

**THE IMPACT OF CLASS SIZE TO TEACH FOOTBALL: THE
CASE OF KOKEBE TSIBAH SECONDARY AND PREPARATORY
SCHOOL ADDIS ABABA**

ASHENAFI ZELELE

**THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF
THE ADDIS ABABA UNIVERSITY IN PARTIAL FULFILLMENT OF
THE DEGREE OF MASTER OF SCIENCE IN SPORT SCIENCE**

MAY, 2014

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BY

ASHENAFI ZELELE

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Acronyms

A.A	Addis Ababa
D.C	Developing Countries
L.C .S	large class size
E.A	Equipment Accessibility
T.L.P	Teaching and Learning Process
S.P.G	Students Population Growth
P.E	Physical Education
R	Recovery

Abstract

This study was investigate a study on the problem of football teaching and student's interest in kokebetheba preparatory school. The main issues considered are students in football activities, student's interest in football teaching and finally the factor that affects students in football activities. To this end descriptive survey method was employed. Data were gathered from 3 teachers and 50 students and interview of director. The respondents sampling was carried out through random selection techniques.

The data for the study was obtained through questionnaires, interview and observation techniques. Both qualitative and quantitative methods and percentages were used to analyze the data. The result indicated that the students are not interested in the teaching football, lack of encouragement for family, teachers and other concerned bodies, inadequacy of school facility and teaching materials. Therefore it is recommended that depending on the result concerned bodies such as parents, teachers, Regional and sub-city educational bureau etc have to encourage the students participation in football activities, to fulfill school facilities, to give equal opportunity like other subject, to provide different services for the students, to involve teachers and curriculum experts in curriculum development, to develop the students interest in football activity and to give regular counseling for the students on the bases of their performance.

Key words: *qualitative ,. quantitative, descriptive survey*

CHAPTER ONE

Introduction

1.1. Background of the study

Education is among the important sectors where society puts a deliberate shared of resources this is because nation's development calls for trained man power that enhances economic, social, cultural and political development supporting this Hallak (1990:10) asserts.

Government give high priority to education in locating resources reflection will to generate access to education in the conviction that it would help foster natural respect for an essential human right and at the same time an urgent need to develop their human resources in order to contribute to the economic and social growth of their societies.

The demand, for education by parents and children therefore has rapidly grown because it is through education that social values are transmitted from generation to generation, hallak 91990:7).

The mounting demand for physical education by parents and the community made governments search the best way of coordinating school in accordance with social demands. The realization of intended educational demands requires necessary in puts such as classrooms, playing fields, running tracks, apparatuses, educated man power, books and others that accommodate the children who come to learn.

The capacity and demand in most cases do not fit with one another, for instance the school under this study the number of students is growing un proportionally to the growth of facilities including equipments those are using for physical education especially for to teach foot ball activities are un fair .As

result, there is no way out for the students than attending crowded as to teach foot ball well as classroom, this brought about the difficulty for the teacher to keep in touch with his students , to teach them running, throwing and jumping exercises well so as to find individual differences and can sequent the inability to help according to their need and interest.

Effective teaching and learning process achievements can be successfully obtained by conductive environment; .i.e. Education is more successful in proper and organized classroom and the field facilities with optimal number of students, with appropriate knowledge and skillful demonstration of each and individual events and through the utilization of effective teaching methodology.

Coombs (1985:117), When elaborating this:-*

The quality of education and learning achievements heavily depend on competence, personality and dedication of teachers but this is not the whole story .It also depends on conditions under which teachers and students are working

If the number of students in a given classroom or playing foot ball is optimum, they can properly attend with full participation .But if the class is crowded students get bored, lose interest to participate and the teacher's interest is loosen to follow all students' participation , these all lead to poor objective's achievements on students.

If there are many students in both the class and out of the class learning, the method of instruction might be limited, where communication becomes one way of leading students to be passive listeners. They have no opportunity to exercise properly.

Besides, there is the difficulty of handling miss behaving students, setting tasks, demonstrations, tests and practical work checking.

Physical education is part and parcel of general educational curriculum. This is because of its valuable contributions to the development of personality and helps to meet the demands of social needs. It also strives for excellence that it will become an increasingly dynamic force in general education.

The basic instructional physical education programmed should provide students with the opportunity to receive instruction develop essential skills and have the required experience. Based on this idea Charles A. Buchr wrote that “Physical education is an integral part of total education is a field of endeavor that has its aim the development physically, , motor and skill mentally and socially fit citizens though the medium of physical activities that have been selected with a view to realize these out comes.”

Physical education is a wider concept and an all encompassing and comprehensive term among these athletics is one part of it. Field events originated almost along with the first human kind on earth. To survive, early humans engaged themselves in running, jumping and throwing activities, all of which are natural body movements that enabled early humans to overcome the challenges of nature.

Teaching football events consists of three major activities such as running, jumping dribbling and throwing.

1.2. Statement of the problem

This paper is aimed at examining the impact of class size on teaching football the field in kokebetsibah and preparatory Secondary School.

At present, student's population is further increasing in schools due to the link between education and employment opportunity with in the country. This shows people's demand for education is increasing in connection to kokebetsibah Secondary and preparatory School. .The number of the students is increasing dramatically from year to year. But the school's instructional facilities including the teacher's number are not yet increasing proportionally. The miss matching is influencing the teaching learning process. There for them, the entire purpose of this paper is to answer the impacts of class size on teaching football in the field in kokebetsibah Secondary School. in Addis Ababa town.

1.3. Basic Questions

1. How the class sizes affect to teach football in the field and teaching and Learning process?
2. Are there qualified and sufficient teachers in the school?
3. How is the involvement of school administration to overcome the problem of large class sizes?
4. How can students' population growth affect the school rule and students discipline in both the class and out of the class?
5. Is there sufficient teaching material in the school?
6. Are the teachers used suitable teaching methodology?
7. What should be done to eliminate these problems those happen while teaching football in the field.

1.4. Significance of the study

The study is found to be essential at least in the following ways:

- 1.** It gives an opportunity for education new policy makers to be aware of the problem and
- 2.** Help them to design strategies for implementing the suggested recommendation.
- 3.** It also helps the school teachers and administrators to inform the impact of class size in teaching football in the field and work to improve the current problem.
- 4.** To some extent the study is found to enrich the existing literature on the topic and create awareness and initiation to others to carry out further study on the topic.

1.5. Scope of the study

The focus of this study is to point out some impacts of class size on teaching football in the field in kokebetsibah Secondary School in Addis Ababa town. The school community they don't give attention Due to this it is difficult for a student researcher to conduct the study in all these schools. Because of this study is delimited only to kokebetsibah Secondary School.

1.6. Delimitation of the Study

It is difficult and unmanageable to conduct research on the problems of Football teaching and student interests in many preparatory schools because of resource, time and other constraints Therefore, the researcher restricted himself to one preparatory of schools. The researcher's purposefully selected KokebeTsibah preparatory and secondary school (yeka sub city). In Addis Ababa region, these sub cities are selected due to the interests of the researcher to examine the real situation in the topic. This study is delimited in

selected preparatory school in KokebeTsibah preparatory and secondary school (yeka sub city).

1.7. Limitation of the Study

In the course of the study, the researcher encountered several problems among them:

- The most pressing problem was limitation of related literature to the topic of the study.
- Shortage of finance, time, and material while conducting the study.
- a smaller amount of cooperativeness in few students in the school which the study was conducted

1.8. Definition of Terms

- **Crouch Stance:** - adopt a position where the knees are bent and the upper body is brought forward and down, typically in order to avoid detection or to defend one self. (Oxford Dictionary 2011 edition)
- **Fitness:** - the condition of being physically fit and healthy (sport Medicine Dictionary)
- **Performance:** - The execution or accomplishment of work, acts, feats etc. (sport Medicine Dictionary)
- **Recovery:** - a return to a normal state of health, mind, or strength (sport Medicine Dictionary)
- **Sprint:** - run at full speed over a short distance (Oxford Dictionary 2011 edition)
- **Warming Up:** - prepare for physical exertion or a performance by exercising or practicing gently beforehand (sport Medicine Dictionary)
- **Cooling Down:** - eliminating the heat gradually that the body already has during strenuous exercise. (Sport Medicine Dictionary)

1.9. Organization of the study

This paper is composed of five chapters. The first chapter focuses on the problems and its approach. The second chapter deals with review of the related literature. The third chapter consists of the research method and materials. The fourth chapter deals with the analysis and interpretation. The fifth chapter presents the summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

Over the entire researcher has made various efforts to locate the related literature briefly and shortly to be connected with the impact of large class size in teaching football class.

2.1. History of Physical Education and Sports

2.1.1. History of sport

<http://en.wikipedia.org/mike/team-handball/>

The history of sports probably extends as far back as the existence of people as purposive sportive and active beings. Sport has been a useful way for people to increase their mastery of nature and the environment. The history of sport can teach us a great deal about social changes and about the nature of sport itself. Sport seems to involve basic human skills being developed and exercised for their own sake, in parallel with being exercised for their usefulness. It also shows how society has changed its beliefs and therefore there are changes in the rules. Of course, as we go further back in history the dwindling evidence makes the theories of the origins and purposes of sport difficult to support.

Nonetheless, its importance in human history is undeniable. Sports that are at least two and a half thousand years old include hurling (similar to field hockey) in Ireland, harpist (similar to rugby) in Rome, cuju (similar to association football) in China, and polo in Persia. The Mesoamerican ballgame originated over three thousand years ago.

There are artifacts and structures that suggest that the Chinese engaged in sporting activities as early as 4000 BC. Gymnastics appears to have been a popular sport in China's ancient past. Monuments to the Pharaohs indicate

that a number of sports, including swimming and fishing, were well-developed and regulated several thousands of years ago in ancient Egypt. Other Egyptian sports included javelin throwing, high jump, and wrestling. Ancient Persian sports such as the traditional Iranian martial art of Zourkhaneh had a close connection to the warfare skills. Among other sports that originate in Persia are polo and jousting.

Depictions of ritual sporting events are seen in the Minoan art of Bronze Age Crete (from approximately 2700 to 1450 BC), mainly involving religious bull leaping and possibly bullfighting. Homer tells us that sport was practiced in Mycenaean times, between 1600 BC and 1100 BC. In the Iliad there are extensive descriptions of funeral sports games held in honor of deceased warriors, and engaging in sports is described as the occupation of the noble and wealthy, which have no need to do manual labor themselves. In the Odyssey, king Odysseus of Ithaca proves his royal status to king Alkinoös of the Phaiakes by showing his proficiency in throwing the javelin. It was predictably in Greece that sports were first instituted formally, with the first Olympics recorded in 776 BC in Olympia, where they were celebrated until 393 AD. Initially a single sprinting event, the Olympics gradually expanded to include several footraces, run in the nude or in armor, boxing, wrestling, pankration, chariot racing, long jump, javelin throw, and discus throw. A variety of informal and formal games were popular in Ancient Greece, with the most prestigious ones achieving Panhellenic status. Some games, e.g. the Panathenaia of Athens, included musical, reading and other non-athletic contests in addition to regular sports events. High-profile athletes were major celebrities in Ancient Greece. City walls were torn down when victors returned home, as a city of such men was said to be in no need for walls to defend it. They were often granted lifetime pensions or dining rights at public expense.

Regardless of such material rewards granted afterwards, the most prestigious games were strictly *stephanítai* (from the Greek: EFGHIJKL, *stéphanos*, a wreath or crown of plant branches), i.e. the only prize awarded was a wreath and the athletes competed for glory alone.

2.2. Modern history of sport

The influence of British sports and their codified rules began to spread across the world in the late 19th and early 20th century, particularly association football. A number of major teams elsewhere in the world still show these British origins in their names, such as AC Milan in Italy, Grêmio in Brazil, and Athletic Bilbao in Spain. Cricket became popular in several of the nations of British Empire, such as Australia, South Africa and India. The revival of the Olympic Games by Baron Pierre de Coubertin was also heavily influenced by the amateur ethos of the English public schools. Baseball became established in the urban Northeastern United States, with the first rules being codified in the 1840s, while American football was very popular in the south-east. With baseball spreading to the south, and American football spreading to the north after the Civil War. In the 1870s the game split between the professionals and amateurs; the professional game rapidly gained dominance, and marked a shift in the focus from the player to the club. The rise of baseball also helped squeeze out other sports such as Cricket, which had been popular in Philadelphia prior to the rise of Baseball. American football also has its origins in the English variants of the game, with the first set of intercollegiate football rules based directly on the rules of the Football Association in London.

However, Harvard chose to play a game based on the rules of Rugby football. Walter Camp would then heavily modify this variant in the 1880s, with the modifications also heavily influencing the rules of Canadian football. Some historians—notably Bernard Lewis—claim that team sports are primarily an invention of Western cultures. The traditional teams sports, according to these authors, springs from Europe, primarily England. This ignores some of the

ancient games of cooperation from, paragliding, canyoning, BASE jumping, Parkour(or free-running) and more genteelly, orienteering. The history of sport education is an important topic of the political history.

There are many sports whose modern rules were formulated during the mid- or late- 19th century. World-wide, this certainly includes many different football codes, lawn bowls, lawn tennis and others. The major impetus for this was the patenting of the world's first law in 1830. This allowed for the preparation of modern ovals, playing fields, pitches, grass courts, etc.

2.3. Development of Modern Sport

Writing about cricket in particular, John Leech (2005a) has explained the role of Puritan power, the Revolutionary War, and the Restoration of the monarchy in England. The Long Parliament in 1642 "banned theatres, which had met with Puritan disapproval. Although similar action would be taken against certain sports, it is not clear if cricket was in any way prohibited, except that players must not break the Sabbath. In 1660, "the Restoration of the monarchy in England was immediately followed by the reopening of the theatres and so any sanctions that had been imposed by the Puritans on cricket would also have been lifted."He goes on to make the very important point that political, social and economic conditions in the aftermath of the Restoration encouraged excessive gambling, so much so that a Gambling Act was necessary in 1664. It is certain that cricket, horse racing and boxing (i.e., prizefighting) were financed by gambling interests. Leach explains that it was the habit of cricket patrons, all of whom were gamblers, to form strong teams through the 18th century to represent their interests. He defines a strong team as one representative of more than one parish and he is certain that such teams were first assembled in or immediately after 1660. Prior to the English Civil War and the Commonwealth, all available evidence concludes that cricket had evolved to the level of village cricket only where teams that are strictly representative of

individual parishes compete. The "strong teams" of the post-Restoration mark the evolution of cricket (and, indeed of professional team sport, for cricket is the oldest professional team sport) from the parish standard to the county standard. As he rightly says, this was the point of origin for major, or first10 class, cricket.1660 also marks the origin of professional team sport. A number of the English Public Schools, such as Winchester and Eton, introduced sports for their pupils, particularly variants of football. These were described at the time as "innocent and lawful," certainly in comparison with the rural games.

With the coming of the Industrial Revolution and the movement of the populace from the country to the cities, the rural games moved to the new urban centers and came under the influence of the middle and upper classes. The rules and regulations devised at English public schools began to be applied to the wider game, with governing bodies in England being set up for a number of sports by the end of the 19th century. The rising influence of the upper class also produced an emphasis of the amateur, and the spirit of 'fair play'. The industrial revolution also brought with it increasing mobility, and created the opportunity for English public schools, and universities in Britain and elsewhere, to compete with each other. This sparked increasing attempts to unify and reconcile various public school games in England, leading to the establishment of the Football Association in London, the first official governing body in football.

2.4. History of Physical Education

“Historically, physical education programs focused on teaching children and youths in the school setting. The expansion of physical education beyond its traditional realm to nonschool settings and people of all ages requires a more inclusive definition to encompass the diversity of programs and the wide range of goals achieved by participants.” Siedentop asserts that “there is probably less agreement today on the basic meaning of physical education than there

has been at any time in our professional history”. However, he states that the mostly widely accepted meaning for physical education is based on the developmental model. This model is based on the belief that all school subject, including physical education, should contribute to the development of the whole child. Carefully structured physical activity is recognized as a means through which educational goals can be achieved.

Ziegler, in discussing the increasingly specialized and diverse nature of the field, argues that “Development physical activity that is, some sort of planned physical activity in sport, exercise and related expressive movement” are our common focus. As professionals, we are working to promote “developmental physical activity for people of all ages” abilities, and needs, Ziegler states” we have a ‘comb to tomb’ responsibility for the developmental physical activity for all citizens throughout their lives.

To encompass the rapidly changing and ever expanding scope of the field, physical education is defined as an educational process that uses physical activity as a means to help individuals acquire skills, fitness, knowledge, and attitudes that contribute to their optimal development and well-being. In this definition, the term education is broadly defined as the ongoing process of learning that occurs throughout lifespan. This definition recognizes that education, just like physical education, can and does take place in a variety of settings and is not limited to a specific age group. Home schooling continuing education through professional organizations, in-service education, distance learning, adult education, and preschools are just some of the expanded settings for education.

Teachers today may be described by various labels such as “instructors”, “leaders”, or “facilitators”. Today’s students are people all ages, spanning the range from the very young attending a preschool to the elderly taking courses at a university?

Physical education uses physical activity to enhance the development of the whole person. Physical education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well being, the attainment of knowledge about physical activities and exercise, and the fostering of positive attitudes conducive to lifelong learning and lifespan participation physical education is concerned with the promotion of active lifestyles for people of all ages and abilities. Physical education program under qualified leadership enriches participants' lives.

To more fully understand physical education, its relationship to play, game, and sport must be examined. Physical education, play, games, and sports are different entities, although they may share some common elements.

Play refers to activities engaged in freely from amusement. Play is spontaneous, and the act of playing is rewarding itself.

Sport occupies a prominent position in our culture. Sport is tremendous in its scope. Sport participants number in the millions.

Participants' involvement encompasses recreational to professional levels participants vary in age, ranging from the very young to the aged. Their involvement extends from youth sports to master's competitions.

Interscholastic, intercollegiate, and professional athletics involve millions more participants. Spotting is a popular leisure pastime, attracting millions. Media coverage of sport is extensive, drawing millions of views and readers. As sport has grown, so have opportunities for individuals who want to work in sports related areas. Athletic trainers, sports managers, sports equipment developers, sports sales personnel, strength and conditioning specialists, sport psychologists, coaches, and officials, are just some of the many professionals involved in the sport enterprise.

Since the early 1970s, there has been an enormous interest in the scholarly study of sport. Its significant role in our society, its massive impact on our culture, and its far reaching involvement of millions as participants and spectators has drawn the attention of scholars. Scholars have studied the philosophical, sociological, and psychological dimensions of the sport experience.

The realm of physical education and sport today embraces many different programs, diverse settings, and people of all ages. This recent growth of physical education and sport has been accompanied by an increased interest in its scholarly study. This research has led to the development of specialized areas of knowledge. The subsequent increase in the breadth and depth of knowledge provides a foundation for professional practice. The expansion of physical education and sport has led to a tremendous growth of career opportunities for enthusiastic and committed professionals.

2.4.1. Physical Education as an Academic Discipline

Educators in the field like Bucher (1972:212) argue that; Education and physical education are passing through a period of change and transformation from traditional roles to modern, purposive roles in accordance with the increased productivity of today's world through competition and production.

Besides, isolation and segregation of physical activities has had many unhealthy setbacks like developing an inferiority complex in the physical educators with members from other teaching faculties usually referring to them as non-teaching staff. It is suggested that any organization of physical education should start with developing a positive attitude and self-confidence among physical educators themselves and make them feel that physical

education should extend itself to the classroom and become the focus or centered point of the educational system.

Another scholar Siedentop (1998:225) discusses that; Physical education is a field of action, rules and of persons. The significance of self involving physical participation and movement is really a planned exercise in growth and awareness not possible in other areas of learning. These facts are theoretically known to many people but are not explicitly expressed them or teach them to other. In other words physical activities needs a theoretical framework where ideas can be collected, judged and then formulated in to laws; hence we need a strong theoretical orientation for physical education so that the accumulated information can be consolidated and stabilized.

In our interest of helping the student to the maximum, improving our own image, and cutting down the routine and traditional curriculum of the school.

The amount the knowledge is not the criterion of successful life but the way in which an individual faces the physical realities of the world and problem of life.

There are no doubt, offers and educational dimension to the activity and tries to bridge the gap between school and the physical world (Ram and et.al. 1996,13-14).

2.4.2. Physical Education as Part of General Education

Physical education is the integral part of the total education process which enhances and integrates those physical, social, and psychological aspects of an individual's life, through directed physical activity (Arnold, 1976:69) very often the natural relationship between general education and physical education is forgotten, with the result that the two exist physically together but functionally apart. This has resulted in reducing the scope of the school program in two

respects firstly the educational function of physical education has been neglected and secondly, the physical functions of education are not recognized.

Arnold (1976:69) also views that; through a well directed physical education program students develop skills for the correct use of leisure time by undertaking activities which are conducive to healthy living social development and a sense of civic responsibility. Bucher (1972:45) cited in Ram and et.al. (1996:45) defines physical education as:

“An integral part of the total education process a field of endeavourer that as its aim the development of physically, mentally, emotionally, and socially fit citizens through the medium of physical activities that have been selected with a view to realize these outcomes.”

The above definition depicts that physical education is a process which utilizes activities that are inherent in each individual to develop a person organically, neuron muscular, intellectually, and emotionally. These outcomes are realized whenever physical education activities are conducted in such places as the playground gymnasium and swimming pool.

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

The same authors explicitly elaborated that physical education has been accepted as an essential part of general education and no educational authority, state or organization questions the justification or need for it. But

still there is a considerable confusion in interpreting the scope and the nature of a physical education program and its academic relationship with general education or the contributions of general education to physical education.

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

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

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

For centuries, the ideas of a separate mind and body influenced education and the school practice which led to plan for training the mind disregarding the body. But today, the educational orientation has changed and physical education is conducted as a real part of the entire educational process. The basic fact of integration of mind and body, ideas and action, knowledge and application has taken place (Arnold, 1976:68).

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

In line to this idea, Bucher, (1972) cited in Ram and et.al (1996: 112) states:

“Physical education and health not only affect social development but emotional development as well. Games provide release from tension after long periods of study; furthermore, achievement in physical activities gives students as sense of provides which pays dividends in emotional satisfaction and wellbeing.

2.4.3. Physical Education and Need of Society

Ram and et al (1996:126) also states,

“Physical education plays an important role in the students development of the individual as a useful member of the society and the objective of satisfying the needs of the society being a worth aim in our complex society made up of social imbalance, it is important for our students to become aware of the need of the society and their responsibility towards it so that they equip themselves with positive skills and tools needed to satisfy the societal obligations in this respect physical education has a duty to create awareness among the students of social needs.”

According to Arnold (1976:35), in modern society problems like tension, uncertainty low morality, lack of family cohesiveness, competition, emphasis on materialism and misuse of leisure are to be solved positively. These

contribute to the society to create a totally healthy. Physical environment and understand the influence that are playing up on the personality of a student. Whether an item of physical education or sport is popular in colleges and schools largely it depends up on public interest, spectator approval and media popularity. Similarly, young people are exposed to a certain type of sport environment only because society has accepted it rather than because of its real contribution to their individual growth (Leanardll and Marcellus, 1984;

2.5. History of football in Ethiopia

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

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

Ethiopia was suspended by FIFA in 2008 after the [Federal Parliamentary Assembly](#) sacked Ashebir Woldegiorgis from his position as EFF President and replaced him with their candidate Ahmed Yasin. As a result FIFA, who oppose government interference in football, suspended the country in July 2008. The suspension was lifted in July 2009 following the election of new EFF leader

The [Ethiopia national football team](#) made its first appearance in 1947 and since then have enjoyed both highs and lows. As one of the few independent African states in the immediate aftermath of the [Second World War](#) Ethiopia were an important team in the development of the international football in the continent.

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

They hosted the tournament again in [1968](#) and [1976](#) but by then decline had set in and their last appearance in a finals tournament came in 1982.

Ethiopia has never qualified for the [FIFA World Cup](#).

Ethiopia is also members of the [Council for East and Central Africa Football Associations](#) (CECAFA) and takes part in its competitions. They first won the [CECAFA Cup](#) in 1987 as hosts and repeated the same triumph in 2001 and 2004 before adding a fourth title in [Rwanda](#) in 2005.

In 2005 the Under-20s team won its sole [CECAFA U-20 Championship](#)

No Ethiopian club side has ever won the [CAF Champions League](#) or any other international club competitions. The best performances were the semi-final places achieved by the [Cotton Factory Club](#) in [1964](#) and Saint George in [1967](#).

[Football](#) is the most popular sport in [Ethiopia](#). Although not one of the leading football nations in [Africa](#), Ethiopia has produced some outstanding teams at both club and international level as well as some talented individual players.

Football in Ethiopia came under the control of the [Ethiopian Football Federation](#) (EFF) when that organization was founded in 1943. The EFF affiliated to [FIFA](#) in 1953 and to the [Confederation of African Football](#) in 1957. League football was in existence before the formation of the EFF with regional leagues contested during the 1938/39 and 1939/40 seasons in the provinces of [Eritrea](#), [Harar](#), Amhara, Scioa and Galla-Sidamo as part of the [Italian occupation](#).

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2.6. Students Population Growth in Developing Countries

Population in developing countries is increasing dramatically .After the Second World War; the number of demography changes was marked. One of these changes was the population explosion in the developing countries which has chased by both considerable decline in mortality and maintenance of a high fertility and birth rate .In other words, the advancement of science and technology has a greater contribution to the betterment of health services resulting to a conducive situation to the growth of population in developing countries. (Hallak 1990:7). Whenever people talk about population the main issue that takes much of the time is the demand of the society for education.Schools are designed to provide education for children that help them develop behavior adjustment towards the ways of life of the society and to investigate more about their environment. This creates skyrocketing demand for formal education. This demand for formal education gives rise to rapid students' population growth in education system of the world.

As Hallak (1990:8-9) asserts , the other factor that initiates the students' population growth is the attainment of political freedom of some countries from the colonial powers, that is countries which were under colonial rules did not get wide opportunity to provide formal education for their people. But after they attained freedom, they tried to arrange the way of providing formal education for their people.

In addition to this, the over population in schools is further accelerated due to the link between education and employment opportunity with in the country Hallak (1990:9). So that people become more aware of the value of education which resulted or lead to accommodation of greater number of student in a class. People put trust on education as a means of development and satisfaction of their economic needs. For instance it enables them to be

employed in different organizations. Such conditions caused higher school enrollment in different parts of the world As UNESCO (1987:3) states the following:-

Between 1950 and 1975 the number of students in Africa climbed from less than seven hundred thousand to more than eight million. And Latin America formed one million seven hundred thousand to more than twelve million at the middle school level.

Our country Ethiopia is one of the developing countries if we examine the condition of the students population growth in our education system, we cannot find any difference from the rest of the developing countries .And this situation remains the same in all regions of the country.

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

The educational system in any country needs different arrangement of classrooms based on the countries development level .As Ayalew (1991:120) states,” class size has been the subjected instructing his fellow men.” This is because classrooms and playing fields are important spaces where many learning activities take place. Their functions depend on the kind of activities exercised by the teachers in class for effective learning experience and for a sound relationship between teachers and students.

To run teaching learning process effectively the class room and playing field should be arranged in accordance with the objective of teaching, that is what the teacher wants to promote in particular time and the nature of subject is taught.

Ayalew (1991:122) asserts,’ High schools tend to have smaller average class size schools the class size for the vocational secondary schools has to be lower than the academic secondary schools based on the educational objectives”

If the number of students in a class exceeded the reasonable number and beyond the control of the teacher the principal cannot facilitate conducive environment for the learning and teachers cannot use different methods of teaching that meet the interest and more on lecture methods that discourage students participation in the instructional process, and in both theoretical and practical sessions. The rapid growth rate of school population made class size a subject of wide discussion in different school.

This is to say that the small class size facilitates the individual participation in the instruction process for the effective outcomes of learning. Thus, the smaller the class the better the classroom practices and the large the class the lesser the individual recognition and undesirable classroom practice. As Ayalew (1991:122) states” The average class size widely accepted in most part of the world under favorable condition is 30-40 students.... In Ethiopia secondary school, the average class size is said to be 50”.

In addition to this by considering existing situations as well as the present stage of development and by taking different activates of teachers i.e. developing different skills, giving individual and group works checking evaluating , registering results , giving individual support, involving in research an co curricular activities , it is appropriate to limit the number of students in classroom.

Furthermore, to and sanders in Ayalew (1991:121) point out some disadvantages to large class size as follows:-

- Instruction tends to become the lecture type which precludes group participation and learning by doing.
- Communication with in the class session from pupil to pupil and from pupil to teachers only doing most of the talking and the activities.

- Assignment will most of the time take a written form and even may receive less teacher attention.
- Because of lack of preparation time which is required for other increased responsibilities teachers preparation for classes would suffer.
- Identifications and provision of attention to the individual needs of the students becomes difficult on the part of the teacher.

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

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

As mentioned before, the reasonable class size for Ethiopian high schools is 50. This tells us that if the number of students exceed above this number, the objectives of instruction may be affected negatively .But this has never been adhered to because of the high number of student population.

Moreover, if we see the real conditions about the classroom student ratio in Muketurii Secondary school, especially in grade 9 and 10 it is above 70 students in each classroom, teachers and other facilities in this school, and the problem of overcrowded class that is the unbalance between resources. For education and the number of students in the school's classes and track as well as field is one of the central problems affecting the quality of education? According to Hallak (1990) the basic conflict between the growing individual demands for education that creates the over population in the school and

economic ability of the society to satisfy this demand is one point among many factors the un balance between these two factors as follows. Hallak (1990:30)

Increase enrollment between 1980 and 1990 were not always accompanied by commensurate expansion in the capacities of the school. It has been difficult for some countries to provide enough teachers enough school places, enough in the way of materials to maintain quality all developing countries suffer from these problems.

Due to increment of students enrollment the serious shortage of teachers and other facilities such as, class rooms, fields (for sport), materials, etc. the Ethiopian schools have been forced to operate in a shift system. In the shift system, the instructional time of all subjects are equally reduced. This is to say it reduces the hours of instruction of the subjects below the accepted norms and the number of hours devoted to practical subjects would be very short. In Ethiopia schools which operate in shift system the time allowed for one instruction time is 40 minutes where as for those operating in full day is 45 minutes. This indicates that the shift system affects the time of instruction.

In general as the class size becomes larger and larger it requires a large number of different resources such as additional classrooms, sport facilities, etc. otherwise it is impossible to satisfy the demands for education and keep quality of education as well.

2.8. Equipment in Accessibility and their Affects on Teaching Football

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

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

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

A teacher of football should have enough working apparatuses for each student to bear the concept of the lesson in the mind of the students properly and perform the necessary exercises successfully.

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

2.9. A Health Related Problem Happening While Teaching Large Number of Students Together

Where there are a large number of people in place where it is very small, there is large number of environmental as well as natural incidents. In the same

manner where there is large number of students in the learning laces, special and physical fatigues (injuries).

Field materials are very difficult for health unless they are used safely. The increase in the number of students in a school compound has an effect in the crowdies of the track as well as the field while performing exercises .In the place where large number of students are participating related problems arise.

Due to this fact the improper use of materials that occurs in the failure of supervision by the teacher as the largeness of students are learning how to throw ball, where there is crawled number of students, it is too bad to use the material un safely as it were very few number of students observing ground the field. It is also true for other track and field sports. Because of these cases it is important to use different types of methods like teaching in group or sexes and other ways to overcome the problems discussed above. The other and very crucial point should be mentioned have is the injury occurs when students are having a warming up as well as general exercises with the absence of proper follow ups.

The teacher should give high emphasis for his students, while performing exercises. In this case he should from improper use of exercises .For a class containing a large number it is too difficult to follow them individually and give correction .For example. For a class which has get at number of students, while having a warming up exercises of handling it is difficult for one teacher to observe each student. Due to this fact the problem is very great unless the students are well informed and supervised in which unsolved sickness and injuries may happen.

2.10. The Impact of High Student Enrollment on Teaching the Field Subjects

Teaching is an activity in which a personal relationship between teachers and students get each other the central task of a classroom teacher is to bring the intended behavioral change of individual learner by arranging different teaching methods. Douglas (1954:55) elaborated this idea as follows "It is the teacher's responsibility to bring the pupil in to contact with the problems and challenges which will facilitate the exploration of this interest .It is teachers responsibility to bring the pupil in to contact with things to do, to read, to see, to say, to make, to hear and to challenge and thereby to ensure futures behavior which will be desirable in terms of the objectives of education and the potential of the individuals.

Here, directing activities of each individual in the class and field helping and guiding is the class size plays a decisive role in its implementation. The larger the enrollment, the more difficult to realize individual difference and less way to assist the according to their pace and interests.In connection with this.AzebDesta (1984:260 climes that :-

"Providing equality to educational opportunities to the students at the classroom and the field level is realized when the teacher realizes and acts accordingly that each students is entitled to the teacher's attention, help and guide according to their needs"

Therefore enrollment makes the class crowded which is incontinent for teacher to teach, for students to learn and for school management to facilitate tasks. In the crowded schools, teacher students relationships tend to be difficult if the class size increases and school facilities remain constant, the teaching method employed would be limited to one way type and have little time for individual practical exercise which could affect educational out comes.

Because of the demands of the society for education to their children and aspiration of youngsters to be educated, the students population have been increased, inspire of the shortage of human and material resources.

As a result the class would be crowded and more complicated which is not appropriate for instruction. The optimal number of student's population in school area is a very crucial factor for effective teaching learning process. If these factors become beyond the reasonable number, the implementation of teaching program me and the student's interaction will be suffered a lot .It is obvious that the time needed to acquire new knowledge vary from one pupil to the other.

Hence, there is a need for different teaching methods to keep the interest, attitudes and ability of each student in the classroom.

Chamberlain (1966:379) says:-

“ By ability grouping pupil is meant the division of a class in to groups with respect to their measured ability to succeed in school work. That are usually divided according to the distribution of their intelligence quotient in to slow average and fast and base on the age and fitness group of students for practical (sport) activities and an attempt is made to adopt instruction to the needs of these respective groups. Ordinarily such grouping is not employed unless the number of pupils in a grade is optimal”

Students participate in a classroom and exercise either by asking or answering questions or in the field by demonstration and performance of practical work. This may happen when the teacher uses different techniques or methods of teaching. Haw ever, if the number of the students is very large the teacher cannot use different methods. Then both teacher and students can not involve themselves in the instructional task with full interest and concentration. In the large class size, the student's participation and their educational

achievement may not be satisfactory. Because students in large class may not have a chance to integrate what they have been thought theoretically in to practice.

In general, the crowded class has negative influence on both teachers and students, resulting in poor educational out comes.

Harrison (1962:52) pointed out six effects of a large class size as retailed to pupils.

1. Little time for individual help
2. Discipline more difficult
3. Activities are limited
4. Grouping difficult, if not impossible.
5. Little for sharing experiences
6. Progress of whole class glowed down by larger number.

Beside this, Harrison (1962:54) further states the negative influence of large class size in relation to teachers as follows:

1. Large class sizes are more tiring nerve racking.
2. Large class size causes teacher to do more after school.
3. Large class sizes are hard on teachers emotional well being.
4. Teacher's anxieties increase with the size of the class.
5. More discipline problems arise to plague the teacher.
6. Teaching is frustrating.
7. Large class larger house for teachers.

2.11. Evaluation of Students in Large Class Size

Yoloye (1984:6) defines classroom evaluation as that which is made by the teacher for the purpose of assessing whether the pupil has learnt what they supposed to learn. The class evaluation plays the central role in training and

education of young men and women. They are devices used in measuring the progress of students learning when they are conducted properly.

In this regard Bertrand and Cebula (1980:10) say:

“Tests are tools used to measure and evaluate the growth and developments of children Tests are merely tools with which to discover what children know or need to know tests become valuable tools for the diagnosis of individual strengths and weaknesses.

Hence, evaluations are mechanisms frequently used for evaluating the progress of students in the school and also they are the basis for decisions concerning the problems of each student.

Classroom and field evaluation is important to correct the short coming and for strengthening the strong sides of each pupil. In order to identify the learning pace every student and to give help accordingly, the teacher has to evaluate his/her students by employing different evaluation techniques. That is why pelican (1983:189) states the early supervision of the process of interactions and of the cognitive activities of students can help to prevent short coming in teaching and learning. Effective evaluation is used not only to identify the learning pace of each student and to provide necessary help but also to know how effective. The teaching methods and aids were. This helps teaching to use different methods that suit for each student in class.

In our education system, however, the control and evaluation mechanisms are not effective enough due to large number of students in a classroom.

2.12. Grading in a large class

Effective grading in a given evaluation system is help when ever positive forms of education systems are seen. In a school where optimum number of students found grading could be effective since the evaluation system is going on

focusing a few number of students; here the intended learning out come more or less matchers with the expected result.

A school designs its objectives basically on focusing its students. Here the number of students has an impact whet her objectives get its target or not a class with optimum or below optimum number of students may get the opportunity to be seen in a wide sense and proper observation.

For example: - a teacher who teach filed sports for less number of students in a class he may have the chance to see the students starting from the beginning of the class individually. He can identify their talent; he can observe their activity continually; he can observe and give corrections for those who use improper technique.

Here because of the teacher continues follow ups, students will have a very grate change and almost similar developments and the teacher can identify student's ability and their change from the beginning. From the above point of view at is easy to evaluate and judge students' grade. Even if tried more and got enough information about his students; as the number is larger to evaluate the students with in a given time, the teacher may get a problem of equal observation; especially for those who are practically evaluated

For example:- if a teacher has a shot putting test in either of the two methods on Monday, at 8 am and if he does not finish teaching on time, he will extend his program for the next period. But he might have the case the students who not be seen equally. This and other cases have impacts on accurate (effective) grading in teaching the track and field in crowed classes.

2.13. Disciplinary problems of students in over populated schools.

If pupils are to learn and teachers are to teach and come up with effective results there must be good order and discipline in the school. Thus the administration of the school sets policies , rules and regulations concerning discipline in the school .However , the cause of disciplinary problems in the

school have been as summed to be the over population of students in the school. Risk (1958:489) " classrooms are placed where the main objectives of education process are delivered to students to achieve ultimate goals class size has very serious effect on the way the student behave.

The capacity of reading rooms, playing fields to accommodate the students and facilities both in the class room and field are very important factors of the teaching learning process in the classroom. The capacity of playing field apparatuses have a great impact on the process of teaching. The shortage of these elements create troublesome conditions in the school environment .Risk (1958:495) asserts that" students in poorly arranged classrooms, poor light, over heated and overcrowded fields are likely to become restless, irritable or depressed .

In a school where there are no enough benches and tables which are proportional to the students number , students may rush in to the classroom competing for few available seats in the room. The same is true for the playing fields while performing a track and field sported. Due to this reason students subjected to committing a violation of a school rule this act may lead to low level of attention to the lesson and bad outcome.

CHAPTER THREE

RESEARCH METHODS AND MATERIALS

3.1. Study Design

The research method employed in this study was descriptive survey. This was so because it could help in getting relevant information about the current students' number in kokebe tsibah and preparatory Secondary School.

3.2. Subject of the Study

This study was carried out to review the impact of large class size in teaching football class in kokebetsibah preparatory and Secondary School.

3.3. Source of data

The source of population for this study was physical education teachers, principal of the school and grade 10 students of kokebetsibah and preparatory Secondary School., who are enrolled in 2006.

3.4. Sampling Size and Sampling Technique

The size of the sample was originally planned to be 50 cases. To target this figure however, 54 questionnaires were dispatched for implementation and distributed. All the distributed questionnaires were returned.

The sampling technique used by the researcher was simple random sampling for 54 randomly selected students and purposive sampling techniques for the three physical education teachers and school administrator that can give a chance to all subjects to be studied.

3.5. Instruments of Data Collection

The instrument used to collect data was questionnaires. There were two types of questionnaire which consisted fourteen questions for students, fourteen questions for teachers and fourteen questions for the principal of the school. A total of 54 copies of questionnaires were distributed for 50 randomly selected students, three teachers and the administrator of the school. The students were selected by availability sampling technique. Moreover programmed observation was made systematically.

3.6. Data Collection Procedures

- The questionnaire was prepared for sample students, physical education teachers and school administrator Developed statement of the problem
- Formulated data collection instrument
- Formulated appropriate questionnaire for the intended research
- Distribute and collect the questionnaire to the sampled students, physical education teachers and school administrator
- The students, teachers and school administrator response was interpreted and analyzed.

3.7. Method of Data analysis

After the researcher was gathered the data (information) descriptive statistical method such as percentage and tables was used to analyze the data obtain through questionnaire and observation method. Both quantitative and qualitative data analysis procedure were used. The analysis percentage and tables were given brief interpretation below their analysis .Finally, possible summery, conclusion and recommendations were forwarded.

3.8. Ethical Issue

The administration of the research questionnaire would carry out at the time agreed up on both by the student researcher and the respondents, to maximize the quality of responses and the rate of return.

CHAPTER FOUR

4.1.DATA ORGANIZATION , ANALYSIS AND INTERPRETATION

This chapter deals with the presentation and interpretation of data got by questionnaire papers and programmed observations 54 copies of questionnaires were distributed one to the school principal,3 copies for teachers who teach physical education and related field practices, 50 couples for students selected by simple random sampling technique. The entire 54 questionnaire papers were properly filled in and returned, and programmed field observations also made properly According to the questionnaire responses, tabulation, analysis and interpretation is made under the following tables.

Table 1 characteristic of principal and teacher respondents

No	Items	Respondents				
		principal		physical education teachers		total
		No	%	No	%	
1	Sex					4
	a-male	1	100	3	100	
	b-female	-	-	-	-	
2	-30 years below		-	1	33.3	4
	30-40 years		-	-	-	
	41-50 years		100	2	66.6	
	51-60years		-	-	-	
	61and above		-	-	-	
3	Educational qualification		-		-	4
	-Diploma	-	-	-	-	
	-BA/B.sc	-	-	3	100	
	-MA/MSC	1	100	-	-	
4	years of service		-			4
	10 years below		-	2	66.6	
	11-20 years	1	-	1	33.3	
	21-35years	-	-	-	-	

Item 1- In the table 1 it indicates that only one principal respondent was male and again out of the physical education teacher respondents 100% (100 percent) of them were male .this shows that the participation of women in the school related to physical education is less.

In Item 2 of this table the highest number of physical education teachers respondents 2(66.6percent) and one (33.3 percent) respectively fall in the age range that the age range of the teachers matches. This shows that the age range of the teachers matches with young students' behavior and can share much physical exercises experiences. The age of the principal respondent 1(100%) falls between 41-50 years .this also can imply the school administration may have a good chance to run the administration activities smoothly related with his age.

Item 3 Regarding their educational qualification the principal respondent 1(100%) and physical education teacher respondents 3(100%) have BA degree However the principal's is in MA, this information can show us as there is no big problem related to presenting , demonstrating and enrollment of the subject matter .Moreover, the administration activities also can run effectively.

In item 4 of the table, the principal respondent 1(100%) has between 11-20 years service. Two of the teacher respondents 2(66.6%) have below ten years service and one (33.3%) has 11-20 years service. Regarding with the experiences of the teachers it seems likely to be a little bit lack of experience can be observed. However they have matured principal if good relation, discussion and cooperation are utilized well

Table II characteristics of students' respondents

No	Item	students Respondents		Total
		No	percent	
1	sex			50
	-male	25	50	
	Female	25	50	
2	Age			50
	12-15 years	-	-	
	16-18 years	31	65	
	19-22 years	19	35	
	Above twenty five	-	-	
3	Grade			
	10	50	100	50

Item 1 of the table II indicates the characteristics of the student respondents. Out of 50 students randomly selected from Kokebe Tsibah preparatory Secondary School, grade 10, 25(50%) of them were male and the other 25 (50%) are female. It is tried to make sex distribution equal so as to get balanced information in both sexes. In item 2 of this table out of the total number of student respondents 31(65%) of them were in age range of 16-18 years and the other 19(35%) fall in the age range of 19-22 years. Here, this age range is the time of active learning and interacting period in which young students can be shown that better follow up and advice of the teachers is very much required. Moreover, since this period is the time when biological needs and influence of external situations can rise high, poor attention of learning may happen.

As indicated in item 3, all of the students (100%) are selected from grade 10 and this is very important to get relevant information about the objective of this study which particularly focuses the impact of large class size on teaching football at Kokebe Tsibah preparatory Secondary School in grade 10.

Table III. response of school principal and teachers on classroom students' ration and its impact on teaching methodology.

No	Item	respondents			
		principal		Teachers	
		No	%	No	%
1	Number of students per classroom				
	a. Up to45 students	-	-	-	-
	b. 46-50 students	1	100	3	100
	c. 51-60 students				
	d. Above 60 students				
2	If your answer for question 1 is except 'a" the extent to which this class size has created problem on your teaching method				
	a. High	1	100	3	100
	b. Moderate	-	-	-	-
	c. Low	-	-	-	-
3	If the number of students per class room is above 50 the teaching method emphasized , esp. sport				
	a. Lecturer method	-	-	2	66.6
	b. Lecture with note	-	-	-	-
	c. Discussion with students	-	-	-	-
	d. Demonstration or show	1	100	1	33.3
	e. Practical work	-	-	-	-

As indicated in table III

Item 1 All the school principal and teacher respondents (100%) each replied as the number of the students per class is 51-60 students Here , One may deduce that this secondary school violate the policy of the ministry of education which states that there should be 40 students in a class of secondary school. This data also show that modest classes accommodate UN manageable number of students and hence students do face problems in following their teacher attentively the teachers also cannot change their methodology according to the interests of the students.

In the 2nd item the respondents were asked the degree of difficulty they face while teaching more than 50 students in the classroom they informed that 55 students in the classroom. They informed that the extent a problem being created in teaching such a large class size was high It may be possible to observe from the data that the greater the number of students per class and playing field , the greater the inching and difficulty of managing the class session.

According to the response of item 3 of the table III 2(66.6%) of teacher respondents replied as they are forced to emphasize lecture method of teaching while 1(33.3%) of them informed as demonstration or show is emphasized. This data show that the method of used in teaching over crowded classes was lecture and demonstration or show Here, One can estimate that there is no or is very much lesser student participation is going on .

Table IV Responses of students on class size and its Impact on attending their lesson

No	Item	student respondents	
1	Number of students per class a. up to 45 students b. 46-50 students c. 51-60students d. Above 60 students	- - 50	- - 100
2	If the number of students is above 50 per classroom the level of difficulties it creates to attend your lesson is:- a High b. Moderate c. low	50 - -	100 - -
3	If high number of students in a classroom causes problem to attend your lesson, what sort of problem does it create? a. Suffocation b. The noise makes difficult to hear what the teacher says c. Makes students passive listeners d. All	- - - 50	- - - 100
4	What is the method of teaching teachers employ in crowded class and play ground? a. Lecture and note b. Discussion c. Showing d. Practical work	25 - 25 -	50 - 50 -

In table IV item 1 (100%) of students respondents informed the number of the students in the classroom is 51-60 students .It is simple to understand from the data that the classrooms are crowded this may result in poor academic achievement .

In item 2 the student respondents were further asked about the impact of large class size in teaching learning process. 50 (100%) of them agreed that the level of difficulty of attending in the classroom is very high.

In the 3 item of this table the student respondents were asked the sort of problems that large class size creates on them while attending their lesson All of them informed that the problems of suffocating noisy communication and passive learning conditions occurs in the learning process.

And as indicated in item 4, they respond about the methodology of teaching that their teachers use mostly is lecture method and showing.

It is obvious that the lecture method of teaching is one of the poor methods of imparting the necessary content of the lesson. Due to this large class size has a big impact on participation of the students.

Table V Responses on the availability of instructional materials and on students participation in their teaching learning activities

No	item	Respondents					
		principal		teachers		students	
		No	%	No	%	No	%
1	the availability of facilities in the class and play fields in ratio to the number of the students a. High b. Moderate c. Low	- - 1	- - 100	- - 3	- - 100	- - 50	- - 100
2	To what extent does high enrollment affect the usage of class room facilities and play fields and also sport apparatuses a. High b. Moderate c Low	- - 1	- - 100	- - 3	- - 100	- - 50	- - 100
3	the degree of student participation in teaching learning process of large class size a High b Moderate c Low	- - 1	- - 100	- - 3	- - 100	- - 50	- - 100

Table V deals with the responses of the principal teachers and students regarding the availability of facilities in the class and playing fields in relation to the number of the students.

According to the data in table V item 1 the availability of facilities in the classroom and playing fields related to the ratio of the number of students is very low . This indicates that the number of facilities in the play fields can not satisfy effective teaching learning out comes.

And also in item 2 it is explained that the extent of the problem in enrollment and usage of facilities is high. This indicates that teachers face difficulties is high this indicates that teachers face difficulties to support their lesson using different teaching materials because of the inconvenience to use playing fields and class rooms due to large class size.

In item 3 when the respondents report the degree of students' participation in teaching learning process. The entire respondent (100%) of them agreed that the students' participation in teaching learning process is low. This may relate with the shortage of the time given for one period and the number of the students

Data gathered by programmed observation focusing on the enrollment of the students in the field practices.

No	date of observation	Good enrollment	medium enrollment	less enrollment	No enrollment
1	February 8,2014		✓		
2	March 15,2014			✓	
3	April 12.2014			✓	
4	may 10.2014				✓

According to the data gathered by programmed observation of the field enrollment, four continues observations was made .from the school's physical week on Tuesday, four selected observations was made that is once a month. The data shows that the enrollment of the students. In the field was medium on Feb8.2014, less on March 15, 2014 and on May 10, 2014.

Students were further asked why teachers and school principal did not give assistance to make the enrollment grow up. But due to the large class size they have it is impossible to help each and individual students according to their interest.

CHAPTER FIVE

4. Summary Conclusion and Recommendation

This chapter summarizes the major areas covered by the study and draws conclusions based on the major findings. At the end, recommendations which are expected to minimize the identified problems are forwarded.

4.8. Summary

1. A big problem of class size was observed in kokebetsibah preparatory Secondary School .The classroom students' ratio is 1:55 especially in grade 10.
2. Large class size created several problems on teaching methods of the teachers. Especially on teaching football due to crowded classes teachers face problems in hand ling students to adopt effective teaching methods. As a result, teachers use lecture and demonstration methods in which one way communication is used.
3. Most respondents agreed that attending in on optimal classroom resulted in better academic and attend in doing or performing exercises in optional field and track resulted in better non academically achievement of students.
4. It was found out that in kokebetsibah preparatory Secondary School grade 10. Due to over population of student's maintenance of sound discipline became very difficult.
5. Potential of the school's sport teaching football class etc to accommodate more students at a time is very low.
6. The majority of the respondent teachers stated the severity of the problem in maintaining effective programs for co-curricular activities.

4.9. Conclusions

1. The population of students growth in a very high rate due to the ever growth of child population in the society. Such mismatch between the students flow to the school and limited expansion of school classes and, football teaching facilities etc. created the over crowdedness.
2. As this study pointed out students are demanding formal education. It is also very difficult for the school society. Accordingly, the field become crowded and negatively affected the teaching learning process.
3. Students are depressed from most effective teaching methods like group exercises and other participatory methods of teaching. Only the field interactions were dominated by a teachers and performers.
 - Students are not only suffering in their education attending in large classes. But also they became victim of the acute shortage of vital educational facilities like, field working materials in both the teaching football that enhance the teaching learning process.
 - Teaching football is a subject needs higher attention for its process of learning. As far as possible both the teacher and the students should actively participate in the process. In and out of the class because it is not like other subjects that bearded in mind in listening only. But in the actual cases it is dominated by active participation of students. In the case of the schools where the number of the students is very high, they don't have any opportunity to participate in the activities; the time and the place affect students' learning.
 - As the study indicated large class size is one of the major difficulties for preceding an effective teaching learning pearling process of teaching football.

4.10. Recommendation

From the analysis and conclusion made, the researcher would like to put the following recommendations, hoping that it will be solutions for the problem investigated and will help at least to minimize problems teaching football in large class size.

1. To alleviate the shortage of these facilities the school principal, community and zonal and regional Education Bureau have to construct additional schools which comprise wide compounds. This can eliminate the problems arise from large class size and helps to use conducive as well as manageable class sizes.
2. As the class size increases, the greater is the difficulty in providing an equal opportunity for students in football learning. Individual student does not get attention so the physical education teachers must try to involve all the students in activities by making groups and assigning group leader and then try to give feedback.
3. The school principal should try to supply the necessary equipment and facilities for practical class.
4. The school principals must try to create connection with the community members, governmental and nongovernmental organizations in order to constriction additional schools for having the opportunity of additional learning places, and minimizing the over crowdedness of students in one area.
5. The physical education teachers should help students to put their high interest to practice by involving them in the designing and preparing teaching material from local materials.
6. Finally the researcher would like to say that all concerned individuals, groups or organizations should give more attention in providing all the necessary materials in order to feed learner with required knowledge and skills.

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UNESCO - the number of students in Africa (1987:3)

Appendix -1

**ADDIS ABABA UNIVERSITY
COLLEGE OF LIFE SCIENCE
DEPARTMENT OF SPORTS SCIENCE**

Questionnaires for Grade 10 Students

Dear Students:-

This questionnaire is designed to collect information for research purpose only. Its Objective is to assess your opinions a study on the problems of football teaching and students interest in selected preparatory school of Addis Ababa Region. I kindly request you to give your genuine response for each of the questions. All information and data you provide will be used only for the purpose of this academic study.

It is not necessary to write your name in this paper

Thank you in advance kindly cooperation

Instruction: - Write your own background information on the space provided

Name of the school _____

Sex _____

Grade level _____

Age _____

Region _____ Sub-city _____ kebele _____

Parent level of education

Level Mother Father

No schooling any kind _____

Read and write _____

Secondary (9-12) _____

Certificate, diploma, degree or above _____

Part one

Instruction: - Please respond for the following questions either by circling the Letter of your choice and or writing a complete answer on the space provided.

1.Number of students per class

- a. up to 45 students
- b.46-50 students
- c.51-60students
- Above 60 students

2.If the number of students is above 50 per classroom the level of difficulties it creates to attend your lesson is:-

- a High
- b. Moderate
- c. low

3. If high number of students in a classroom causes problem to attend your lesson, what sort of problem does it create?

- a. Suffocation
- b. The noise makes difficult to hear what the teacher says
- c. Makes students passive listeners
- d. All

4.What is the method of teaching teachers employ in crowded class and play ground?

- a. Lecture and note
- b. Discussion
- c. Showing
- d. Practical work

5. the availability of facilities in the class and play fields in ratio to the number of the students

- a. High
- b. Moderate
- c. Low

6. To what extent does high enrollment affect the usage of class room facilities and play fields and also sport apparatuses

- A .High
- B .Moderate
- c . Low

7. the degree of student participation in teaching learning process of large class size

- a High
- b Moderate
- c Low

Part two

Direction: - Please mark with a tick () your response in only one of the three alternatives by assessing the availability of facilities and materials in the school

No	Item	Adequate	Inadequ	Not existe
1	Football, posts and net			
2	cone and other practical work material			
3	Room for changing clothe			
4	Football field			
5	Student text book			
6	Clinic			
7	Water facilities			

Appendix -2

ADDIS ABABA UNIVERSITY
COLLEGE OF LIFE SCIENCE
DEPARTMENT OF SPORTS SCIENCE

Questionnaires for Grade 10 Teachers

Dear Teachers:-

The purpose of this questionnaire is to gather the available data a study on the Problem of football teaching and student interest in selected preparatory of Addis Ababa Region aimed at detecting the major problems in football Teaching and student interests.

Hence, you are kindly requested to fill in this questionnaire that accommodates Genuine response to the questions.

Thank you in advance for your cooperation

Instruction 1:- Please write background information on the space provided

Name of the school _____

Sex _____

Age _____

Qualification _____

Grade level _____

Work of experience _____

Region _____ Sub-city _____ Kebele _____

Part One

Instruction: - Please respond for the following questions either by circling the letter of your choice and for writing a complete answer on the space provided.

1.Number of students per class

- a. up to 45 students
- b.46-50 students
- c.51-60students

Above 60 students

2.If the number of students is above 50 per classroom the level of difficulties it creates to attend your lesson is:-

- a High
- b. Moderate
- c. low

3. If high number of students in a classroom causes problem to attend your lesson, what sort of problem does it create?

- a. Suffocation
- b. The noise makes difficult to hear what the teacher says
- c. Makes students passive listeners
- d. All

4.What is the method of teaching teachers employ in crowded class and play ground?

- a. Lecture and note
- b. Discussion
- c. Showing
- d. Practical work

5. the availability of facilities in the class and play fields in ratio to the number of the students

- a .High
- b. Moderate
- c. Low

6. To what extent does high enrollment affect the usage of class room facilities and play fields and also sport apparatuses

- a .High
- b. Moderate
- c . Low

7. the degree of student participation in teaching learning process of large class size

- a High
- b Moderate
- c Low

Part Two

Direction: - Please mark with a tick () your response in only one of the three alternatives by assessing the availability of facilities and materials in the school

No	Item	Adequate	Inadequ	Not existe
1	Football, posts and net			
2	cone and other practical work material			
3	Room for changing clothe			
4	Football field			
5	Student text book			
6	Clinic			
7	Water facilities			

**ADDIS ABABA UNIVERSITY
COLLEGE OF LIFE SCIENCE
DEPARTMENT OF SPORTS SCIENCE**

Questionnaires for school directors

Dear; directors

The purpose of this questionnaire is to gather the available data a study on the problem of football teaching and student interest in selected preparatory of Addis Ababa Region aimed at detecting the major problems in football teaching and student interests.

Hence, you are kindly requested to fill in this questionnaire that accommodates genuine response to the questions.

Thank you in advance for your cooperation!

Instruction 1:- Please write background information on the space provided

Name of the school _____

Sex _____

Age _____

Qualification _____

Work of experience _____

Region _____ Sub-city _____ Kebele _____

Part One

Instruction: - Please respond for the following questions either by circling the letter of your choice and for writing a complete answer on the space provided.

1.Number of students per class

- a. up to 45 students
- b.46-50 students
- c.51-60students

Above 60 students

2.If the number of students is above 50 per classroom the level of difficulties it creates to attend your lesson is:-

- a High
- b. Moderate
- c. low

3. If high number of students in a classroom causes problem to attend your lesson, what sort of problem does it create?

- A .Suffocation
- b. The noise makes difficult to hear what the teacher says
- c. Makes students passive listeners
- d. All

4.What is the method of teaching teachers employ in crowded class and play ground?

- a. Lecture and note
- b. Discussion
- c. Showing
- d. Practical work

5. the availability of facilities in the class and play fields in ratio to the number of the students

- a. High
- b. Moderate
- c. Low

6. To what extent does high enrollment affect the usage of class room facilities and play fields and also sport apparatuses

- a. High
- b. Moderate
- c . Low

7. the degree of student participation in teaching learning process of large class size

- a High
- b Moderate
- c Low

Part Two

Direction: - Please mark with a tick () your response in only one of the three alternatives by assessing the availability of facilities and materials in the school

No	Item	Adequate	Inadequ	Not existe
1	Football, posts and net			
2	cone and other practical work material			
3	Room for changing clothe			
4	Football field			
5	Student text book			
6	Clinic			
7	Water facilities			

Observation Check List

N.B.

1= Excellent

2= Very good

3= Good

4= Poor

Name of the school _____

Region _____ Sub-city _____ Kebele _____

Subject _____

Grade _____ No of class observed _____

No	Activities		2	3	4
1	Skill of asking questions with simple language				
2	Method of teaching that the teacher used to make the lesson attractive and participative				
3	Clarity of objectives				
4	Ability to explain issues which are not clear				
5	Encouraging students to relate theory with Practice and skill of participation of the practical activities				
6	Adequate equipment and facilities in the School activities?				

DECLARATION

I declare that this thesis is my original work, has not been presented for a degree in another University and that all Sources of materials used for the thesis have been duly acknowledged.

Name: - : - Ashenafi zelele

Signature: -----

Date: - -----

This has been submitted for examination with my approval, as a university advisor.

Name: - Meberatu Belay (Ass.pro.)

Signature: - -----

Date: - -----

