated. Like everywhere on the world, students of Ethiopian schools were motivated in football game and they need to learn the skills and techniques in football.

Training of football requires developing the physical fitness of the players and the technical skills in the game and understanding the principles of play and training. Wondimu and Damene (2004). Accordingly, practicing football techniques needs the application of different physical exercise and different drills of football techniques. As it leads to the acquisition of different skills, school physical education teacher can use the drills of football techniques as a means of attainment of the objectives of physical education. Thus why the researcher initiated to examine with the problem of technique performance experienced by the students in practicing football techniques and its effect toward students active participation in learning physical education.

1.2. Statement of the problem

For effective physical education, the students' active participation is essential. Football techniques are the one among the sports taught in school PE program. From my experience I observed that: although they learn and practiced during their grade ten PE class, the students' technique performance in football techniques was poor. This problem resulted in low students' active participation in PE practical class. In line with this point I observed the following problems from my experience during my PE class in Nejo secondary school.

- Students of the school are not motivated in playing football
- Their imitation ability was poor during practice of football techniques
- They were not motivated towards skill learning
- There is no students active participation during PE practical class

1.3 Research Question

In order to determine the source of the above stated problem, the following questions were raised by the researcher to be answered after the collection and analysis of data

- 1 What is the reason for the students' low technique performance during PE practical class in Nejo secondary school?
- 2 What method and strategy is effective for teaching learning process of PE?
- 3 What kind of teaching-learning environment is essential for Football?
- 4 What is the relation between Football techniques and students' participation in PE practical class?

1.4. Significance of the study

As it focused toward proposing possible ways of promoting students' football performance and effective PE in the school, the study has the following advantages:

- It promote the students' sport participation
- Guide the school PE teachers toward effective methods of teaching and strategies for sport promotion of the school
- Helps to improve the students technique performance in football
- Realizes sports outcomes as physical, mental, emotional and social in the school

- Aware the school communities about sport participation and the subject PE
- Use as a reference material for related studies

1.5. Objective of the Study

1.5.1 General Objective

This research was aimed to identifying the reasons for the problem and promotion of effective teaching-learning for football in Nejo Secondary School.

1.5.2 Specific objectives

- Identifying the causing factors for the students low performance in football
- Promoting effective teaching-learning strategy for football
- Promoting suitable teaching-learning environment for football
- Increasing the students active participation during PE practical class

1.6. Delimitation of the study

As it is difficult to conduct the study to its full range, it was delimited as follows:

- Although there are a number of complex skills and techniques in football, the study focuses to passing, dribbling and receiving.
- Even though there are many schools in Nejo town, the study focuses only to Nejo secondary school.
- Only fifty students were taken as experimental group from all grade ten in order to make the practicing program manageable.
- Quasi-experimental research design was used for the study
- T-test calculation and narrative description were used for data analysis

1.7. Limitation of the study

There are a number of challenges throughout the study and it was limited to Individual difference in performance achievement, it is better, if all students engaged in but; the measurement procedure was limited to only selected students, Low availability of equipment and facilities of football, Low effort of some students during practice and measurement and instability in the region were suspected to limit findings of the study.

1.8. Definition of terms

The terms may possess different idea according to the context in which they used and the following definitions were written without citation.

Dribbling: -deriving the ball under control continuously with one or two legs while running,

Passing- is the act of sending the ball target or to another teammate

Performance – the state at or the ability to accomplish certain activity

Practice—a systematic training by multiple repetitions and rehearsing a behavior of engaging in an activity several times repeatedly in order to improve or master certain skill

Progressive – the process of developing and over loading continuously through some stages

Receiving - is the act of controlling or the way of taking the moving ball to stop it smoothly

Suitable learning environment- when there is sufficient material, time, man power and others for teaching learning of PE

Technique – is a basic movement of performing certain skill in any sport

Training – An organized activity aimed to ward improving certain particular skill

CHAPTER TWO: Review of Related Literature

The study focuses to the improvement of the students football techniques and the overall students skill learning as well as improving their participation in PE practical class and the review of related literature was organized as follows.

2.1. History and global growth of football

Football is one of the sports with a very rich global history. According to Armstrong and Giulianotti (1999), most cultures and civilizations seem to have played some kind of proto football which involved the kicking of a ball between different groups of players. For example, the Han dynasty which ruled China for about two centuries until AD 25 ceremoniously played Tsu Chu (kick the ball), on the imperial birthdays Young, (1968). Perhaps as a result of Chinese influence, the Japanese as well evolved a ball-game known as Kamari. About two thousand years ago, the ball-games were also a part of the great athletic-poetic-dramatic festivals of classical Greece. Since the Romans attempted to take over Greek culture, they also began to play a game which they called Harpastum (Ibd). In medieval Europe, French peasants practiced a violent ball-game they called Soule; while the Florentine Renaissance men practiced Calcio. Armstrong and Giulianotti (1999). The Scots and the English played various forms of 'folk football'. Walvin, (1975) holds that several forms of informal or regulated games in which balls were kicked more or less, and handled by the opposing teams were a usual feature of the pre-industrial society.

The game was simply an ill-defined contest between indeterminate crowds of youths, often played in riotous fashion, in tightly restricted city streets, producing uproar and damage to property and attracting to the fray anyone with an inclination to violence Walvin, (1975). Some games, for example, contained a lot of kicking, some a lot of handling and others various mixtures of the two Mason, (1980). The nature of the ball also varied from place to place, the balls were often made of inflated animal bladders, sometimes covered with leather. The field of play could sometimes comprise a large area of countryside or sometimes it consisted of the whole village with well known land marks miles apart as goals. According to Mason, (1980) some matches were subject to fairly detailed sets of rules, designed to reduce aggression among participants while others had few rules.

Russell, (1997) points out that folk football was a rich source of raw materials for the codified games of football and rugby that later developed in the nineteenth century. On the other hand, he argues that informal street football played an important role providing continuity between folk football and the modern game of football as folk football had largely died out by 1850. Street football was however, not very different from folk football, the only difference was that street football was less dramatic in design and was more informal and spontaneous (Ibd).

2.2. Spread of Football to Different Parts of the Worlds

According to Guttmann, (1994) on the continent of Europe, it was the anglophile segments of the upper classes that initially responded to the new game, the middle classes responded by spreading the word and the arrival of the working class at the soccer pitch completed the process of diffusion. It therefore, seems very clear, the football percolated into differing social situations all over Europe and South America because of the missionary zeal to the travelling Englishmen anxious to play their national game and equal anxious to encourage locals to play with them. The international nature of the game developed from these small, accidental and often unusual personal beginnings. Walvin, (1975).

2.2.1. Spread of Football in Europe

According to Walvin, (1975) football spread first by settling in Europe, it expanded rapidly through Holland, Germany, Scandinavia, Italy, France and Central Europe. In Denmark the first club was formed in 1876 by English residents and was later encouraged by a visiting player. Through the efforts of pupils who had studied at English public schools, football spread to Holland in the 1870's and within the same period, the game spread to Germany (Ibd). When looking at the diffusion of football in Europe, we can draw a similarity from the diffusion of football in Norway. Football was brought to Norway by different social groups Goksoyr and Hognestad (1999). These groups included sailors working on British naval merchant ships, Britons who traveled to Norway for work and by Norwegians who returned home after being in England either for business or studies (Ibd). Also adds that the diffusion of English sports in Norway has been attributed to students' and businessmen's personal knowledge of the game after their stay in England or to the role played by Britons who

travelled or stayed in Norway. According to Anderson, (2007) in most countries where football had spread to, the first local people to play football were the children who belonged to the upper classes of societies. Thereafter, football would spread to the other classes in the society's social ranking and become a popular sport.

Until the 1930's, football in Norway was played mostly by middle class students and merchants' sons. It was after the 1930's that football became the largest sport in the Norwegian Sports Federation and got to be described as the 'people's sport' (Goksoyr and Olstad, 2002). In his analysis of the expansion of football in Norway; Goksoyr, (1996) argues that: If we are to take the circumstances surrounding the first matches of Norwegian ground in 1886 literally, officers and cadets from the fleet of the British Empire displayed British sports culture. The naval cruise functioned as a launching of British football. In two of the three largest cities which the fleet visited, the British gave influential contribution to the introduction of the game. There is, however, little reason to believe that the officers themselves felt and acted as football missionaries. A conscious ideology for the diffusion of British culture in Europe corresponding to what took place in the British Empire did not exist Goksoyr, (1996).

Another example is in the Netherlands. The diffusion of British sport to the Netherlands was almost similar to that of Norway. According to Guttmann, (1994) the introduction of sports such as cricket, football and tennis in Netherlands was the work of Englishmen who were residents in the Netherlands and the Dutch who had been to England. Pin Mulier who studied in England at a boarding school founded the Haarlemsche Football Club which became Holland' first football club in 1879.. On the other hand in the port city of Rotterdam, soccer was played by dock workers who had learnt it from the British seamen Guttmann, (1994). This shows a pattern of how football diffused to some parts of Europe. From Europe football expanded to Latin America, where the finest teams and the most fanatical supporters of the game are found today Walvin, (1975). It was exported to Latin America by the British entrepreneurs, who dominated the economic scene for most of the nineteenth century Guttmann, (1994).

Walvin, (1975) points out that the early development of football in Europe and South America led to the formation of formal institutional frameworks. Following the initiative of pioneering clubs, local Football Associations were formed based on the English model. The development of football around the world demanded for an international controlling body. In 1904, in Paris an international football organization FIFA¹ was formed and its main aims was to regulate and supervise the evolution of the world game (Walvin, 1975).

2.2.2. The spread of Football to Africa

After looking at the spread of football in Europe, interesting questions one would ask would be: what was the difference between the expansion of football in Europe and in Africa? What factors could have influenced the differences in these expansions? There are many reports of early travelers, missionaries and more recently of anthropologists, sociologists and linguists who are engaged in research on traditional African cultures. They have focused on pre-colonial African participation in many types of ball play, target games, top spinning, foot races and jumping contests Paul, (1987). According to Blacking, (1987) in pre colonial Africa there were many sports like activities which were practiced and some of which are still practiced in rural areas. These physical activities have been described by ethnographers as play, games, pastime, physical education, recreation, sport, etc Blacking, (1987).

Blacking argues that these activities were commonly classified together as extensions of human aesthetic and lucid capabilities. He argues further that the activities were included into social life and continuing education of all members of a community not only reflections and reinforcements of cultural tradition, but also as a means of enhancing people's creativity and adjustment to the changing circumstances Blacking, (1987). However, Paul, (1987) cautions us that foreign observers have regularly approached African cultures with alien outlooks and a mixture of interests, motives and methods of interpretation. He argues that they have worked at different times and within limited sections of societies, and mostly with specific categories of informants. Therefore, it becomes quite challenging to get fairly balanced accounts of sports in pre-colonial Africa based on available written records.

As we have seen, there are a lot of factors that played a role in the diffusion of modern sport and football in Africa. Such factors include imperial education systems, missionary

education, the colonial administrators, the military and many others. The following discussion will attempt to discuss some of these factors. During the imperial era, the British were still practicing the late Victorian and Edwardian types of education. According to Mangan, (1987) the Victorians believed that they had something to offer the world and all of them felt that they were missionaries who went to Africa to improve the lives of the natives. Therefore, in the empire, it was a philosophy that frequently reflected the values and impulses of the expatriate educators. Mangan and Hickey (2001), postulate that there were a lot of teachers from England who came to work in Africa. A lot of these teachers carried with them the same late Victorian and Edwardian certainty that team games were a desirable educational instrument Mangan and Hickey (2001).

As time went by large crowds began to attend such football matches in several areas of South Africa, particularly in the ports of East London, Port Elizabeth, and Cape Town. The interest towards football of blacks as well as Coloreds increased greatly (Ibd). Even though some commanding officers did not offer a lot of encouragement and sporting life was limited, most battalions by the 1930's were competing in army and sometimes in West African national football, track and field championship. Clayton stipulates that there was an ever-greater interest in European-style sports and games. This was because of the already not growing awareness of and pride in local or ethnic football; teams competed in big cities to the interest, enjoyment, pride or sham of the migrant urban workers. This partly was as a result of the sporting experience gained during wartime military service. He points out that sometimes when big concentrations of African troops from all colonies were assembled, as in preparation for and in the aftermath of a war, teams were drawn from battalions. Players recruited from one colony saw themselves as representatives of that territory in the inter-unit matches. The soldiers, therefore, played a role in the diffusion of football in Africa (Ibd).

2.2.3 Football in Ethiopia

The Journal of Ethio-Football (1999:7) cited in Wondimu and Damen, (2004) states that, there are no proper documents that trace back the beginning of football in Ethiopia. On the other hand, the journal indicates that some foreigners were playing the game as early as 1980. The first football team in Ethiopia to have been documented is the Addis Ababa

selected team which was established in 1935, by a group of Ethiopians and Armenians. The team played with the French sailors club during its first year of formation. The first football club in Ethiopia, the St. George football club was formed in 1936 by some youth living in an area known as Arada in the capital city of the country. According to some witness from the time, this team used to play with several other school teams, which were active until the Italian invaded Ethiopia. The Italians launched the first tournament of football in 1938, with complete rules and regulations that were then in effect.

The Italians encouraged the establishment of youth clubs. Some of the names of the clubs then were, Mefekere, Tehetena, Digest and Eminent. These teams were encouraged for the benefit of physical fitness and discipline of the youth. The Italian sport office encouraged and supported the establishment of such clubs in the country. In 1943 the Ethiopian Football Federation (EFF) was formed, and became a member of FIFA in 1953. In 1957 Ethiopia was a finalist and won the African cup of nation in 1961. According to the Journal, the Italian occupation had contributed a lot in promoting football among Ethiopians and in the establishment of several local teams as well as the introduction of some basic laws of the game. The journal farther states that, the time the Ethiopian football teams in schools immensely contributed for the strong base of the game in the decades that followed. In the second half of the 1930's and early 1940's several school competitions were held. In 1944, the Ethiopian Cup was founded where teams from the different regions of the country were included for the first time, and rules and regulations were formulated. The organizational framework of the Ethiopian football Federation was drafted in 1948 in a meeting held at the place called Jan meda in the capital Addis Ababa, where the participants were the representatives of St. George, the Defence force club and kuber Zebegan and Key-Baher clubs. (Ibd) The Ethiopian football federation executive committee was set up the same year in the presence of representative from all the football teams in the country. The Journal of Ethio Football (1999:18) acknowledges the Derg government by stating that it had contributed to the development of sport in general and of football in particular.

After 1976, the Sport commission was set-up under the Ministry of Youth sport and culture. A 4 million birr annual budget was allocated for the country's sports for the first time. In addition, the Ethiopian Championships, the Ethiopian Knock-out Cup. The Ethiopian

Tikedem Cup (Ethiopia Tikedem is a slogan to mean Ethiopia first) and the Cup Winners Cup competitions were launched and continued until 1991. A total of 294 sports councils were set-up all over the country and football competition attracted great number of fans in the major towns across the country. An extensive campaign was also undertaken in the field of sports in general and football in particular, the number of players, coach's, referees and others involved in the sport increased dramatically. However, the qualitative changes were in the reverse. The success experienced in the previous era was slowly fading away as new ones could not replace retiring famous players. The Ethio Football journal (1999:21) further states that; the Ethiopian Championships were played among clubs from all the provinces in the capital Addis Ababa that met here, after wringing their local leagues.

The time came when suddenly, all clubs were disbanded for the reason that was thought that some have apparently provoked anti revolutionary sentiments in the journal. They were, made then, to recognize themselves as new ones grouped under the sector of the economy that each of them represented, thus, form one team, and all those in the textile manufacturing forming another and right away. Such a move affected the football negatively. However, the love of the people had for the game did not change.

2.3 Techniques in football

Now a day; football was the most popular game and among the ball games taught in school PE program. The game was highly organized characterized with a number of skills and techniques those applied in game situation. Techniques are basic in it and tried to be discussed as follows. There are two broad categories of techniques of football.

2.3.1 Techniques without ball:- these are the techniques or actions performed without ball. These techniques involves the physical movements performed during the practicing of techniques. Such techniques are :

- ❖ **Fake /feinting:-** is the act of letting body balance toward one side and lying the opponent to that direction and then going to the opposite side or direction.
- ❖ **Pivoting:** - making one foot in contact with the ground and moving the other foot to different directions. This is in order to facilitate and keep body balance to move in whatever direction wanted.

- ❖ **Zigzag run:-** running in a “S” shaped path such training helps to make the player efficient in the case of dribbling the ball.
- ❖ **Jumping:-** involves jumping up ward, forward and back ward, to sides in order to improve muscular strength.

2.3.2 Techniques with ball:- they includes the all techniques and skills those performed with the presence of ball. When techniques were practiced with ball they becomes the skills. These are:-

- ❖ **Dribbling** In football game, dribbling is essential and involves running with the ball under a condition where the ball is in control of the player. Dribbling can be performed by using inside of the foot instep or top of the foot and outside of the foot parts. There are four types of dribbling
 - Shielding: - involves holding of the ball under pressure. It can be done while standing or moving
 - Faking: - refers to the act of dribbler to receives the opponent player. A player can do this in two forms, the first using body part or learning of should/ or step fake to the side. The second form of faking is by the actually move the ball by cutting and dribbling the ball from side to side until the opponent player goes out of position.
 - Cutting:- when an opponent closes, escaping him from the direction
- ❖ **Receiving:-**Is another type of skills in football. It refers path to the controlling of the coming ball, different receiving’s can be used. These are:-
 - Chest control:- in order to receive the ball comes to chest height in the air.
 - Thigh control:- when the ball comes to the waist direction in the air
 - Inside of the foot:- the most type of receiving used frequently an defective
 - Sole control:- receiving the ball with sole and it is appropriate type when the ball comes over head down in the air.
- ❖ **Passing:-**refers to the ability of sending the ball to a teammate. There are three basic of passing; inside of the foot, outside of the foot and full instep passing
 - These three types were used based on the situation where the pass maker was experiencing.
- ❖ **Shooting:-** the technical elements were the same with that of in passing but. It differs from passing in that the aim of shooting is to score and to pass the ball beyond a goal

keeper and also shooting is mostly powerful and fast. Shooting can be inside of the foot and full instep in its type.

2.4 Teaching Football Skills

There are different techniques in football and special Olympic(2004) writes how to teach football techniques as follows.

2.4.1. Teaching Receiving

The aim of the game is simple: score goals. To score goals, players need to develop both good shooting technique and a positive attitude toward taking shots whenever they have a good opportunity. Players enable themselves and develop good shooting technique and positive attitude by developing good control-receiving skills.

The beginner player usually reacts to a ball by kicking it rather than trying to control it. If the player does attempt to control the ball, it tends to bounce off the foot or the leg and is usually recovered by another player. The intermediate player has the ability to get behind the flight of most balls that come within playing distance. The player successfully brings a rolling ball under control using the inside of the foot and makes a good attempt at controlling air balls using the chest. While control is good, the player will often lose composure and the ball when pressured by opponents.

Teaching Control-Receiving

In football, the first touch is the most important. The easiest way to receive a ball is with the inside of the foot. The player stands in a relaxed position with their eyes focused on the ball and adjusts their position to remain in the flight of the ball. The non kicking foot is slightly in front of the other foot. The kicking foot meets the ball and is then immediately withdrawn on the moment of impact. This will generally push the ball away from the player's body.

1. Use the inside of the foot to bring a ground ball under control. All the body weight should be on the supporting leg with the receiving foot raised slightly off the ground.
2. Relax and cushion the ball rather than offer resistance against the ball. The aim is to absorb any pace by meeting the ball with a cushioned touch. The ball is given as large an area to land. The chest, head, thigh or foot is withdrawn as contact is made.

Teaching Cushioning the Ball :- for effective cushioning of ball, the followings should be considered.

- Player must stand lightly as the ball approaches.
- Position him or her-self in the ball's line of travel.
- Assess their options then, decide which part of the body they want to control the ball with.
- Look directly at the ball.
- Position their non kicking foot ahead of the ball.
- Use arms for balance.
- Bring the striking foot back at the moment of impact.

Receiving a Pass Using Inside of Foot

For effective Control Receiving, there are a number of additional techniques. When receiving, remember the following points.

- Receive the ball even with the toes of the plant foot or a little in front.
- Stiffen or relax the receiving foot so the ball stops about one step away, enabling the athlete to quickly take one step and strike it. It is this step that gives power to the pass.
- Be sure the receiving foot is 4-5 inches off the ground. If the receiving foot is too low, the ball will pop up and contact the ball on the back part of foot under the ankle bone, not near the toes. Pull the toes up so the foot is parallel with the ground, not pointing downward. If a player cannot remember to raise their foot, have them practice by raising their foot higher than the ball and then bring the foot down in front of the ball to stop it. This will help them to remember.
- If you want the ball to go to the left or right, instead of straight in front, the athlete must angle their foot and contact the ball more in front or behind, depending on whether they want the ball to go left or right.

Receiving with the Outside of the Foot: Players may also control and receive the ball with; the outside of the foot. As with the inside of the foot, the player is aligned with the flight of the ball. The trapping foot is brought in front or across the plant leg so that the outside of the foot faces the ball. The toe is pointed slightly at the ground and the ankle locked.

Receiving with the Thigh:- during receiving ball with thigh; Ball bounces away after receiving it, Let the ball come and just as it is received, pull foot back slightly, Roll or toss ball to player slowly at first, Increase ball speed until player is comfortable, Ball goes under foot, Watch ball all the way to foot and let the ball hit foot.

Player is balanced and stays in line with the flight of the ball. The player raises his thigh to a 90-degree angle with the ball. As the ball makes contact with the thigh, the knee drops toward the ground to create the cushioning effect.

Receiving with the Chest

In receiving the ball with the chest, the player is also in line with the flight of the ball. Using the arms for balance, the player bends backward to get his chest underneath the ball. As the ball contacts the chest, the knees bend slightly to absorb the momentum of the ball, cushioning the ball down to his feet. Here the player's chest is too far forward and does not create a desired cushion for the ball. Work on getting the player to not stick his chest out but instead, to arch his back. The player needs to bend backward more from the waist.

Ball Control

There are three important points for good ball control.

1. The first touch protects the ball from challenging players and does not give them a chance to regain possession.
2. Play the ball into available space to allow for the next touch.
3. Allow the game movement to start or continue by gaining or keeping momentum.

A poor first touch will risk taking the momentum out of play and increase the possibility of losing possession. Some players make the mistake of killing the ball dead and not concentrating on getting it out of their feet. The first touch is meant to ensure that a time wasting second touch is not needed to get the ball out and ready for the next action. The general technique for controlling the ball requires several simple skills which can be acquired through correct training practices.

The first key element in ball control is to place the controlling surface into the ball's line of flight. The body weight is well distributed, so it is possible to move forward, backward or sideways. Keep the head steady and watch the ball carefully to judge its flight and speed. It is difficult to keep one's eyes permanently on the ball. Better players are able to take a quick glance to know what is happening around them before contact is made.

The second step is making an early judgment in choosing the right technique and body surface to control.

Wedge control involves a more rigid surface where the player attempts to force the ball downwards or into space so they can move onto it. A cushioned control involves taking the sting out of the ball. This involves pulling the surface back, just when the ball makes contact. The body becomes elastic so that the ball simply drops at the players feet. This particular technique is very useful when closely marked; for example, a forward receiving the ball on the chest with his back to goal. Control also requires good mental abilities, such as confidence and total concentration. A composed player is one who is calm, relaxed and unhurried in his movements. Confidence plays a big part in this as athletes who know what they can do and are confident in their ability are more likely to show great technique and succeed. Those who do not have confidence will be indecisive and their technique hurried.

When training, players can exaggerate the movements to get the feel of the right technique. Younger players can learn from the coach, who can demonstrate the technique, break it down and practice the individual elements and, eventually, practice the whole technique. Once the basic techniques have been mastered, the coach moves on to more advanced techniques and skills. These techniques and skills concentrate on improving control in pressure situations (for example, defenders coming from the side, front, back), control while moving at pace, control which involves an immediate layoff and controlling the ball for a teammate. The ball is received constantly from all angles, speeds, heights and surfaces. Some common problems when controlling the ball are described below, along with a training method than can be used to improve technique. These are:

- Ball path has been misread and the player has missed the pass. In order to minimize this problem, Repeated practice using passes from different distances with varying intensity should applied and the players must encouraged to keep their eyes on the ball at all times and get their body in line.

- Player is indecisive when choosing controlling body surface.

Player shouts the type of body surface they will use. The server provides the pass and vice versa until the player gets the right feeling for the choice of technique.

- The player does not get the ball out of their feet and needs a second touch.

Corrective method: Encourage the player to relax and exaggerate the movement. Repeated practice using passes from different distances with varying intensity.

-The ball bounces off the player and control is lost.

Corrective Procedure: Encourage the player to exaggerate the movement, especially the relaxation phase, first without the ball and then using gentle service, eventually building up service difficulty. Try using smaller or lighter balls.

As mentioned earlier, excellent ball control is an essential part of successful football. Like all other techniques, practice makes perfect and it is hoped that the above not only encourages coaching and learning but also provides information on how to analyze and improve ball control technique.

Lower Ability - Control and Shoot

Purpose of the Drill: Quick control

Teach players to think game-like situations.

Increase individual skill and confidence.

2.4.2. Teaching Dribbling

Dribbling is the skill of running with the ball at your feet. The player is speeding forward through open space, maneuvering out of tight situations and feinting to beat opponents. It is perhaps the most expressive and exciting part of the game.

Dribbling Skill Progression

Your Athlete Can never Sometimes Often:

Dribble forward using the top of foot along outside of laces, Use inside of foot to quickly change direction and bend opponent, Use outside of foot to shield ball from opponents and evade tackles

Use sole of foot to change ball direction, Dribble up field with ball while walking, Dribble up field with ball while running

2.4.3. Teaching Passing

Football is a team game. Playing as a team requires each player to be able to pass the ball well. Through passing, a team can quickly counterattack from defense, maintain possession in midfield, and set up opportunities to score. The key to good passing, once the technique is perfected, is repetition.

2.5 Effectiveness of teaching football techniques in physical education and factors affecting it

Siedentop and Tannehill, (2000) stated that: The teacher or the coach chooses the content and arranges the progressions, which are typically sequenced in small step”. At the beginning of practice the players (in our case, the learners) would be thought the skills and they would work on it individual without competition. The practice would then progress to one on one play with limited pressure from opponents then advance to one on one play with competition. After this, players would work in small group activities competing to develop their skills. The practice would progress to full field play similar to game situation. Hopefully by progressing in difficulty and complexity through these technique drills the students would become proficient and competent in their games to excelled these difficult skills. A full field scrimmage played at the end of practice allows players to transfer what was learned individually and in small groups to larger scale with more players and complexity similar to real game. Also Delberto berteuffer, (1962) states the program of school physical education as “a well developed school program of PE will begin with rhythms and simple games and will progress in to complexity as the abilities and interests of the pupil develop.

Coaching effectively is essential in improving performance. Gallwey, (2000) cited by Whitmore, (2002) defines effective coaching as unlocking a person’s potential to maximize their own performance. It is helping them to learn rather than teaching them. Whitmore, (2002) describes coaching as the essential management style or tool for optimizing people’s potential and performance. Commanding, demanding, instructing, persuading with threats, overt or covert, cannot produce sustainable optimal performance, even though they may get the job done. Coaching essentially involves planning, delivering and evaluating.

The Sports Coach Foundation,(2002) believes that to be an effective coach, it is important for the coach to analyze their performance against a checklist to identify areas of strengths and weaknesses, recognize the different behaviors exhibited in their own coaching, devise and implementing an action plan to change aspects of own coaching behavior, Monitor any improvements in their coaching practice when necessary. Effectiveness of teaching football depends on the followings. It believed that there are many challenges that affect the teaching learning processes. These factors will be discuss under two major categories. The human are one of the major challenges that influence the process of physical education associate with

teacher, student's administration, supervisor and other stakeholders. Nevertheless, at this point emphasis is given to together are related with the teachers and the administrators.

2.5.1 Challenges Related with the Teacher

As far as teachers are concerned the international of education remarked, no one is in any doubt that the chief agent in the process of educational reform is the teacher. Posner (1992) also stated the teachers' plays crucial role in determining the success failure of curriculum implementation and teaching effectiveness. Thus the teacher with his/her attitude, skill, and Experience is the most important of all in determining the success or failure the process of curriculum implementation let's have a look at each dimension turn by turn.

2.5.1.1 Teachers Attitude

Is the basic ground to act in a positive or negative way towards persons, ideas or events happening in the environment? And most educators are convinced that teacher attitudes are very important dimensions in the teaching process. A successful innovation depends substantially on teacher's attitude towards proposed curriculum alterations. Students with teachers of positive attitude towards teaching and the curriculum are found to be high-level achieves in learning (Keynes, 1986; cooper, 1986; Calhan, 1988) consider the teacher's attitude as very important aspects in the teaching learning process.

The trust is the important ingredient, which the facilitator provides. The more effective teacher were related higher on every attitude measured by any inventory, they were seen as more real, as having higher level of regard for their students showed more empathies understanding. No matter how good the written curriculum is and the extent of back resource supplied, no matter how much incentive (through stick or carrot) is applied through the accountability of a national assessment scheme, no matter how much politicians exhort, unless teachers are with a goods enthusiasm for the subject and method with their students, teaching will never become better than adequate Wool, (1994). Teacher attitude and performance are correspondence according to cooper, (1986) teacher's attitudes are very important and have the direct effect on our behavior, they determine how we view ourselves and interact with the environment. Therefore, without the positive attitudes to the subject and approaches of teaching, not teachers to be effective in any way negative attitude may harm or injure the whole process of teaching, a teacher with positive attitude and the necessary

theoretical and technical knowhow is the one who can demonstrate his/her ability to bring about the intended learning outcomes.

2.5.1.2 Teacher's Skill

One of the skills required by the teachers to resolve challenges effectively to promote an effective teaching learning environment of physical education is his/her pedagogical belief. In relation to pedagogical belief O. Neil, (1995) writes: Given that a syllabus statement is text from which readers must construct meanings on which to plan actions, teachers interpret syllabus statements on the basis of their pre-constructed conceptualizations of the subject and their pedagogical theory of what it means to teach and learn. The other challenges related to teachers is the knowledge they have in relation to this. McCormick et al, (1995) mentioned that teachers will teach best in areas which they are knowledgeable, have effective materials and techniques. Waltey (1981), Posner (1992), Bennet and Carre (1995) also claimed that teacher's knowledge and understanding of the subject matter is a major challenge that influences the teaching learning process of physical education. An effective teacher has a quality to engage in different activities in education. Harrison, (1989) regarding the quality of effective teacher writes.

- Aspiring high expectations for students.
- Managing classes in ways that increase academic learning time and opportunities to learn.
- Creating a supportive learning environment in which students are treated as individuals and in which they know that help is available.
- Selecting material at an appropriate level of difficulty for students and Teaching to mastery
- Employing active, direct instruction, including teacher controlled coverage of extensive content through structured learning activities and appropriate pacing monitoring of pupil performance immediate academically oriented feedback and a task oriented get relaxed environment.

According to Wuest and Lombardo (1994) beyond the pedagogical responsibilities teachers are expected to participate in instructional responsibilities. Health and physical education teacher must assume other responsibilities in addition to their pedagogical responsibilities some of these responsibilities are explicitly stated in teacher contracts, while others are

unwritten expectations for teachers. These institutional responsibilities are wide ranging encompassing such tasks as supervision, advisement, counseling, parent conferencing, and participating on school wide committees and professional responsibilities. In addition to this health and physical education teachers must be minded full of their professional obligation another important skill required by the teacher is the skill of lesson presentation this means the ability to transfer knowledge effectively to the learner a good questioner, demonstrator, good skill full to class room management etc are important skills.

2.5.1.3 Teacher experience

Is another important challenge that contributes to the effective teaching learning process of P.E in this case usually, teachers experience is expected to have positive relationship with teaching effectiveness. A longitudinal study concocted for five years with one group of teachers showed that there is a significant quality increase in teaching behavior. Such as, making instruction systematic and stimulating Adams, (1982).

Adams and others (1980), Adams and Martray (1981) have also found out that teachers' self concern decreased in magnitude from the time of student teaching practice through five year teaching, while task pattern related to instruction increased along with more years of service in underlining the importance of experience.

Feiman-Nasmer and Buchmann (1985) stated that firsthand experience is particularly evident in contributing to learn to teach. Similarly, Vare, (1994) reorganized the positive side of experience arguing experienced school teachers work with college professors as partners to prepare perspective teacher and to facilitate the continual professional development of teachers furthermore, Other than experience and attitude, teachers' qualification, is indicator of the quality and quality of training received, has remained to have a telling effect on effective instructional performance.

2.5.1.4 Time Management Skill

The learning in a class is an important teaching variable and is a consequence of teaching methodology. It varies significantly from teacher to teacher for the same subject and within similar internal and external environments. The academic learning is a consequence of effective time management in the class room. The various tasks performed in the class room are of important consequence such as, time taken to put the class to order and get started, the lesson plan, and the discussion on issues or questions raised by students. All these have an

impact on student learning and, therefore, require proper attention. Time wasters have an adverse effect on student learning in classroom. Those students who spend more time on pursuing the course contents are able to learn more and resultantly achieve better results. Teachers do make class room time schedules but it is not enough, what matters are as to how effectively the allocated time used. An effective use of class room time and schedule will have a positive effect on scholastic achievement of students. The positive results of effective time use have prompted researchers to study it in more detail and various terminologies have emerged as the following;

Allocated time Engaged time Academic learning time

A teacher who believes in effective class room time management will always make a proper plan for the time to be spent in the class. He will avoid late coming as this gives the student time to build noise level which takes time to subside and is thus a time waster. A good time management teacher would always tell the rules and regulations to the students to be followed in the class room along with the expected behavior Sadker, (1986).

2.5.2 Challenges related with the administrator, Instructional Facilities and Material

According to Mitzal (in Azeb, 1998) any discussion of classroom organization must begin with some attention to resources and facilities that the specific setup demands or effectiveness of PE teaching learning process.

Mitzel further describes that, when there is no lack of equipment and materials that appear geographically to the understanding of the pupil, teaching cannot be challenged indeed.

In align of this statement Tirusew (1998) also describes that for effective teaching learning to take place, class room must be adequately organized and conducive enough.

The crux of educational quality among others heavily relies up on the environmental (both internal and external) conditions and materials of the class room whenever theoretical issues are presented in classrooms for students, it is practically proved that students get the most out of them when they are supported by teaching materials Houlok, (1990).

The writer further maintained that classroom should have furniture that are comfortable and easy to move from one point to another and can be arranged for different purposes. The same writer argued that a class room should encompass teaching materials like text books. Guides

maps charts pin boards, play grounds etc. There for, teaching materials and other classroom situations are pare amount importance in the process of teaching and learning where lack of appropriate material result in hindering effective transmission of knowledge. Houlok, (1990).

2.5.2.1 Large Class Size

It refers to the no of pupils require scheduled to meet in the administrative and instructional unit, known as class or section, usually under the direct guidance of a single teacher Manre, (1956) class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The classroom size has its own impact in facilitating or hindering activities of teaching and learning. According to Tirusew, (1998) since teaching learning process depends almost entirely on communication between teachers and students, the no of students in a class determines the amount and quality of knowledge imparted to and gained by the students. Thus, the large the size of the students' number in a class, the more difficult communication between the teacher and students becomes, the more the effectiveness of teaching will be hindered and the lower the quality of education will be.

There are arguments, which support the idea, that class size by itself has methods of teaching. But on the other side there are scholars who strongly favor the need for appropriate no of students in one class. The idea of class size is becoming a concern and an essential point of discussion among scholars. Because it is assumed that as the class size increase, students face any or all of the following problems any Gibbs cited in Barneit (1995): Lack of clarity of purpose, lack of knowledge about progress, lack of advise on improvement, In ability to support independent study, Inability to support wide reading, lack of opportunity to discussions, An ability to cope with variety of studies, in ability to motivate students. In the same token. Smith, (1961) has also mentioned the following disadvantages that come as the result of large class Individualization of instruction in limited, Instruction tends to be lecture with out-group participation, Oral communications with in the classroom from pupil to pupil and to teachers and minimized, written work is assigned less frequently and when assigned, receives less teacher attention, Pupils are less well known to teachers as individuals.

A universal compliant, even among teachers with usual success large section, was inability in such classes to find adequate time to treat individual difference in pupils Monere, (1956), a study made in the united states of America as in the policy of 1960's indicated that 35 in the

maximum limit for effective school classes. Harries, (1960) also mentioned that the class size in school as teacher taught 30 to 34 students each in 27% of the states; while in the other 18% of states fewer than 25% students, in 11% of them 40 or more students to be taught the average was 31 students in one class.

Smith, (1961) supports the idea of having limited class size. He asserted that class room contains exceeding 25 pupils is becoming large and when the class size is increased to 30 or more, educator believe instruction suffers at the same time, it tended to encourage closer and more personnel staff, student relationship. As to how many students to have in secondary school classrooms there is a general consensus among educators in the field that the number of students is to be, relatively smaller. Knapp, (1968) noted that. "Generally speaking, classes should be limited to 30 students and 40 should be regarded as a maximum it is true, of course, that type of program, teaching method and available facilities affect the number that can adequately be provided for in one class. An undesirable lock-step program, which pays little or no attention for individualization of instruction, can accommodate large numbers in small spaces. Command response teaching, in which all members of a group respond with a definite movement to a teacher command, puts little premium on small classes. Beside, Knapp, (1968) in trying to answer the question, how class size affect effective teaching. He replied a teacher who approaches individual instruction by insisting upon guiding every detail of every students' movement can provide individual instruction for only a very small group. Therefore, instruction in limited class size requires more preparation before class begin. Space equipment and activities must be clearly determined to efficiently organize at least two group working simultaneously with in the same area. Provision must be made for providing information to the group clearly, quickly, and efficiently to avoid student's dependence on the teacher (as in the command style lesson) for direction, visual information, modeling and explanations.

CHAPTER THREE: Methodology

3.1 Area of the study

The study was conducted in Nejo secondary school of Nejo town. Nejo town was one of the twenty woredas in Western Wollega zonal administration of Oromia region and located at a distance of 510 k.m to the west direction from the capital city Addis Ababa. Nejo town consists four kebeles and characterized with woyina-dega air condition.

3.2. Method and approach of the study

This research was designed in quasi-experimental design. Data was gathered through the observation conducted for one month based on the check-list prepared by the researcher. Five open-ended questions were distributed to the school PE teachers. Also through the technique test by measuring the students performance in passing, dribbling and receiving by another PE teachers. During the all data collection the processes are monitored and supervised by the researcher.

3.3 Sample population of the study

In Nejo secondary school; there are five sections of grade ten students. After their performance in dribbling, passing and receiving was measured; the least ten students were taken from each section. Since there are only three PE teachers and small in number, all of them were taken by cluster sampling.

3.4 Source of data

Sources of data for this research were both primary and secondary sources. The experimental group students were primary sources and the other sample populations are considered as secondary sources.

3.5 Instruments for Data collection

Three instruments were used to collect quantitative and qualitative data for this research.

3.5.1. Technique test

Measuring format for technique test was prepared by the researcher with co-operation of another PE teachers. The format consists the students' number, age and sex and measuring parameters for each techniques. The measuring procedure was conducted three times before training as pre-test. Then training program was designed by the researcher and the engaged in it for ten weeks. Then the students performance in passing, dribbling and receiving was measured three times as post-test.

3.5.2. Questionnaire

In order to assess the condition of the school for teaching-learning process of football; five open-ended questions were distributed to the school PE teachers while the process was monitored and supervised by the researcher.

3.5.3. Observation

After the format consisting the items time usage, availability of equipment and facilities, class size and methods followed by teachers; the observation was conducted for one month during practical class by the researcher being away from practicing area in terms of the items in the observation check list.

3.6. Validity and reliability

3.6.1 Validity

In order to make the data instruments valid for the study, six related questions are given for some individuals of respondents before distributing the questions to them. Then, after four days the same questions were given for the same individuals of the respondents again. Accordingly, their response for the questions was the same. On the other hand the criteria prepared for technique test was revised and edited by another PE teacher and the process of measurement was held with them cooperatively. Thus, it realizes its validity.

3.6.2. Reliability

In order to check reliability of the instrument; the students' technique performance was measured and recorded by one PE teacher. Then five days after, another PE teacher was invited to measure the same groups of students. Accordingly, the evaluation of the two teachers seems the same. Thus it confirms the reliability of the test.

3.7. Data Analysis technique

Quantitative data gathered through technique test and close-ended questionnaire was calculated and analyzed by T-test statistical calculation. Whereas qualitative data gathered through observation was analyzed using narrative description.

CHAPTER FOUR: Analysis and Interpretation of data

In order to assess the school's condition in terms of; availability of equipment and facilities for the lesson, participation of students in skill learning, methods and strategies applied by the school PE teachers, attitude of the school administrators towards the subject PE) for teaching football techniques and to determine the students' technique performance, data was gathered through observation, open-ended questionnaire, close-ended questionnaire and technique test. This data was analyzed and interpreted in this section as follows.

4.1 Results from narrative description

4.1.1 Results from Observation

In order to observe the overall conditions of the school in terms of material availability, class size, methods followed by PE teachers and students participation the observation was conducted for one month during practice of football techniques in grade ten. The observation emphasized to time usage, availability of equipment and facilities, class size and teachers methods and strategies the results of the observation was analyzed as follows:

Concerning the first point about time usage, the total time allocated for PE was 40 minutes for each class. Among this 40 minutes averagely the time spent for class organization was about 15', for warming up about 8', for practicing the techniques about 15' and the left 2 minutes was used for returning to the class. The above observation result shows that the teachers and students time management was poor. Because the students spent more of their time arriving the practicing area and the teachers were not able to motivate the students to come on time.

As the observation was focused to availability of equipment and facilities for teaching football and at all for PE the result suggests that there is low availability of them in the school. Accordingly the school has only two balls, there is no cones or another materials instead and the practicing area was too small also has no field markings like sidelines, end lines, goals, etc. Concerning class size and teachers method the observation result shows that the average number of students in each section was about 75-80 which was challenging for practicing and managing. On the other hand, the teachers method was not effective since there is no group formation, activity progression during practice and the teachers were not in

the capable of minimizing the problems by using modified materials; and there is no strategy applied toward motivating students in practice to improve the students technique performance since there is no football club in the school that can make the students energized toward improving their performance in order to become the winner.

4.1.2 Results from open ended questions

Five open-ended questions were distributed to the school PE teachers and their response was analyzed as follows.

For the first item all of them revealed uniformly that the students' performance was very low. On the other hand two of them points out that; if there is suitable learning environment, the students can improve their performance simply and the third teacher suggests that the students' low performance was because of their learning inefficiency.

For the 2nd item about lack of equipment and facilities; they forwarded that there is shortage of time since one period per week, only two balls of football in the school and there are about 75-80 students in each section. Thus these situations were made the students practicing process challenging and leads to low performance of students in football techniques.

Concerning the 3rd question about the school PE teachers, they forwarded that they has no concept of material modification and there is no modified materials accordingly about 80 students practice with only two balls during their practical class. In the same question about their interest, they suggests that they were lowly motivated in teaching practical class since there is inappropriate teaching as a result of lack of sports' wear, unfair period distribution ambiguity in class management with such class size and low time allocation. According to, (Keynes 1986, cooper 1986 and Calhan 1988), a successful innovation depends substantially on teacher's attitude towards proposed curriculum alterations. Students with teachers of positive attitude towards teaching and the curriculum found to be high-level achieves in learning and they consider the teacher's attitude as very important aspects in the teaching learning process. From this point of view, it is difficult thinking about students' technique improvement in football techniques since the school PE teachers are not interesting in practical class.

On the 4th item about the students interest and participation; all of them points out that the students' participation was low and they were less motivated in practicing the techniques.

Also they shows their suspension that it can be because of uncomfortable learning environment.

Their response about the school principals suggests that the principals motivation was low toward the subject PE as they were not volunteer and not tries facilitating the fulfillment of equipment and facilities for teaching physical Education. Houlok, (1990) states that, teaching materials and other classroom situations are essential in the process of teaching and learning where lack of appropriate material result in hindering effective transmission of knowledge. By aligning this idea with the teachers' response, we can conclude that since the principals were not initiated toward the subject; also they were not motivated in fulfilling materials for PE thus; it leads to the students' low performance in football techniques.

4.2. Result obtained using inferential statistics

Quantitative data was gathered by measuring the experimental students' technique performance in football techniques before and after training was analyzed as follows.

4.2.2 Result of Experimental group students' technique performance during pre-test and post-test

The next data was gathered through technique test in order to assess the students performance in passing, dribbling and receiving. This data was analyzed by t-test statistical calculation using the following formula.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum(D-\bar{D})^2}{n(n-1)}}$$

Where:

- t = repeated measure sample t-test value
- $\bar{D} = \frac{\sum D}{n}$
- D = (X-Y) is the difference between mean of post-test and pre-test result
- n = no of sample participants.

The following tables consists the performance result of fifty students of grade 11. The table consists mean result of the whole students before training as pre-test (Y) and after training as post-test (X) and the difference of them (X-Y) in dribbling, passing and receiving.

Experimental group Students' performance result in Dribbling Technique

The measurement process emphasized the parameters such as: speed, reaction time, time, performance during combined method, using different bodies and the students' pre and post performance result was illustrated in the following table.

Table 4.1: Pre and post performance test result in Dribbling

Students	Age	Sex	Performance result (Mean)		$(D - \bar{D})^2$	Repeated measure t-test	Significant difference (D= X - Y)
			Pre-test (Y)	Post-test (X)			
1	19	M	2	5	0.058	t-value= 13.8 df= 49	3
2	18	M	4	7	0.058		3
3	17	M	5	7	1.54		4
4	18	M	4	6	0.57		2
5	18	F	3	7	1.54		4
6	18	M	3	5	0.57		2
7	18	M	3	8	5.02		5
8	18	M	5	9	1.54		4
9	17	F	7	10	0.058		3
10	17	F	4	7	0.058		3
11	19	M	4	5	3.09		1
12	18	F	4	8	1.54		4
13	18	M	4	7	0.058		3
14	19	M	4	6	0.57		2
15	17	F	3	6	0.058		3
16	18	M	3	7	1.54		4
17	18	M	2	9	17.98		7
18	19	F	3	6	0.058		3
19	18	F	4	8	1.54		4
20	18	M	5	9	1.54		4
21	18	F	5	7	0.57		2
22	22	F	5	6	3.09		1
23	18	M	4	7	0.058		3
24	18	F	3	5	0.57		2
25	18	F	4	7	0.058		3
26	19	M	4	7	0.058		3
27	18	M	3	6	0.058		3
28	19	M	4	7	0.058		3
29	17	M	4	6	0.57		2
30	18	M	4	7	0.058		3

31	18	F	4	6	0.57	p-value= 0.025	2
32	18	F	3	6	0.058		3
33	18	M	5	7	0.57		2
34	18	F	2	4	0.57		2
35	17	F	3	4	3.09		1
36	16	M	3	4	3.09		1
37	17	M	3	4	3.09		1
38	18	M	3	6	0.058		3
39	18	F	2	5	0.058		3
40	18	F	3	4	3.09		1
41	18	M	3	5	0.57		2
42	18	F	2	5	0.058		3
43	19	M	4	5	3.09		1
44	18	M	5	8	0.058		3
45	17	F	3	8	5.02		5
46	19	M	3	5	0.57		2
47	16	M	2	4	0.57		2
48	19	F	3	5	0.57		2
49	18	M	2	7	5.02		5
50	18	M	4	5	3.09		1
		Total	Mean 3.56	Mean 6.28	$\Sigma(D - \bar{D})^2$ = 76.99	$(\Sigma D) =$ 138	

D = difference between X & Y, $\bar{D} = \Sigma D$ divided by no of participants (n), significance (alpha level) = 0.05

Poor = 0-3, Fair = 4-5, Good = 6-7, Very Good =8-9, Excellent = 10

Number of participants (sample) is 50 students, Male= 30, Female= 20

As it can be understandable from the above table 4.2 the pre-test mean value of students technique performance in dribbling was 3.56 which was low in average before training. This value shows that the students dribbling ability was poor. On the other hand, the post-test mean value of the students performance was 6.28 in dribbling which was good in average. Also, the t-test value computed to show probability of statistical significance difference between the mean value of the students dribbling performance at alpha (0.05) level indicates that t-value 13.8, df=49 and p-value=0.025. Since the p-value (0.025) was less than (0.05) it mean that there is statistically significant difference between the mean value of pre and post

test result of the students performance in dribbling the ball. The students able to improve their body position, speed, keeping the ball under control and to perform repetitively. Hence, this change was made to the students during post test it show that the students can improve their performance and can learn dribbling technique in football if they engaged in appropriate practicing program.

Experimental group students' performance in Passing Technique

The parameters for measuring passing performance were; Accuracy, repetition, reaction time, performance in combined method and using different body parts.

Table 4.2: Pre and post performance test result in passing

Stud ents	Age	Sex	Performance result (Mean)		$(D - \bar{D})^2$	Repeated measure t-test	Significant difference (D=X - Y)
			Pre-test (Y)	Post-test (X)			
1	19	M	4	6	0.2	* t-value =24.0 * df = 49 * P-value = 0.0032	2
2	18	M	5	8	0.4		3
3	17	M	4	7	0.4		3
4	18	M	5	7	0.2		2
5	18	F	4	7	0.4		3
6	18	M	4	8	2.6		4
7	18	M	4	7	0.4		3
8	18	M	6	8	0.2		2
9	17	F	8	9	2.0		1
10	17	F	5	6	2.0		1
11	19	M	5	7	0.2		2
12	18	F	5	8	0.4		3
13	18	M	5	6	2.0		1
14	19	M	5	8	0.4		3
15	17	F	4	6	0.2		2
16	18	M	4	7	0.4		3
17	18	M	3	6	0.4		3
18	19	F	4	6	0.2		2
19	18	F	5	7	0.2		2
20	18	M	6	8	0.2		2
21	18	F	6	8	0.2		2
22	22	F	6	8	0.2		2
23	18	M	5	8	0.4		3
24	18	F	4	6	0.2		2
25	18	F	5	8	0.4		3
26	19	M	5	8	0.4		3
27	18	M	4	7	0.4		3
28	19	M	5	8	0.4		3

29	17	M	5	7	0.2		2
30	18	M	5	8	0.4		3
31	18	F	5	7	0.2		2
32	18	F	4	7	0.4		3
33	18	M	6	8	0.2		2
34	18	F	3	5	0.2		2
35	17	F	3	5	0.2		2
36	16	M	4	5	2.0		1
37	17	M	2	5	0.4		3
38	18	M	4	7	0.4		3
39	18	F	4	5	2.0		1
40	18	F	3	5	0.2		2
41	18	M	4	6	0.2		2
42	18	F	4	6	0.2		2
43	19	M	3	6	0.4		3
44	18	M	5	9	2.6		4
45	17	F	6	9	0.4		3
46	19	M	4	6	0.2		2
47	16	M	4	5	2.0		1
48	19	F	3	6	0.4		3
49	18	F	4	8	0.2		2
50	18	M	2	5	0.4		3
		Total	Mean 4.4	Mean 6.9	$\Sigma(D - \bar{D})^2 =$ 29.8		(ΣD) = 119

D = difference between X & Y, $\bar{D} = \Sigma D$ divided by no of participants (n), significance (alpha level) = 0.05

Poor = 0-3, Fair = 4-5, Good = 6-7, Very Good = 8-9, Excellent = 10
Number of participants (sample) is 50 students. Male= 30, Female= 20

The above table 4.3 shows that there is improvement of students performance in passing during post test result since the mean value is 6.9 and it was 2.5 greater than the mean value of pre-test result which is 4.4. Accordingly t-test calculation was computed to determine whether or not statistically significant difference between the students passing performance before and after training. Hence, it indicates p-value= 0.0032 which is less than 0.05, it shows that there is significant difference between pre and post test result of the students performance in passing technique.

Experimental group students' technique performance result in receiving Technique

The parameters considered during measurement of receiving technique are: timing, decision making, performing different types and performance in combined method.

Table 4.3: Pre and post performance test result in receiving

Stu dent s	Age	Sex	Performance result (Mean)		$(D - \bar{D})^2$	Repeate d measure t-test	Significant difference (D= X - Y)
			Pre-test (Y)	Post- test (X)			
1	19	M	4	7	1.4	* <i>t-value</i> =18.2 * <i>df</i> = 49	3
2	18	M	6	9	1.4		3
3	17	M	5	6	0.7		1
4	18	M	6	7	0.7		1
5	18	F	5	7	0		2
6	18	M	5	8	1.4		3
7	18	M	5	6	0.7		1
8	18	M	7	8	0.7		1
9	17	F	9	9	3.3		0
10	17	F	6	7	0.7		1
11	19	M	6	7	0.7		1
12	18	F	6	8	0		2
13	18	M	7	7	3.3		0
14	19	M	6	7	0.7		1
15	17	F	5	7	0		2
16	18	M	5	6	0.7		1
17	18	M	4	6	0		2
18	19	F	5	6	0.7		1
19	18	F	6	8	0		2
20	18	M	7	8	0.7		1
21	18	F	7	9	0		2
22	22	F	7	8	0.7		1
23	18	M	6	8	0		2
24	18	F	5	7	0		2
25	18	F	6	9	1.4		3
26	19	M	6	9	1.4		3
27	18	M	5	8	1.4		3
28	19	M	6	7	0.7		1
29	17	M	6	7	0.7		1
30	18	M	6	8	0		2
31	18	F	6	8	0		2
32	18	F	5	7	1.4		3

33	18	M	7	8	0.7	* P-value =0.011	1
34	18	F	4	6	0		2
35	17	F	4	5	0.7		1
36	16	M	5	6	0.7		1
37	17	M	3	5	0		2
38	18	M	5	7	0		2
39	18	F	5	6	0.7		1
40	18	F	4	6	0		2
41	18	M	5	7	0		2
42	18	F	5	7	0		2
43	19	M	4	7	1.4		3
44	18	M	6	9	1.4		3
45	17	F	7	9	0		2
46	19	M	5	7	0		2
47	16	M	5	6	0.7		1
48	19	F	4	7	1.4		3
49	18	F	5	9	4.8		4
50	18	M	3	6	1.4		3
		Total	Mean 5.44	Mean 7.24	$\Sigma(D - \bar{D})^2 =$ 39.4		(ΣD) = 91

D = difference between X & Y, $\bar{D} = \Sigma D$ divided by no of participants (n), significance (alpha level) = 0.05

Poor = 0-3, Fair = 4-5, Good = 6-7, Very Good = 8-9, Excellent = 10

Number of participants (sample) is 50 students, Male= 30, Female= 20

As indicated in the above table 4.4 there is a difference of 1.8 mean value between the mean value of pre and post-test result. Also the computed t-test value show that p-value= 0.011 which is less than 0.05. Thus, it shows that the students are able to control effectively and efficiently the ball after training. Since the students were able to control after they practiced it, it means that appropriate training can lead the students toward technique improvement.

4.3 Discussion

As showed above, both qualitative and quantitative data was analyzed. The interrelation of the data was discussed in this section as follows.

One of the study's research questions was concerned with the students' skill learning inability and the question tosses the idea that the problem was existed as a resulted. In order to answer this question the practicing program was designed for the students and they engaged in for three months. From data analysis the students technique performance in passing, dribbling and receiving was improved during

post-test result, as their performance test mean result during pre-test was 4.4, 3.56 and 5.44 in passing, dribbling and receiving respectively, whereas 6.9, 6.28 and 7.24 during post test result. In addition, the computed t-test calculation shows p-value=0.0032, 0.025 and 0.011 for passing, dribbling and receiving respectively and all of them are less than 0.05. Since p-value is less than 0.05 it suggests that there is performance improvement after the students engaged in practicing program. Since the students were able to improve their performance in the techniques through practice, it is clear that there is no problem of skill learning inability toward the students. Thus, the idea in the question about the students' skill learning inability was rejected.

Concerning the research question with inappropriate learning environment as a factor for the stated problem, the data gathered through questionnaires and observation points that there is challenging conditions toward teaching learning process of football techniques in the school. The observation shows that there is shortage of balls, field and other facilities for practicing football techniques. Also, the school's PE teachers were responded in the questionnaires that there is the problem of equipment and facilities for teaching football in the school. Dewitt J. (2001:55) states that; to make the training session effective through the application of different technical-tactical skills; it is mandatory to consider the basic training equipments. Thus, shortage of materials is among the factors causing students low performance in football techniques.

On the other hand, the results from data analysis of observation suggest that, the school PE teachers are not applying effective methods and strategies toward improvement of students football techniques and their active participation in PE practical class since there is no modified materials, no students football club in the school, no organized competition program for the students performance improvement and active participation in PE class. According to Wondimu Tadesse and Damen H/Mariam(2004): Training program must include a variety of drills and training routine to keep players interested. Thus, the data analysis confirms the idea of the research question.

Another question was that does students' participation may goes with their technique performance. The result from observation points that students are low in both technique performance and participation in football during their PE practical class. While the observation for experimental group students suggest that the students active participation and interest was increasingly improved as they engaged in practicing program and their performance was improved. Daryl siedentop (1991) states that the students can achieve their performance as they engaged in the activity interesting in and valued in their community.

Since the experimental group students were highly motivated in football techniques as they develops their technique performance, it is possible to motivate in PE class by improving their technique performance and it shows that the idea of the research question was accepted.

CHAPTER FIVE: Summary, Conclusion and Recommendations

5.1 Summary

Even though there are a number of challenges and it is difficult to conduct study around the problem students' football technique performance in Nejo secondary school; it had been tried in this research with the problem. Accordingly, the researches' findings suggests that shortage equipment and facilities, shortage of time and lack of effective method /and strategy are the factors affecting the students' football technique performance in Nejo secondary school. As the experimental group students have improved their performance after engaging in the designed practicing program, if the above listed problems were amended; It is possible to realize the students' technique performance and active participation of football in Nejo secondary school.

5.2 Conclusion

As the study was designed to assess the students' technique performance, Identifying the causing factors of the problem and suggesting possible solutions in football techniques, the data collection instruments are applied cross section ally to achieve it. Accordingly, the findings from qualitative and quantitative data points that, the present technique performance of the students was poor and there was no suitable teaching-learning environment for PE in general and for football specifically. Also the findings points that the students can improve their performance and active participation in learning football techniques if the lesson program was structured and organized efficiently and effectively. Finally, from interrelation of both qualitative and quantitative data; the following points were founded

- The students' performance in football techniques improved as the practicing program was planned and organized progressively
- As their performance improved, the students becomes active participants and highly interested in PE practical class
- The students became competent to each other and group after group formation

- The school community develops character of good spectator and appreciates the program as the students football clubs were founded and students' football competition was organized

5.3 Recommendations

This study was focused to the problem of students performance in football techniques in Nejo secondary school. It mainly aimed to identifying the causes for the problem stated and proposing possible ways of solving the problem. By aligning the stated problem with the findings of the data; The researcher attempts to suggest the followings as solution to minimize the problem in Nejo secondary school.

- ⇒ Time allocation for Physical Education should be increased.
- ⇒ School principals should focuses to the fulfillment of equipment and facilities
- ⇒ Class size should be fair and at least fifty students per section
- ⇒ In order to initiate the students to ward skill learning, students' football club should be founded in the school
- ⇒ Football competition should be organized as many as possible for the students
- ⇒ Modified equipment and facilities should be used by physical Education teachers
- ⇒ Teaching method should be organized progressively as it can make the lesson funny, participatory and leads the students to practice even out of their school program
- ⇒ Further study should be conducted by another researcher around the issue

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Appendices

Appendix-A

Addis Ababa University

School of Graduate Studies

Format of table for observation checklist

The purpose of this observation was in order to assess the overall condition of the school toward teaching learning process of football techniques and the measures taken by the school PE teachers toward improvement of students' technique performance in Football.

No.	Items observed	Grade and section	Date	Time	Description
1	Effectiveness of time usage				
	a. Time for class organization				
	b. Time for warming up				
	c. Time for practice				
	d. Time for cool down				
2	Availability of equipment and facilities				
	a. Number of balls				
	b. Number of cones				
	c. Size and suitability of the field				
3	Class size/no. of students in a class				
4	Methods and strategies followed by the teachers				
	a. How lesson and class organized				
	b. Effectiveness of drills				
	c. Progression in practice				
	d. Students motivation				

Appendix-B

Addis Ababa University

School of Graduate studies

Questionnaire to be answered by Physical Education Teachers

This questionnaire was prepared in order to assess the practice and problems as well as the students performance in football techniques in Nejo preparatory school. The information gathered through this instrument will be used for academic purpose. Then your careful and honest response determines the success of the study and the researcher at all. Thus you are kindly requested to respond the questionnaire carefully and honestly.

- **please read the instructions carefully before responding**
- No need of writing your name**
- **Give only a single answer for each item**
- **Give your own candid without consulting others**
- **Try all the items**

Thank you for your cooperation

Personal data or Socio demographic information complete the following information by putting “X” marks in the space provided.

Sex category: male female

Age category: 20-25 26-40 >41

Qualification: diploma first degree 2nd degree PhD

Teaching experience: <5 5-10 >10

1. Open ended questions for PE Teachers

Direction: Write your opinion for the following questions on the space provided

1. Write your opinion about the students' skill learning ability and their performance in football techniques.

2. Forward your idea about material availability, time allocation and class size toward improvement of students' football techniques .

Explain the school PE teachers in terms of their status in wise usage of time, material modification and interest of teaching football techniques during practical class.

4. What do you think about the students interest in and participation in practicing football techniques?

What is the school principals' attitude toward the subject PE?

Appendix-D

Addis Ababa University

School of Graduate Studies

1. Organization of one period lesson for experimental group students

Siedentop and Tannehill (2000) stated that in active teaching the teacher or the coach chooses the content and arranges the progressions, which are typically sequenced in small step. At the beginning of practice, the players (the learners) would be thought the skills and they would work on it individually without competition. The practice would then progress to one on one play with limited pressure from opponents then advance to one on one play with competition. After this, players would work in small group activities competing to develop their skills. The practice would progress to full field play similar to game situation. Hopefully by progressing in difficulty and complexity through these technique drills the students would become proficient and competent in their games to excelled these difficult skills.

The strategy known as **PESSCL** under *learning through PE and sport* launched in October 2002 in England and to be delivered by **DES** and **DCMS** through eight program suggests that in order to reform PE and school sport; the school PE program should linked with clubs. The students should have to take part in competitions in the school to get health benefit. In addition, they suggest that the students are more likely interested in sport competitions than other activities. From www.culture.gov.uk

From this point of view, the researcher had tried to organize competition program for the students during the practicing time. Delbert oberteuffer (1962), states the program of school physical education as a well developed school program of PE will begin with rhythms and simple games and will progress in to complexity as the abilities and interests of the pupil develop.

Manre.(1956) suggests that class size concerns educators for various reasons because learning can only occur positively when lessons are under appropriate conditions both for the students and teachers. The process and organizing methods applied during the practicing time for the experimental groups was designed based on the above perspectives.

The main objective of this instrument was to know whether the students' learning inefficiency was a causing for their low performance in football techniques or not. To get possible answer for the question, the program was organized as follows. First the students' technique performance in passing, dribbling and receiving was measured and recorded as pre-test result. Then the three months practicing program was designed for the experimental groups. As uncomfortable learning environment can be a factor for the students' low performance, suitable learning environment was tried to be created for the students as much as possible. To overcome the suspected factors, the practicing program was designed in such way: to solve a problem of time shortage they practice twice a week and only fifty (50) students were taken in order to minimize large class size, Equipment and facilities were modified as small sized field, locally produced balls and cones were used additionally in order to minimize the chance of shortage of materials. After the program was accomplished; again, the students' performance in passing, Dribbling and receiving techniques of football was measured three times and its mean value was recorded as post-test result.

Training procedure for one period (42 minutes)

Table of Time allocation

No	Activities	Time in minute
1	Organizing and warming up	Ten (10')
2	Practicing the techniques.(main part)	Seventeen (17')
3	Playing football in game situation.	Ten (10')
4	Cooling down	Five (5')

Table of Progression in practice

Passing	Dribbling	Controlling
-use local balls	-dribble in open area	-control from standing
-pass when standing	-dribble with traditional ball	-control short coming ball
-pass when running	-dribble between cones	-use different types
-perform different types	-dribbling different types	-adding distance
-pass to a target	-adding number of cones	-control when running
-adding distance	-adding length	-control powerful ball
-perform deflecting pass	-adding speed	-control then pass
	-adding types	-control then dribble
	-dribbling with presence of defenses.	