



COLLEGE OF NATURL AND COMPUTATIONAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

RESEARCH PAPER ON:

**THE IMPACT OF LARGE CLASS SIZE IN TEACHING
PHYSICAL EDUCATION PRACTICAL CLASS: THE CASE OF
DARGE PRIMARY SCHOOL GRADE 7 and 8 STUDENTS**

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AUG,2013 EC

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ACKNOWLEDGEMENTS

First of all I would like to praise my god for helping me to be successful in my education as well as in this work. Then, I would like to express my deepest heart self-thanks to my advisor Henok Fikadu (MSc.) for his support, comment, guidance and advice for the success of my work.

I would like also to extend my thanks to Darge Primary School teachers who taught the selected sections grade 7 and 8 student and the school director Ato Fantaye Akele.

Finally, but most importantly I would like to extend my deepest thanks to grade 7 and 8 students and for those who helped me to complete the paper.

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ABSTRACT

The purpose of the study was to assess the impact of large class size in teaching physical education practical class in Darge primary school in Gurage zone Abeshghe Woreda. The study employed a school – based descriptive survey and cross – sectional research designs were employed along with both quantitative and qualitative approach. The study used purposive and simple random sampling techniques to select grade levels and teachers, to set the number of students, and to select participant students respectively. 145 was the total sample size, of which 140 were grade 7 and 8 students and 5 physical education teachers. Both primary and secondary sources of data were used. The primary data was collected using semi – structured questionnaires, while secondary data was used from different reports from the school and the woreda. Descriptive statistics was employed to analyze the collected primary data using a Statistical Package for Social Sciences (SPSS) version 20. The findings of the study revealed large class size affected highly both students learning during physical education practical class and physical education teachers' strategies while teaching practical classes. Therefore there is a need for designing effective teaching learning in large class size in Darge primary .Besides, better to improve the existing teaching learning strategies for practical class by designing relevant strategies in teaching learning sport science in large class size in Darge primary school to enhance students' academic performance.

Key word: *large class size, physical education, practical class*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Large class sizes have an impact on education in general and physical education particular. Moreover, we know the education is one of the most and vital components of life the can promote the development of individual as well as the society in any given environment, it is an essential and basic investment since the return of provision of skilled human resource development. Thus skilled human power is the key to being socio-economic development. As the school one of the most important formal agencies of education, it plays a major role in modeling the ideas, habits, attitudes, of students with a view of producing well balanced personalities physically strong, mentally alert, emotionally stable and socially efficient citizens (Aggrawal, 1981). The academic performance of primary school students can be affected by many factors. Some of these factors are attached to school environment like school facilities, class size, teachers, students' interaction, good – leadership guidance and counseling service.

According to (Good, 1973) class size refers to the number of students enrolled in class and hence among others physical facilities that can promote the learning and teaching process in the school class room are the most important class room is complex place. There is a great deal doing on, then must be managed properly (Rassambram 1963). The ideal size of class was varying with circumstance particularly the age and the ability of students. The method of teaching type of achievement that of aimed for. The question of how many students should be assigned to a instructional group has been and still remains the subject of serious concern by all who are interested (Casteeter 1981).

Quality physical education programs should teach children basic fundamental motor skills that will later serve as the foundation for running a pass route in foot ball, rounding the bases in soft ball, or spiriting down the truck during a meet. Such programs help them develop the cognitive skills needed to understand why they are not successful then training a shot in basket ball, and how to fix it so they can create success in steady of failure with the next shot they take. Students need to be

through to break an action into parts so they better understand it and how to accomplish the skill. Most importantly, a quality physical education program should instill a love and appreciation for physical education. Therefore a physical education specialist needs and adequate amount of class time with the opportunity to deliver individualized instruction to each student. A main goal in the field of physical education to produce daily quality physical education lessons as recommended by the national association for sport and physical education (NASPE) physical education specialists have an obligation to provide each students the opportunity to learn meaningful content, with appropriate instruction. (Wuest and Bucher 2009)

This study was assessed and explains the impact of large class size in the quality of education in sport science in Abeshge woreda Darge primary school. The information generate from this study, expected to have great contribution to reduce the negative impact of large class size and to insure a good way of teaching in physical education best in large class size.

1.2Statement of the problem

The increasing class size in physical education and the added demands of physical education teachers to instruct populations with the diverse needs, begins to understand the complexity of making physical education meaning full and effective in creating awareness within the students of their choices in maintaining physical fitness (Gross, 2010). A diverse population challenges the physical educator to develop and deliver differentiated lessons to meet the needs of all learners (Tisette, 2010).

Studies revealed that large class size has certain impacts on physical education teachers on the quality of instruction and preventing differentiated opportunities for diverse student population. Brabo(2014) on class size matters: Impact of Class Size on Differentiating Instruction found out physical education teachers were challenged and faced problems such as the inability of delivering quality instruction, students' engagement, providing timely and positive feedback to students, large class behavior management, assessment, and providing a variety of teaching styles. Gross (2009) in examining class size and teacher attitudes toward teaching large classes in elementary physical education found out that large class sizes limit their ability to deliver daily quality physical education, manage their class, limits moderate to vigorous physical activity, and limits learning time for students.

On the other hand, large class size has a negative impact on student learning. In this regard, Epr (2016) on the impact of large classes on student learning found that students faced various difficulties in learning and many were often absent from school because their teachers could not support them in such a learning environment. Teachers' workload also increased with large classes and as a result many were often absent from school because of stress.

In case of Gurage Zone, in particular Abeshge woreda, no research has been done in assessing the impact of large class size on physical education practical class at primary school level. On the other hand, being a physical education teacher and having more than five years' experience working at different grade levels has faced problems while teaching students with class size of at least 85 students in a class. These are the underlining reasons that initiate the student researcher to conduct this study. Therefore, the student researcher sought to assess the impact of large class size in teaching physical education practical class in Darge primary school grade 7 and 8 students. Thus, this study attempted to assess and seek answer to the following research Questions:

1.3 Objectives of the study

1.3.1 General Objectives

The general objective of the research was to assess the impact of large class size in teaching physical education practical class in Darge Primary School grade 7 and 8 students.

1.3.2 Specific Objectives

The specific Objectives of this study were:

- To identify the impacts of large class size on students learning during physical education practical class.
- To point out the impact of large class size on physical education teaching strategies during practical class.

1.4. Research questions

1. What are the impacts of large class size on students learning during physical education practical class?

2. How physical education teaching strategies are affected by teaching practical class in large class size?
3. What is the possible solution to the impacts of teaching learning in large class size?

1.5 Significance of the study

The results of this study might have great contribution for Abeshge Woreda administration in order to identify the challenges of physical education teachers and provide valuable information. Thus, this study and its findings have the following significances that could help:

- ❖ To assess impacts of large class size on physical education practical class and to suggest some remedies that could help physical education teachers in setting strategies for teaching large class size.
- ❖ All stakeholders with in the primary school program mainly, researchers, educators, and policy makers to improve the current practices of the large class size in teaching physical education.
- ❖ As a spring board for other researchers to conduct further study at depth.
- ❖ The School administrators to make use of the findings in the school settings accordingly.

1.6 Limitation of the study

Through the process of the study the researcher may face various challenges which of these included

- Shortage of time
- Financial constraints
- Lack of experience
- Lack of sufficient reference materials

1.7 Delimitation of the study

Because of the time financial and material constraints this study was not touch all the aspect of Darge primary school major impacts in large class size. Therefore this study was delimited an investigating impact of large class size in teaching physical education at the Darge primary school in grade 7 and 8 students.

1.8 Organization of the study

This study consists five chapters. The first chapter deals with the, back ground of the study, significance of the study, delimitation of the study limitation of the study, definition of the terms, and organization of the study. Chapter two consists, concept of education school related factors, accessibility of teaching materials, special facility in the school, impact on teaching students, large class size and instructional material. Chapter three consists, description of the study area, design, population of the study, and subjects of the study, sample size and sampling techniques, source of data, data collection instrument, and methods of data analysis, chapter four consists. Data analysis and interpretation, chapter five consists of summary, conclusion and recommendation.

CHAPTR TWO

REVIEW OF RELATED LITERATURE

Under this chapter related topics on this impact of large class size on the teaching of students should be discussed. The main sub titles deals in this topics area concept of education school. Related factors and factors affecting students large class size.

2.1. Concept of education

Dictionary meaning of education it is a process of training and instructing, especially in children and young people in school, college, etc which is designed to give knowledge and develop skill, (Toathan crowther, 1995). Education is a base for development of country because without education nothing is done in appropriate manner scholars and thinkers have defined “education” in accordance with their philosophy of life.

As result, there emerged divergent concept and definition education (Agrawal, 1981). On the other hand” education is the development of all capabilities in the individual which enable him to control his environment and full fill his responsibilities (Shafter’s 1992). The reason the cause the demand for education to wards has rapidly grown was stated by (Comb, 1968). Aspiration of parent and children for education on the overall national development and rapidly increasing rate of population size have attributed to the ended for education, as fast as possible. This means rapid increasing of participation rate and as a result the diametrical increasing of population intensified the social need for education.

2.2 School Related Factors

Nature, organizations of school, locations of school, building, and facility ground school suitable for teaching process. Attention school is given for the following two things. These are accessibility and school environment. It is desirable that the school environment should be conducive and comfortable to attract students’ attention towards learning (Herric1956).

2.3 Accessibility of teaching Materials

According to Comb (1985) stated that sufficient supply text books, equipment and other instructional materials are one among the school basic requirement, moreover, the availability of enough text book audio aids, equipped lab manuals, etc are the basic and the first conditions to be fulfilled in every schools. Hence student who learns in large class size directly faced with the problem lack of any text books and other materials so that they share with their friends. Thus shortage of materials has a negative impact on students.

2.4 Special facilities in the school

Among many problems which affect the teaching learning process are poor conditions of learning environment and lack of suitable school facilities are the most.

2.5 Impact on teaching student

It is influenced by social, political and geographical factors like class size of the school factors related to the students and also the teachers, family back ground, community participation and itself.

2.6. Large class size and its Consequences

2.6.1 Large Class Size

A class room is allocated in the school where on actual on actual teaching learning process takes place with aid of well-planned instructional materials equipment that can provide a suitable condition to implement the program of curriculum (Far ant, 1980)

As Tarrant (1930) proposed their dimension that many be affected by the class size

- ❖ Fewer students per-teacher could result in increased student teacher and more individualized interaction than larger sized students per class room
- ❖ With fewer student in the class teacher may be more enthusiastic which may intern have impacts on students motivation to learn.
- ❖ Student in smaller class may be more compelled to attend and participate in learning activities than the large class sized students per class.

The following disadvantage of large class size related to pupils enumerated by (Harrison 1962).

- ❖ Short time for sharing experience
- ❖ Grouping is more difficult
- ❖ Class room activities are limited
- ❖ Discipline will be more difficult

Moreover, Harrison 1962 enumerates that advantage of large class size in reaction to teachers as follows

- ❖ Cause teacher to do more alter school
- ❖ Teachers anxieties increase with size
- ❖ Teaching a large class makes frustration

Within a given class room relatively some students attuned with the help of their teachers. The number of students studied exceeds the teachers potential to meet each. Student, it is possible to say that the class size relatively appropriate otherwise with in large classes the chance of students to get in to interaction atmosphere relatively would minimize. Concerning large class size as factors of hindering the student taking time or participation as Qain (1992) proposed as follow. "in large class it is difficult to adopt teaching strategies that are appropriate to the needs of all students

2.6.2 Large Class Size and its Consequences

As class size increases above recommended levels, safe and effective instruction may become compromised. This can manifest itself in many ways such as:

- Decreased instructional time due to management issues
- Insufficient amounts of equipment and activity space
- Decreased practice opportunities resulting in a slower rate of learning
- Decreased student time spent in activity during class
- Decreased ability of teacher to provide individualized instruction
- Increased risk of student injury
- Increased opportunity for "off task" behavior of students (NASPE, 2006).

In this regard, a British study examined the effect of class size and classroom processes, which might explain some of the differences reported. After observing over 10,000 students between the ages of 4-7 years, findings concluded that class size directly affects the teachers' ability to give individualized instruction: In large classes there are more large groups and this presented teachers with more difficulties, in smaller classes there was more individual teacher contact with pupils and more support for learning, and in larger classes there was more pupil inattentiveness and off-task behavior (Blatchford, Bassett, Goldstein, & Martin, 2003).

2.7 Instructional Materials

Instructional materials are important in that they can enrich the subject matter. Beauchamp (1959) says instructional materials are means of program.

Achievement and many of them have motivational value and also Beauchamps stress that all things being equal, pupils couldn't be expected to learn effectively if the class room didn't have fundamental items such as black board sitting and writing place for all pupils and other teaching materials.

From the above perspective the researcher has concluded that any instructional materials in the general teaching materials play a great role on the students' achievement.

2.8 Strategies for Teaching with Large Class Sizes

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

Small group work: Students are put into small groups to work on a concept, skill, and/or task. This teaching strategy helps to foster teamwork and respect and gives students ownership of the skill and responsibility for their own learning. An example is use of the Jig-Saw teaching method to teach a line dance. Divide the dance into parts and put each part on an individual poster. Number each poster so that it will be easier to assign. Divide the class into small groups.

Assign a part of the dance to each group member. Each individual in the group will learn his/her part of the dance and then reassemble into the original group and teach it to their group. This process allows each group member to share in the responsibility of learning the dance.

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

Peer teaching/coaching: Students exhibit leadership skills and skill knowledge to help one another learn by completing peer assessments. For example, students can be used as peers to assist small groups in learning skills, and students can be partnered for assessment tasks involving checklists. All levels of students can be taught and expected to do peer teaching/coaching. As a note, be cautious about intervening—speak to the “student” through the assigned “teacher”(NASPE, 2006).

CHAPTR THREE

3. RESEARCH METHODOLOGY

3.1 Description of the Study Area

The research area would be Abeshge woreda in Darge primary school, which is one of the Gurage Zone's in South Nations, Nationalities and Peoples Regional State. This woreda is named after the sub group of the Sebat Bet Gurage Zone, the Abeshge part of the Gurage Zone ;Abeshge Woreda is located proper west to Wolkite Town about 42k.m and south to Tolaye town.

3.2 Research Design

In this study a descriptive survey was employed. This is because descriptive survey design, as indicated by (Creswell, 2012) is used to describe behaviors and to gather people's perceptions, opinions, attitudes, and beliefs about a certain phenomenon. Both quantitative and qualitative data were collected so as to get a relevant data for the study.

3.3 Target Population

The target population of the study was Abeshghe woreda Darge Primary School grade 7th and 8th students and physical education teacher the total population for the study was 443 students, of which 256 were male and 187 were female. In addition, among those students, 242 were grade 7, of which 140 were male and 102 were female; 201 were grade 8, of which 116 were male and 85 were female. All physical education teachers were also the target population of the study. Therefore, from this population the sample was selected.

3.4 Sources of Data

Both primary and secondary data were used for the study. Primary data was collected using two data collection techniques namely questionnaires and observation. Secondary data was collected through literature and document reviews. Secondary source of data was obtained from reports of different years from the woreda office, books (published and unpublished) from journal; internet and research articles were utilized for this study.

3.5 Sampling Techniques and Sample Size Determination

3.5.1 Sampling Technique

In this study stratified and simple random sampling techniques were used. Purposive sampling technique was employed to select school and grade levels. Stratified sampling technique was used to select the number of students from each grade levels and sections. In stratified sampling, the population is proportioned in to groups and sampling is performed separately within each stratum (Safuddin, 2009 cited in Wekesa, 2013).

3.5.2 Sample Size Determination

Sample size from the target population grades 7 and 8 students of Abeshghe woreda Darge Primary Schools was determined using a simplified formula for proportion (Ajay and Micah, 2014). This formula was used to calculate sample size from the target population and for each stratum, proportional allocation rule was used to obtain better precision. This sample size determination formula was employed, because it is suitable for allocation of heterogeneous data as well as to set proportional selection more precisely than other sample size determination techniques (Engida and Zeytu, 2017).

The formula: $n = \frac{N}{1 + N(e)^2}$, Where n is the sample size, N is the population size (Abeshghe woreda Darge Primary School grade 7 and 8 students), $e = 0.07$ is the level of precision with 97% confidence interval (Lisanu, 2017). Therefore, the sample size for this study was

Sample: $n = \frac{443}{1 + 443(0.07)^2} = \frac{443}{3.1707} = 139.71678178 \cong 140$, $N = 443$ (the target population)

Sample determination in terms of gender was obtained using proportional allocation rule as:

For Male: $\frac{n_m}{N_M} = \frac{n}{N}$, where n_m = sample size of male students from the whole grade seven and eight students and N_M = population of all male students.

Thus, $\frac{n_m}{256} = \frac{140}{443} \Rightarrow n_m = 256 \times \frac{140}{443} = \frac{35,840}{443} = 80.9029 \cong 81$

For Female: $\frac{n_f}{N_F} = \frac{n}{N}$, where n_f = sample size of female students from the whole grade seven and eight students and N_F = population of all female students of grade seven and eight.

$$\text{Thus, } \frac{n_f}{187} = \frac{140}{443} \Rightarrow n_f = 187 \times \frac{140}{443} = \frac{26,180}{443} = 59.097065 \cong 59$$

Therefore, 140 sample students of which, 81 male and 59 female were taken from the eleven sections as the optimal sample size for this study.

Sample of male and female students from each grade level:

Sample of male for Grade 7: $\frac{G_{7m}}{G_{7M}} = \frac{n_m}{N_M}$, where G_{7m} = sample size of male students from

grade 7 and G_{7M} = population of male students of grade 7 and n_m = sample size of male students from both grade levels and N_M = population of male students of both grade levels.

$$\text{Thus, } \frac{G_{7m}}{140} = \frac{81}{256} \Rightarrow G_{7m} = 140 \times \frac{81}{256} = \frac{11,340}{256} = 44.296875 \cong 44$$

Sample of female for Grade 7: $\frac{G_{7f}}{G_{7F}} = \frac{n_f}{N_F}$, where G_{7f} = sample size of female students from

grade 7 and G_{7F} = population of female students of grade 7 and n_f = sample size of male students from both grade levels and N_F = population of female students of both grade levels.

$$\text{Thus, } \frac{G_{7f}}{102} = \frac{59}{187} \Rightarrow G_{7f} = 102 \times \frac{59}{187} = \frac{6,018}{187} = 32.181818 \dots \cong 32$$

Therefore, 44 male and 32 female students have been taken as samples from grade 7.

Regarding to the other samples of students from the two grade levels were obtained applying proportional allocation rule accordingly and summarized in Table 3.1 given below.

Table3.1: Population and sample size distribution for each grades and sections of the target population

Grade	Section	Population			Sample			Percent of the Sample
		M	F	T	M	F	T	
Grade 7	A1	23	19	42	7	6	13	2.94
	A2	24	15	39	8	5	13	2.94
	B1	21	20	41	7	6	13	2.94
	B2	26	14	40	8	4	12	2.71
	C1	19	18	37	6	6	12	2.71
	C2	27	16	43	8	5	13	2.94
	Total	140	102	242	44	32	76	17.18
Grade 8	A1	21	18	39	7	6	13	2.94
	A2	24	16	40	8	5	13	2.94
	B1	22	15	37	7	5	12	2.71
	B2	23	19	42	7	6	13	2.94
	B3	26	17	43	8	5	13	2.71
	Total	116	85	201	37	27	64	14.24
Grand Total		256	187	443	81	59	140	31.42

Source: author construct from survey data, 2021

3.6 Data Collection Instruments

3.6.1 Questionnaires

In this study, two types of Questionnaires were prepared and conducted on the sampled students of grade seven, eight and teachers.

3.6.2 Document Review

Documents such as students' rosters and teachers' personal profiles were reviewed. This was done in order to identify the academic status of students and to include fast, medium and fast learners in the study.

3.7 Method of Data Analysis

The collected data was analyzed both qualitatively and quantitatively according to the number of responses given by the respondents. After the data was gathered then information was grouped, tabulate and interpreted in terms of frequency and percentage. Finally a brief description and analysis for each of the tables was depicted.

3.8 Ethical Considerations

This study was done with the highest importance placed on ethics, confidentiality, and secrecy. Confidentiality and secrecy of the respondents were emphasized to protect their privacy and dignity. Moreover, permission to administer questionnaires and review documents for the study sought from the relevant authorities. Respondents were informed of privacy and confidentiality. Thus, the researcher has clearly presented the purpose of the study and how confidentiality and anonymity of the participants were protected; informing them that involvement in the study was voluntary; and was free from any intended risk.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This section deals about the analyses and interpretations of the data gathered from data gathered from grades 7 and 8 sampled students and from the selected physical education teachers using questionnaires. The result of the analysis are presented and interpreted accordingly.

In general, in this study a total of 145 questionnaires, 140 for students and 5 for teachers, were distributed. But only 132 were completed and retrieved successfully, representing 94.3% response rate. However, the teachers 'questionnaire was completed and retrieved successfully representing 100% response rate.

4.1 Demographic Characteristics of the Respondents

Table 4.2: Students' and Teachers' Demographic Characteristics

No	Variable	Category	Respondents					
			Student				Teacher	
			Grade 7		Grade 8			
			F	%	F	%		
1	Sex	Male	41	57.7	35	57.4	4	80.0
		Female	30	42.3	26	42.6	1	20.0
		Total	71	100.0	61	100.0	5	100.0
2.	Age	Less than 13	4	5.6	-	-	-	-
		13 – 15	57	80.3	17	27.9	-	-
		16 – 18	10	14.1	44	72.1	-	-
		25 – 35	-	-	-	-	5	100.0
		36 – 40	-	-	-	-	-	-
		Total	71	100.0	61	100.0	5	100.0
3.	Academic Qualification	Certificate	-	-	-	-	-	-
		Diploma	-	-	-	-	5	100.0
		Degree	-	-	-	-	-	-
		Total	-	-	-	-	5	100.0

Source: Author construct from survey data, 2021

As it can be seen in Table 4.2, it depicts the profile of respondents of both students and teachers in the study. The first row indicates gender distribution. Since the study targeted both female and male students and teachers, in grade 7, 41 (57.7%) of the respondents were male, whereas 30 (42.3%) of respondents were females. Regards to grade 8, 35 (57.4%) of the respondents were males, while 26 (42.6%) were females. On the other hand, 4 (80.0%) of the respondents were male teachers, whereas, only 1 (20.0%) was female teacher. From the survey data, it can be observed that both in students sample and teachers, they are dominated by male.

With regards to age category, in the case of grade 7, majority of the respondents 57 (80.3%) were in the age category of 13 – 15 and the remaining 10 (14.1%) were in the age category of 16 – 18, whereas in the case of grade 8, majority of the respondents 44 (72.4%) were categorized in the age group of 16 – 18 and the remaining 17 (27.9%) were categorized in the age group of 13 – 15. Regards to teachers, all of them were in the age group of 25 – 35.

As to the academic qualification of the participant teachers, they are diploma holders.

4.2 Impact of Large Class Size on Students’ learning Physical Education Practical Class

Table 4.3: Respondents View on the Impact of Large Class Size on Students’ learning Physical Education Practical Class

No	Item/Question	Yes	%	No	%
1.	Large classes limit the learning opportunities of students.	117	88.6	15	11.4
2.	Do you think that large class size can impact students learning process?	114	86.4	18	13.6
3.	Does your teacher teach you by identifying the problem of large class size?	39	29.5	93	70.5
4.	Does your teacher teach you during practical class by using pair or small groups?	36	27.3	96	72.7

Source: Author construct from survey data, 2021

As it can be seen from Table 4.3, majority of the respondents 117 (88.6%) responded with positive response, but only 15 (11.4%) responded with negative answer. Therefore, from this result it can be said that most of the students believed that large class size limit students’ learning opportunities.

Regards to item two, similar to the above item majority of the respondents 114 (86.4%) replied with “yes), whereas 18 (13.6%) responded with “no”. Therefore, from this result it can be said that most of the students claimed that large class size can impact the overall learning process of the

students. Thus, large class size has negative impact on the teaching learning process of physical education practical class in Darge primary school in grade 7 and 8.

As to the third item, majority of the respondents 93 (70.5%) replied with “no”, while 39 (29.5%) responded with “yes”. This percentage indicates that physical education teachers did not taught their practical class by identifying the problem of large class size. Therefore, from this result it can be said that most of the physical education teachers are not in a position to teach their practical class by solving the problem of large class size.

Finally, the fourth item, majority of the respondents 96 (72.7%) responded with negative answer for the stated question, whereas 36 (27.3%) responded with positive answer. This percentage indicates physical education teachers did not teach their practical class implementing in pair or in small groups mostly.

Table 4.4: Respondents View on the Impact of Large Class Size on Students’ learning Physical Education Practical Class

No	Question	Frequency	%
1.	What is the number of students in your class?		
	30 – 40	-	-
	41 - 50	-	-
	51 - 60	-	-
	Above 60	132	100.00
2.	Who is responsible to solve the impact of large class?		
	School administrator	-	-
	Society	-	-
	Government	88	66.7
	All	44	33.3
3.	How often does your teacher teach you practical class?		
	Always	49	37.1
	Sometimes	83	62.9
	Never	-	-
4.	How do you rate your motivation to learn the subject during practical class?		
	High	24	18.2
	Moderate	63	47.7
	Low	45	34.1

Source: Author construct from survey data, 2021

As depicted in Table 4.4, all respondents 132 (100%) responded that in all of their classes the number of students were more than 60. Therefore, from this result it can be said that students are learning their classes out of the standard of the number of students per class.

As to the second item, two - third of the respondents 88 (66.7%) responded that the responsible body for solving the impact of large class size have to be the government, while 44 (33.3%) of the respondents gave the responsibility for responsible to solve the impact of large class for all, for the school administrator, society and for the government.

Regards to the third item, that dealt about practical class teaching, accordingly nearly two – third of the respondents 83 (62.9%) responded that physical education teachers taught their practical class sometimes, while 49 (37.1%) of the respondents replied with always. Therefore, from this result it can be said that most of the teachers are not teaching their practical class as required.

Finally, the fourth item, the respondents were asked to respond on “How do you rate your motivation to learn the subject during practical class?”, so from the analysis less than half of the respondents 63 (47.7%) responded that they were at moderate stage of motivation in attending their practical classes, while 45 (34.1%) were less motivated in their practical class and 24 (18.2%) were motivated highly during their practical class.

4.3 The Impact of Large Class Size on Physical Education teaching Strategies during Practical Class

Table 4.5: Respondents View on the Impact of Large Class Size on Physical Education Practical Class

No	Item/Question	Yes	%	No	%
1.	Large classes limit my ability to deliver daily quality instruction.	4	80.0	1	20.0
2.	Large classes limit my ability to deliver specific, positive feedback.	4	80.0	1	20.0
3.	Large classes cause me to spend more time on classroom management.	4	80.0	1	20.0
4.	Do you use various instructional methods during presentation?	2	40.0	3	60.0
5.	Do you organize students in pairs and small groups for practical practice?	3	60.0	2	40.0
6.	Do majority of your students have interest to practice activities in groups?	3	60.0	2	40.0
7.	Do you give different practical activities, drills and tasks in group?	2	40.0	3	60.0
8.	Do you have any training about how to manage large class size physical education practical classes?	-	-	5	100.0

Source: Author construct from survey data, 2021

As it can be seen in Table 4.5, most of the teachers 4 (80.0%) responded that large classes limited their ability to deliver their daily quality instruction, but only one teacher replied to the contrary.

Regards to the second item, similar to the above item most of the teachers 4 (80.0%) claimed that large classes limited their ability to deliver specific and positive feedback while teaching their practical classes, however, only one teacher responded that class size did not affect the delivery of the feedback.

With regard to item three, it dealt about class management, so according to the responses of the participant physical education teachers, most of them 4 (80.0%) responded that the large classes forced them to spend their time more on practical class management while teaching their practical classes.

Regards to item four, only two teachers (40.0%) used various instructional methods during presentation, whereas three teachers (60.0%) did not use various instructional methods during presentation of their lesson. Moreover, as the replied for the open ended question for those who responded with “no” all of them replied that the reason for not using various methods was due to large class size they could not manage the methods and also most of their practical classes spent in managing students’ behavior. From this result it can be said that most of the teachers are not in a position to employ various instructional methods for their practical classes.

With regards to the fifth item, majority of the participant teachers 3 (60.0%) organized their students in pairs and in small groups for practical activities, but 2 (40.0%) of the respondents did not perform the indicated activities.

As to the sixth item, the participant teachers were asked to respond on “Do majority of your students have interest to practice activities in groups?”three teachers (60.0%) claimed that majority of the students were interested to practice activities in groups, while two teachers (40.0%) said that their students were not interested for group work activities.

As to item the seventh item, only two of the participant teachers gave different practical activities, drills and tasks in group for their students during their practical classes, but three of them did not give the stated activities. So, from this result it can be said that practical activities are not given for students properly.

Regards to the last item, all participant teachers did not have any training about how to manage large class size physical education practical classes.

Table 4.6: Respondents View on the Impact of Large Class Size on Physical Education Practical Class

No	Question	Frequency	%
1.	How do you rate your students' motivation to learn the subject during practical class?		
	High	1	20.0
	Moderate	2	40.0
	Low	2	40.0
2.	To what extent does large class size affect your practical class?		
	Highly	4	80.0
	Moderately	1	20.0
	Fairly	-	-
	Never	-	-

As it can be seen in Table 4.6, only one participant teacher responded that their students were highly motivated to learn the subject during practical classes. However, two participant teachers replied that their students were motivated moderately and the other two participants replied that their students were less motivated.

Regards to the extent of the impact of large class size in affecting practical class of physical education, most of the participant teachers 4 (80.0%) replied that large class size highly affected practical classes, but only one participant teacher responded that the impact was moderate.

Finding

Shortage of equipment physical education practical class.

Shortage of class size

Shortage of knowledge students physical education practical class

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The purpose of this study was to identify the impact of large class size in teaching learning physical education class of students in Darge primary school of Abeshge Woreda Gurage zone. In light this attempts have been made to answer the following basic questions

- What are the major impacts addicted that teaching learning process in physical education?
- How does large class size affect teaching learning process?
- What is the possible solution to the impact of teaching learning in large class size?
- How teaching can be affected by teaching in large class size in physical education in Darge primary school?

To obtain relevant data on these factors, two sets of questionnaires were distributed to a sample of teachers and students. From these questionnaires were distributed to 5 teaches and 140 students.

In order to deal with the problem, one government primary school, namely Darge primary school was purposely choosing to be the subject of sample school.

The sample population was selected using simple random sampling technique for students while available sampling techniques was used for the teachers. Thus, the data obtained from the subject were presented in tables and analyzed using percentage. Then the result of the study were interpreted and discussed in relation to the popular literature or previous study results.

5.2 Conclusions

From the total evaluation of action made, the following conclusion was drawn. As the implemented evaluation result showed that these students who were learning on small capsized and students who were learning in large class size have a significance change on scoring test result.

Thus in particular research, the students who had learned in large class size scoreless results than those students who learn in a small class size so that learning on large class size affects the

students. As we have seen from the test results the standard deviation of large class size on the 1st implementation evaluation phase higher than the second.

So that the finding showed that the large class size is highly impacts of the students.

5.3 Recommendations

On the basis of the findings and conclusions the following recommendations are forwarded.

- ❖ The finding confined that the large class size impact on teaching of students. So that suitable teaching learning processes, the school communities, parents and governments should be construct additional class room to solve that problem.
- ❖ The researcher strictly recommended that students have to follow up their continuous assessment and should be doing class work, homework and assignment etc. as much as possible.
- ❖ The class size should be reduced by building additional classes and employing teachers. To do this the school discusses a boot the problem with the school communities, parents, nongovernmental organization and concerned representative of the governments. So with coordination of this body the school should built additional classes and employs the teachers to minimize the large class size problem from this school. In addition to this idea the teacher should exercise to use the types of actual learning that can be used in large class size such as group assignment and project work can be done outside the class room.

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APPENDIX - A

WOLKITE UNIVERSITY

COLLEGE OF NATURAL SCIENCE

DEPARTMENT OF SPORT SCIENCE

Questionnaire for students

This questionnaire is to be filled by students

Dear students, the objectives of this study are to find out the impact of large class size in teaching physical education practical class, in the case of Darge primary school. Be sure that the information gathered will be used only research purposes. So that you are kindly requested to provide the necessary information that is helpful to the accuracy of the research as well as to bring practical solutions to the factors and would like to thank for your positive responses.

Remember

5. Not necessarily to write name
6. Possible to give more than one answer
7. Answer those questions which need explanation accordingly
8. Thank you for your patience!

Part I. General information of students

Direction selects one possible answer.

1. Sex 1) Female 2) Male
2. Age 1) <11 2) 12-14 3) 15-17 4) >18

Part II. The impacts of large class size

1. What is the number of students in your class?
A. 20-35 B. 36-50 C. 51-55 D. 60 and above
2. Who are responsible to solve the impact of large number of students per class?
A. School administrator B. Society C. Government D. All
3. How often does your teacher teach you practical class?
A. Always B. Sometimes C. Never

4. Large classes limit the learning opportunities of students.

A. Yes B. No

5. How do you rate your motivation to learn the subject during the practical class?

A. high B. moderate C. low

If your answer is “Low” what is your reason?

6. Do you think that large class size can impact students learning process?

A. Yes B. No

7. Does your teacher teach you by identifying the problem of large class size?

A. Yes B. No

8. Does your teacher teach you during practical class by using pair or small group?

A. Yes B. No

If your answer is “No” Why?

- | | |
|--------------------------------|--------------------------------|
| A. Because of over crowdedness | C. Because of shortage of time |
| B. Because of carelessness | D. Others |

APPENDIX - B

WOLKITE UNIVERSITY
COLLEGE OF NATURAL SCIENCE
DEPARTMENT OF SPORT SCIENCE

Questionnaire for physical education Teachers

This questionnaire is to be filled by Darge primary school physical education teachers.

This questionnaire is designed to explore the impacts of large class size in physical education practical class, in the case of Darge primary school .The researcher kindly reminds you that your responses are used only as an input for the research work.

I would like to thank you for your genuine information.

No need of writing your name.

Part I. General information of teachers

Direction: Put “✓”sign in the box

1. Sex Male ☐ Female☐

2. Age 25 – 35 ☐ 36 – 45 ☐ Above45☐

3. Educational status Degree ☐ Diploma Certificate☐

4.Large classes limit my ability to deliver daily quality instruction.

A. Yes B. No

❖ Large classes limit my ability to deliver specific, positive feedback.

A. Yes B. No

If your answer is “Yes” what is your reason?

❖ Large classes cause me to spend more time on classroom management.

A. Yes B. No

❖ How do you rate your student’s motivation to learn the subject during the practical class?

A. High B. Moderate C. Low

If your answer is “Low” what is your reason?

❖ Do you use various instructional methods during practical class presentation?

A. Yes B. No

If your answer is “No”, what is your reason?

❖ Do you organize students in pairs and small groups for practical practice?

A. Yes B. No

If “yes” on what bases do you organize them?

A. based on interest B. based on seating C. randomly

❖ Do you give different practical activities, drills and tasks in groups?

A. Yes B. No

❖ Do majority of your students have interest to practice activities in groups?

A. Yes B. No

❖ Do you have any training about how to manage large class size physical education practical classes?

A. Yes B. No

13. To what extent does large class size affect your practical class?

A. Highly B. Moderately C. Fairly D. never