CHAPTER 5

ANALYSIS AND INTERPRETATION

5.0 INTRODUCTION

In the preceding chapter, a full account of the research design was presented. Both the process of data collection and the method applied in analysing the data yielded by the various tools were presented. In this chapter, the analysis of data is presented. The total scores of teacher's encouraging behaviour, students' participative behaviour, and parent's encouraging behaviour is presented for each item. The mean of each item for all the subitems of teacher's encouraging behaviour, students' participative behaviour and parent's encouraging behaviour is also analysed. The percentage of the above and below the mean of all the variables also is computed. Chi-square and coefficient correlation is used to test the hypotheses formulated for the present study.

The data is described and analysed according to the objectives and hypotheses of the present study.

5.1 Objective I : To study teachers' encouraging behaviour in the classroom.

The analysis of the data related to this objective is given in the following section : The teacher's encouraging behaviour is consisted of nine sub-items as follows :

A. Management skill of teacher;
B. Explaining and teaching behaviour of teacher;
C. Using instructional materials by teacher;
D. Teacher's attending behaviour;
E. Management of discipline by teacher;
F. Teacher's responding behaviour;
G. Reinforcement and rewarding behaviour by teacher;

H. Teacher's personality, and

I. Teacher's direction and checking behaviour.

5.1.1 Analysis of Teacher's Encouraging behaviour subitemwise :

Table 5.1.A, presents data related to teacher's encouraging behaviour in the sampled schools of Baroda city, India. The scores of each item of both the sampled schools are presented in the table. In each school, observations of twelve teachers' classroom teaching were conducted by the researcher. These classes were ranging from standard I to VI. Thus the total number of classroom observed was twenty four. In table 5.1.A, the individual scores are presented and indicated by H and L on the basis of the scores above the mean score and below the mean score of the same item respectively. The above mean category is qualified as H on the basis of above mean category of Baroda city schools for each item and below mean category is qualified as L keeping in view the mean scores of Baroda sampled schools. This is a master table in which the calculation of mean scores and the total number of teachers in each subitem of teacher's encouraging behaviour are presented. Table 5.1.B presents similar data related to teacher's encouraging behaviour in the sampled schools of Irbid City, Jordan. The same procedure was followed for sampled schools of Irbid city.

Table No. 5.1.C, presents data related to teacher's encouraging behaviour in the sampled schools of Baroda and Irbid city. It shows the mean scores of each subitem of sampled schools of Baroda and Irbid city, and it shows also the total mean scores on each subitem of the four sampled schools of Baroda and Irbid city. The data of mean scores is used for further analysis of frequency, percentage and Chi-square correlations as and when needed.

Table No. 5.1.A

Itemwise Total Scores of teacher's encouraging behaviour observed in Two sampled schools of Baroda city.

School I

		Teacher's Encouraging Behaviour								
Serial No. of teachers	**Standard**	**Item A**	**Item B**	**Item C**	**Item D**	**Item E**	**Item F**	**Item G**	**Item H**	**Item I**
1.	I	22 H	28 L	10 L	71 H	12 L	17 L	38 L	17 L	14 L
2.	II	15 L	20 L	8 L	48 L	10 L	18 L	45 L	12 L	16 L
3.	III	24 H	46 H	10 L	86 H	15 H	23 H	44 L	18 H	18 H
4.	IV	20 L	36 H	10 L	54 L	10 L	15 L	43 L	12 L	16 L
5.	V	24 H	46 H	18 H	96 H	20 H	31 H	67 H	28 H	25 H
6.	V	15 L	17 L	7 L	53 L	12 L	18 L	35 L	13 L	14 L
7.	V	20 L	25 L	10 L	46 L	10 L	14 L	40 L	10 L	13 L
8.	V	24 H	44 H	14 H	83 H	19 H	25 H	60 H	24 H	23 H
9.	VI	26 H	47 H	16 H	97 H	20 H	27 H	62 H	25 H	25 H
10	VI	24 H	31 L	19 H	52 L	12 L	16 L	37 L	12 L	17 H
11.	VI	31 H	45 H	16 H	95 H	20 H	31 H	65 H	27 H	28 H
12.	VI	15 L	17 L	7 L	56 L	14 L	20 L	43 L	13 L	14 L
Total		260	402	145	837	174	265	579	211	223
Mean Average		22	34	12	70	15	21	48	18	19

School II

Serial No. of teachers	Standard	Teacher's Encouraging Behaviour								
		Item A	Item B	Item C	Item D	Item E	Item F	Item G	Item H	Item I
13	I	20 L	26 L	15 H	53 L	11 L	15 L	50 H	16 L	11 L
14	II	19 L	24 L	10 L	59 L	13 L	14 L	46 L	17 L	13 L
15	III	32 H	42 H	18 H	90 H	21 H	30 H	65 H	26 H	22 H
16	IV	19 L	30 L	16 H	54 L	10 L	14 L	45 L	15 L	13 L
17	V	24 H	45 H	14 H	90 H	15 H	32 H	65 H	25 H	21 H
18	V	16 L	18 L	10 L	42 L	8 L	13 L	39 L	12 L	9 L
19	V	23 H	43 H	15 H	78 H	14 H	29 H	60 H	22 H	20 H
20	V	17 L	31 L	16 H	61 L	15 H	17 L	47 L	18 H	14 L
21	VI	18 L	31 L	15 H	59 L	14 L	17 L	46 L	16 L	12 L
22	VI	14 L	19 L	9 L	39 L	9 L	15 L	36 L	12 L	9 L
23	VI	20 L	32 L	10 L	74 H	19 H	24 H	47 L	16 L	17 H
24	VI	16 L	19 L	8 L	40 L	9 L	13 L	43 L	12 L	13 L
Total		238	360	156	739	158	233	589	207	174
Average Mean		20	30	13	62	13	19	49	17	15

Table No. 5.1.B

Itemwise total scores of teacher's encouraging behaviour observed in two sampled schools of Irbid city.

School I

		Teacher's Encouraging Behaviour								
Serial No. of teachers	**Standard**	**Item A**	**Item B**	**Item C**	**Item D**	**Item E**	**Item F**	**Item G**	**Item H**	**Item I**
1.	I	31 L	40 L	17 L	82 L	17 L	24 L	61 L	24 L	25 H
2.	II	33 L	40 L	20 H	86 H	18 L	24 L	62 L	27 H	26 H
3.	III	31 L	48 H	18 L	85 H	21 H	25 L	63 L	27 H	25 H
4.	IV	29 L	39 L	17 L	73 L	16 L	23 L	58 L	20 L	23 L
5.	V	36 H	49 H	19 H	97 H	24 H	31 H	69 H	29 H	27 H
6.	V	30 L	29 L	11 L	60 L	14 L	18 L	49 L	17 L	16 L
7.	V	37 H	49 H	21 H	99 H	23 H	31 H	71 H	29 H	26 H
8.	V	33 L	39 L	15 L	79 L	18 L	29 H	61 L	24 L	24 L
9.	VI	35 H	49 H	21 H	94 H	21 H	29 H	63 L	29 H	26 H
10	VI	31 L	33 L	19 H	84 L	17 L	22 L	60 L	23 L	20 L
11.	VI	36 H	49 H	19 H	98 H	22 H	32 H	72 H	29 H	26 H
12.	VI	36 H	49 H	20 H	97 H	23 H	32 H	70 H	29 H	28 H
Total		398	513	217	1034	234	320	749	307	292
Average Mean		33	43	18	86	20	27	62	26	44

School II

		Teacher's Encouraging Behaviour								
Serial No. of teachers	**Standards**	**Item A**	**Item B**	**Item C**	**Item D**	**Item E**	**Item F**	**Item G**	**Item H**	**Item I**
13.	I	37 H	48 H	22 H	95 H	20 H	31 H	71 H	28 H	29 H
14.	II	29 L	34 L	11 L	57 L	12 L	18 L	51 L	20 L	22 L
15	III	36 H	48 H	20 H	98 H	21 H	33 H	70 H	28 H	29 H
16.	IV	35 H	40 L	21 H	84 L	19 L	28 H	62 L	22 L	23 L
17.	V	34 H	44 H	20 H	94 H	20 H	29 H	69 H	27 H	26 H
18.	V	36 H	47 H	18 L	78 L	20 H	25 L	64 H	22 L	26 H
19.	V	35 H	49 H	23 H	100 H	23 H	34 H	71 H	29 H	29 H
20.	V	35 H	48 H	20 H	92 H	21 H	30 H	69 H	27 H	23 L
21.	VI	35 H	49 H	22 H	101 H	23 H	34 H	70 H	29 H	28 H
22.	VI	30 L	37 L	16 L	68 L	14 L	23 L	58 L	17 L	19 L
23.	VI	32 L	48 H	18 L	90 H	22 H	31 H	64 H	26 H	26 H
24.	VI	25 L	31 L	14 L	61 L	16 L	19 L	48 L	19 L	22 L
Total		399	523	225	1018	231	335	767	294	304
Average Mean		33	44	19	85	19	27	64	24	25

Table No. 5.1.C

Mean scores of each subitem of teachers' encouraging behaviour of the sampled schools of Baroda and Irbid city.

Meanscores of Teacher's Encouraging Behaviour Subitemwise									
Sampled schools from	**Item A**	**Item B**	**Item C**	**Item D**	**Item E**	**Item F**	**Item G**	**Item H**	**Item I**
Baroda	21	32	12	66	14	20	49	17	17
Irbid	33	43	18	85	19	27	63	25	25
Total	27	38	15	75	17	23	56	21	21

5.1.2 Subitemwise mean scores of Teacher's Encouraging Behaviour :

Table No. 5.2 presents data related to teacher's encouraging behaviour in the sampled schools of Baroda and Irbid City. It shows subitems related to teacher's encouraging behaviour, in school I and School II of Baroda and Irbid city. Mean score for each sampled school of Baroda and Irbid city subitemwise is presented and discussed.

While observing the mean scores of the two sampled schools of Baroda city, it was found that school I has higher mean scores than school II in all the items except the item of using instructional materials and in the item of reinforcement and rewarding behaviour. In Irbid city, school I has higher mean scores in the following three subitems : Teacher's attending behaviour, management of discipline by teacher and teacher's personality. The school II has higher mean scores than school I in the following five subitems : Explaining and teaching behaviour of teacher, using instructional materials by teacher, teacher's responding behaviour, reinforcement and rewarding behaviour by teacher, and teacher's direction and checking behaviour and equal mean score in the item of management skill of teacher in both the schools.

The figure 5.1 to 5.9 graphically presented data of mean scores in four sampled schools of Baroda and Irbid city.

Table No. 5.2

Schoolwise Mean scores of teacher's encouraging behaviour of the four sampled schools of Baroda and Irbid city subitemwise scores.

Sr. No.	Teachers' Encouraging Behaviour	Mean Scores					
	Subitems	Baroda			Irbid		
		School I	School II	Total	School I	School II	Total
1.	Item A. Management Skill of teacher	22	20	21	33	33	33
2.	Item B. Explaining and teaching behaviour of teacher	34	30	32	43	44	43
3.	Item C. Using Instructional Materials by teacher	12	12	12	18	19	18
4.	Item D. Teacher's attending behaviour.	70	62	66	86	85	85
5.	Item E. Management of discipline by teacher	15	13	14	20	19	19
6.	Item F. Teacher's responding behaviour.	21	19	20	27	27	27
7.	Item G. Reinforcement and Rewarding behaviour of teacher	48	49	49	62	64	63
8.	Item H. Teacher's personality	18	17	17	26	24	25
9.	Item I. Teacher's direction and checking behaviour	19	15	17	24	25	25

Figure 5.1

Mean scores of Management skill of teacher in the sampled schools of Baroda and Irbid city.

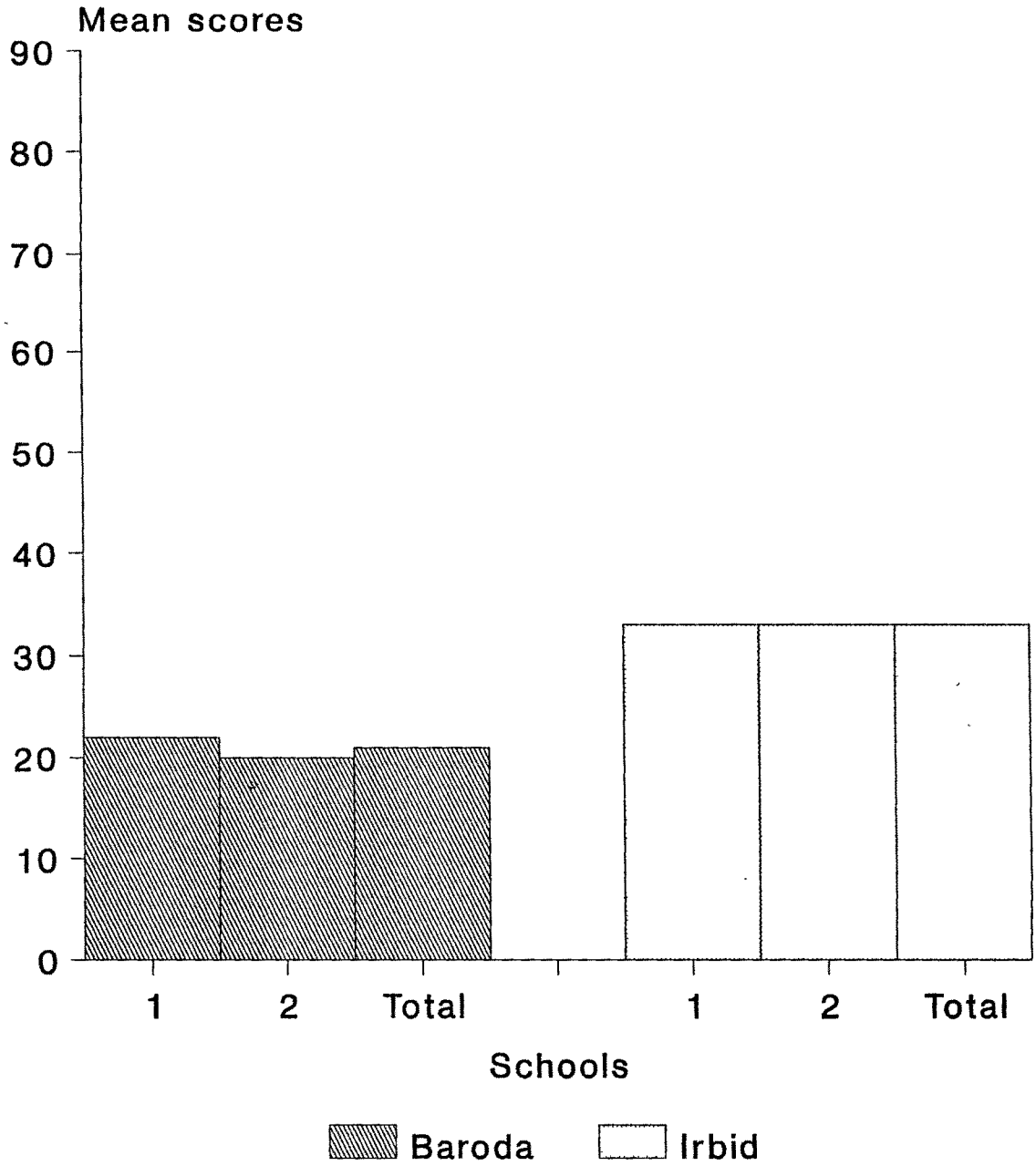


Figure 5.2
Mean scores of explaining and teaching behaviour of teacher in the sampled schools of Baroda and Irbid city.

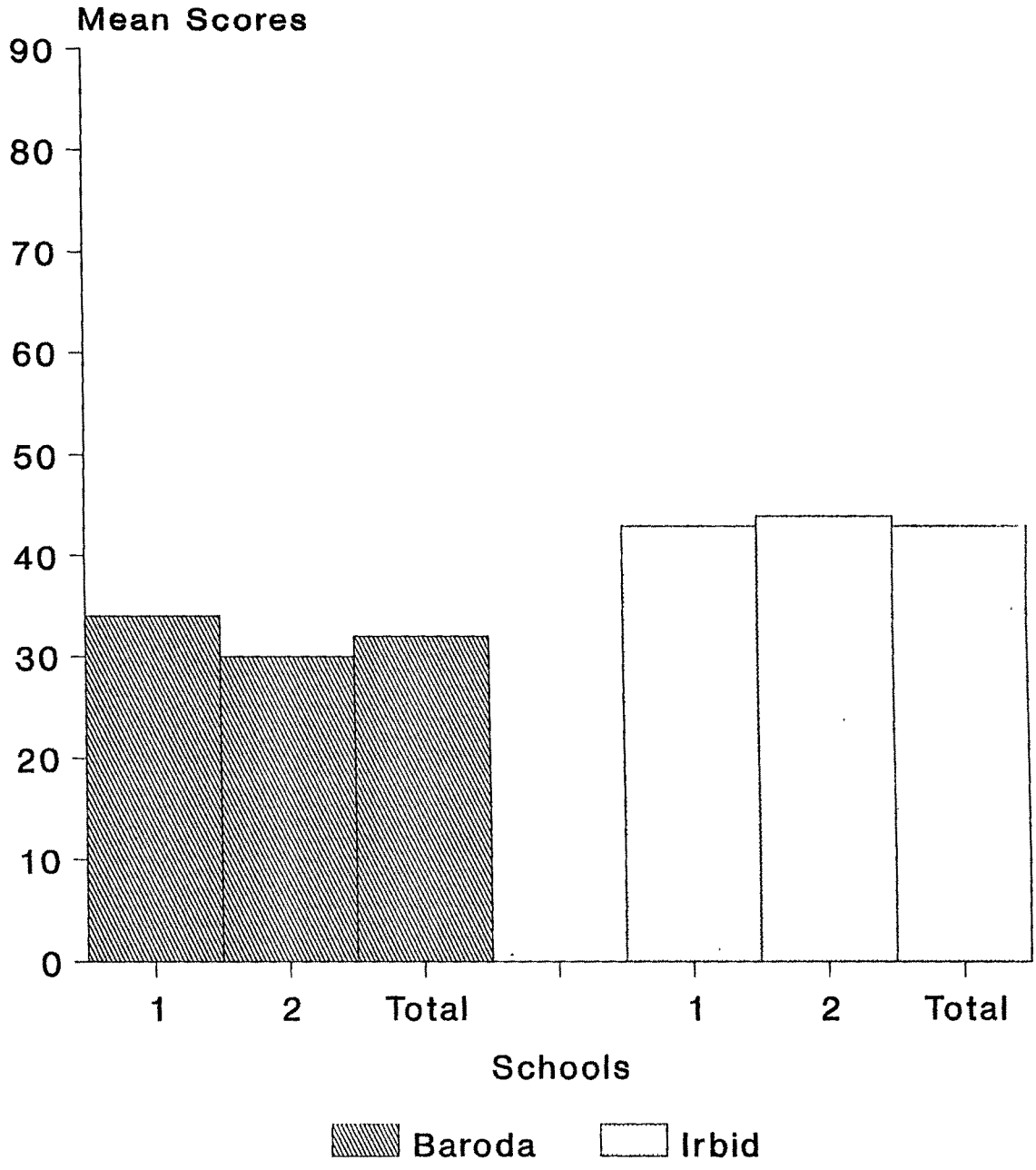


Figure 5.3
Mean scores of using instructional materials by teacher in the sampled schools of Baroda and Irbid city.

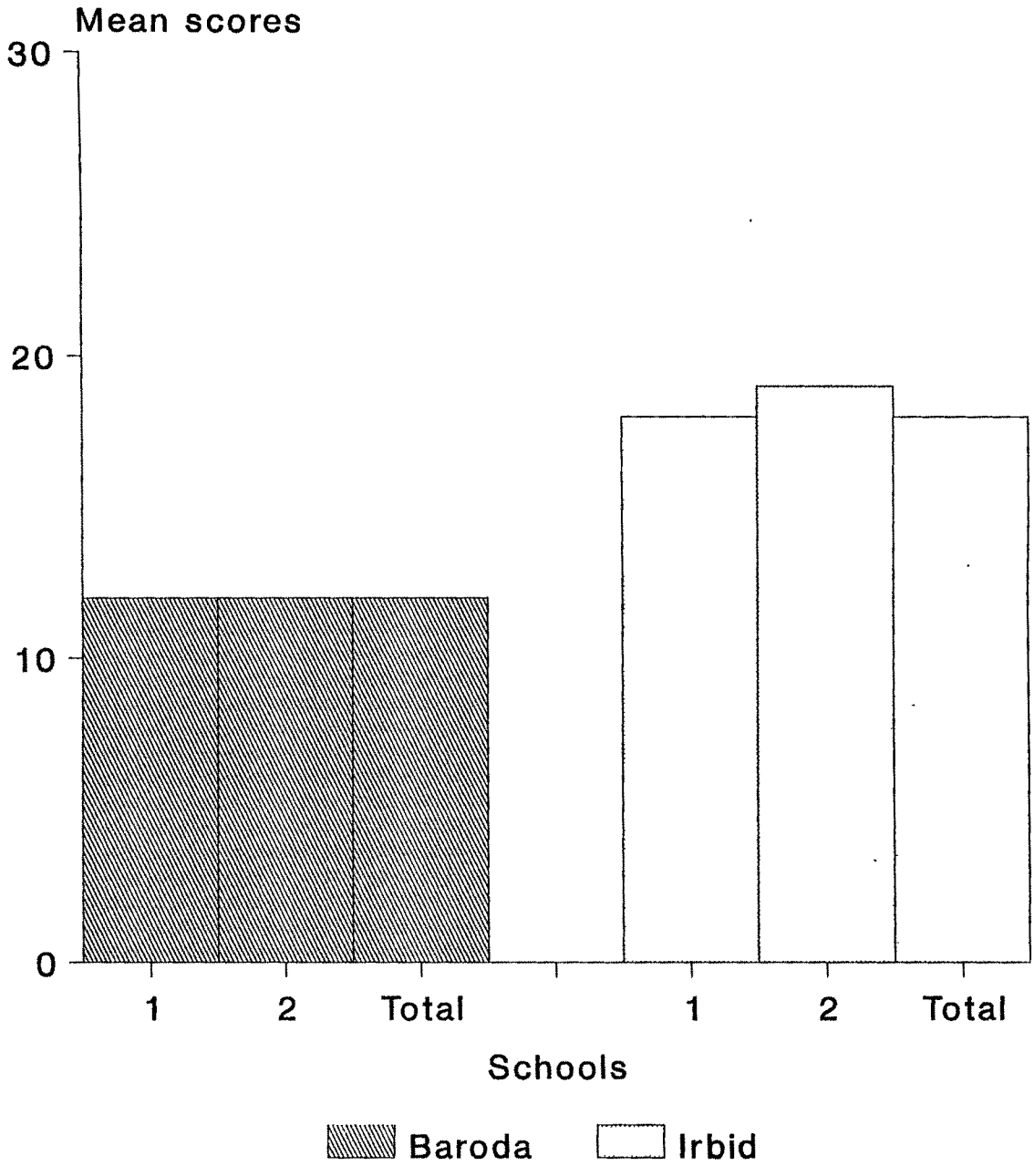


Figure 5.4
Mean scores of teacher's attending behaviour in the sampled schools at Baroda and Irbid city.

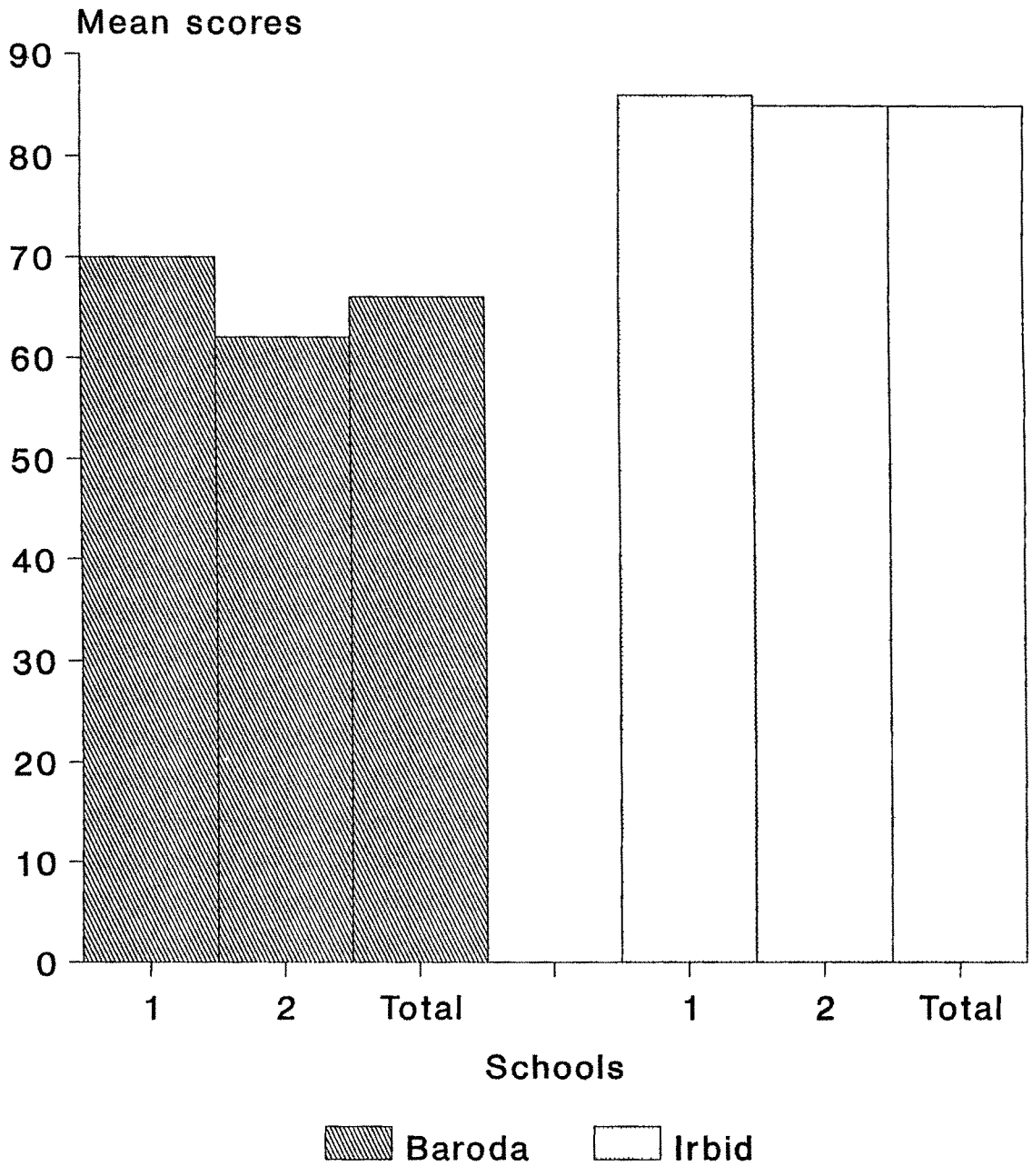


Figure 5.5
Mean score of management of discipline by teacher in the sampled schools of Baroda and Irbid city

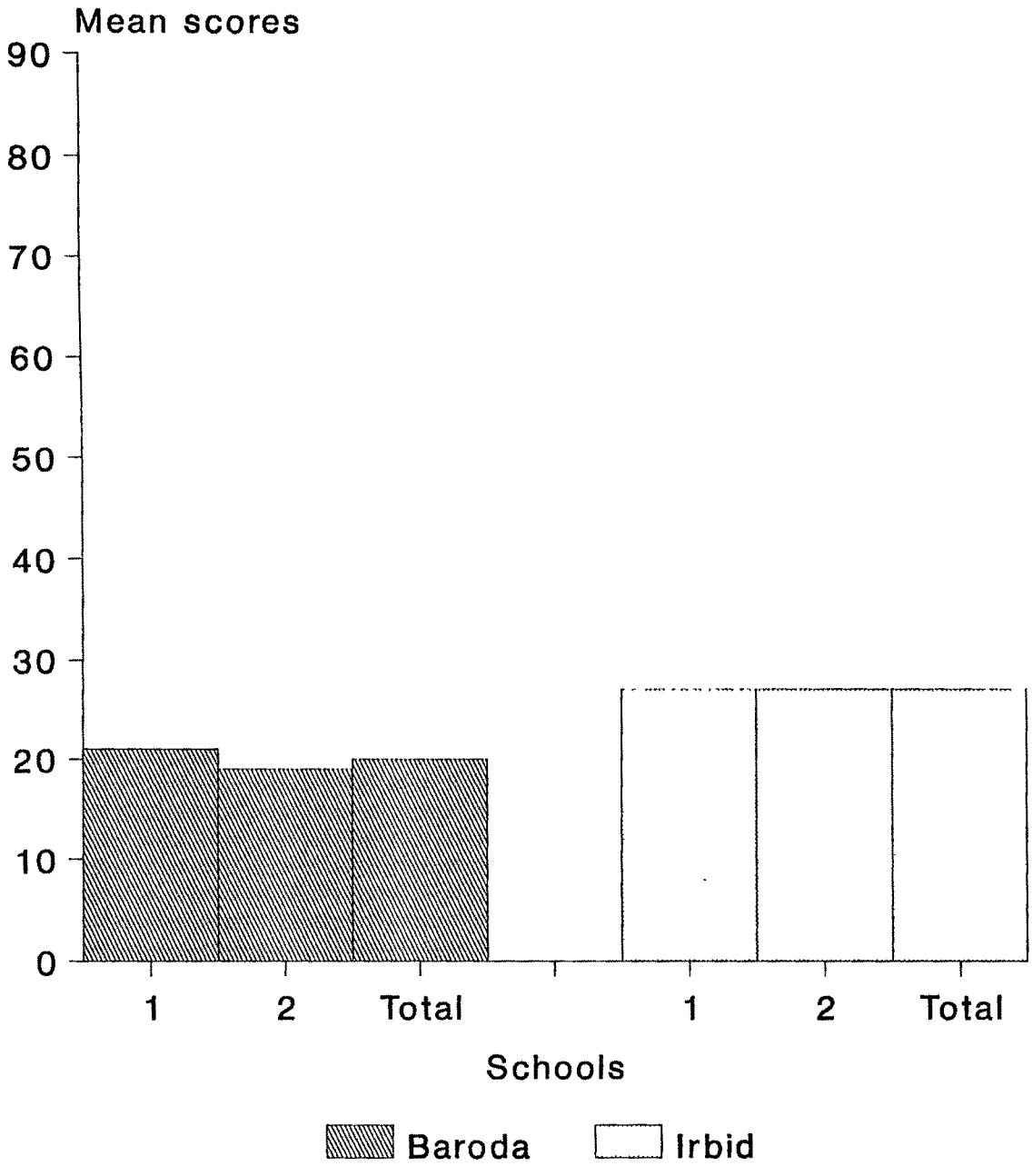


Figure 5.6
Mean score of teacher's responding behaviour in the sampled schools of Baroda and Irbid city.

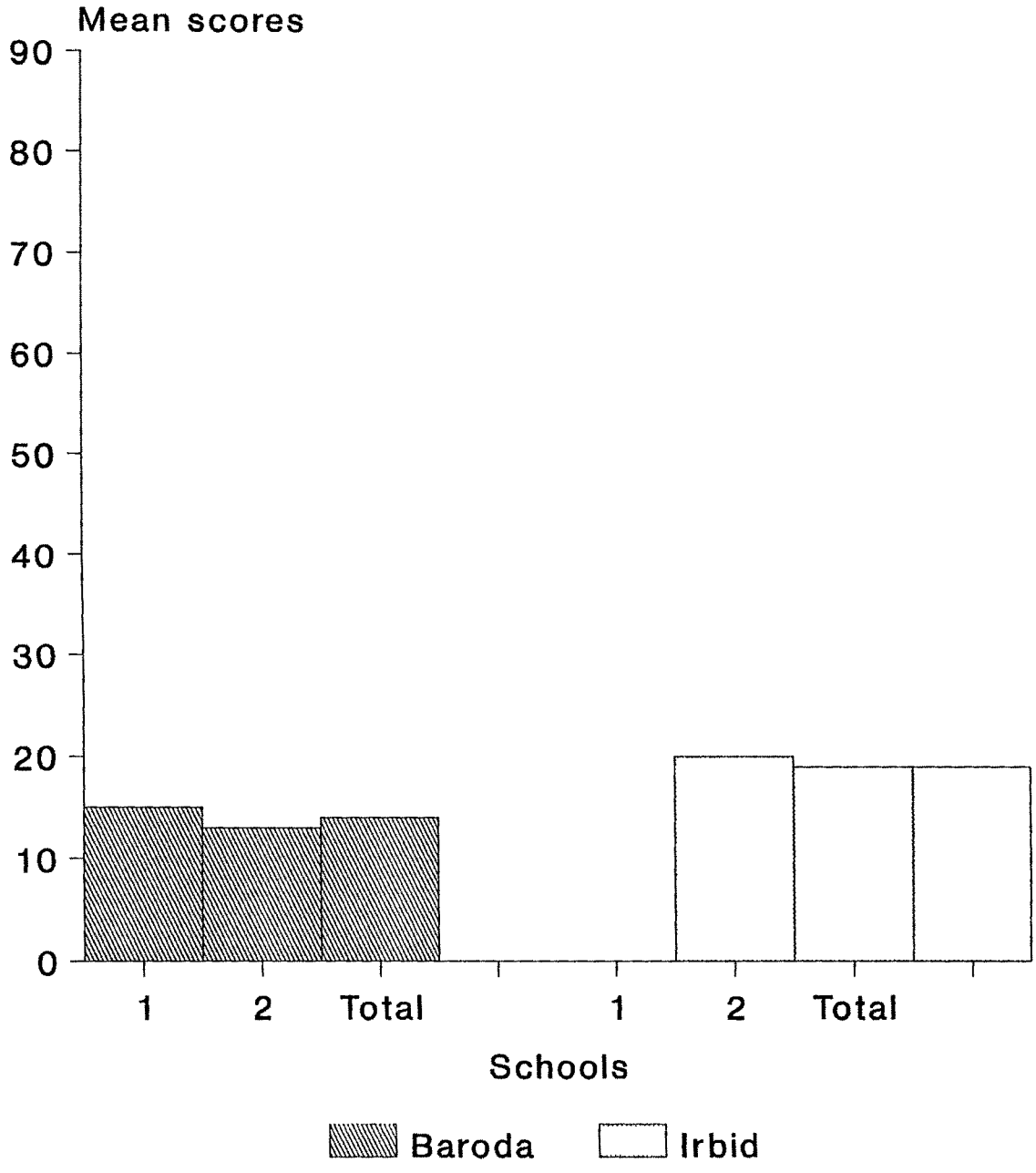


Figure 5.7
Mean scores of reinforcement and rewarding behaviour of teacher in the sampled schools at Baroda and Irbid city.

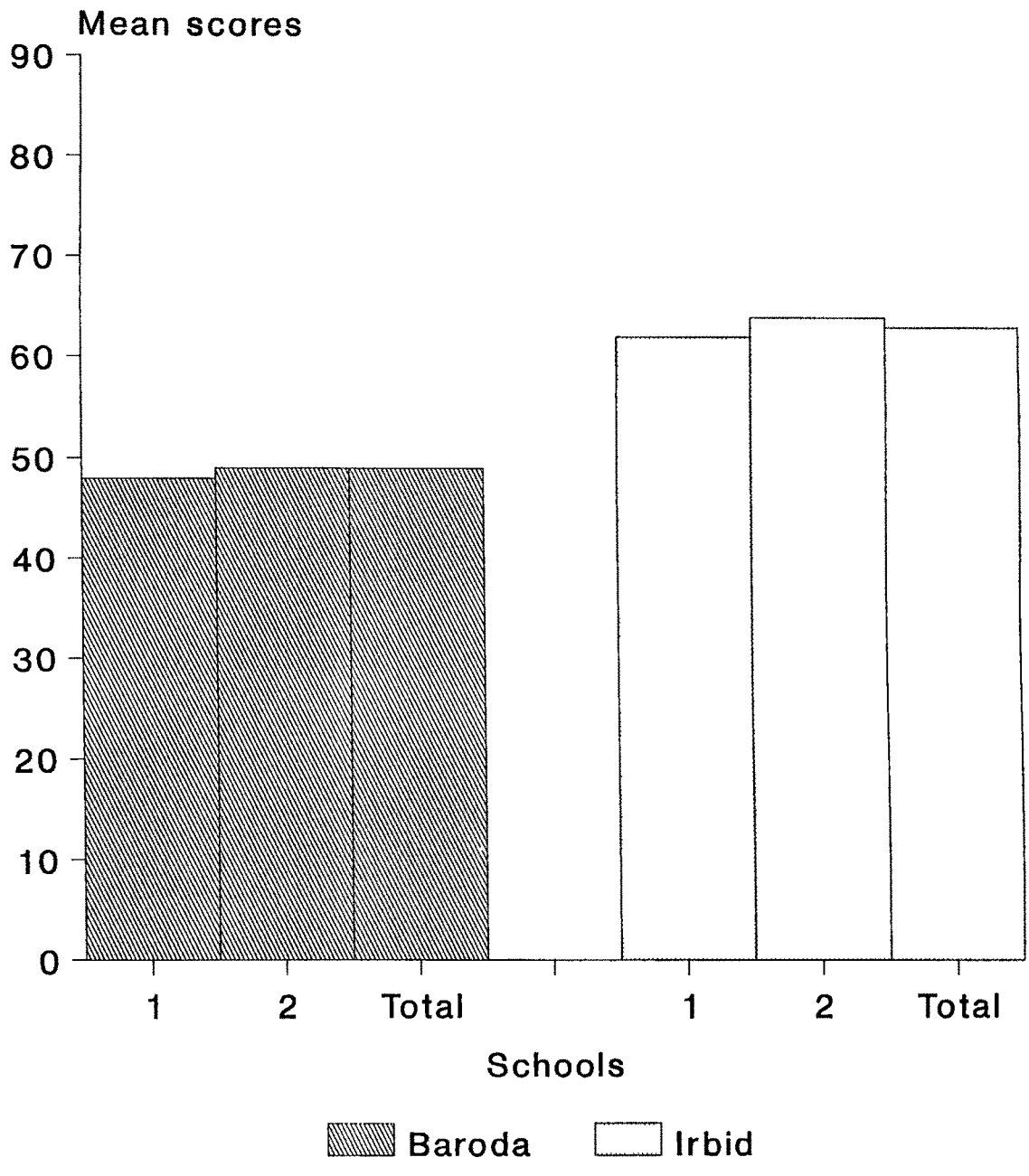


Figure 5.8
Mean scores of teacher's personality in the sampled schools of Baroda and Irbid city.

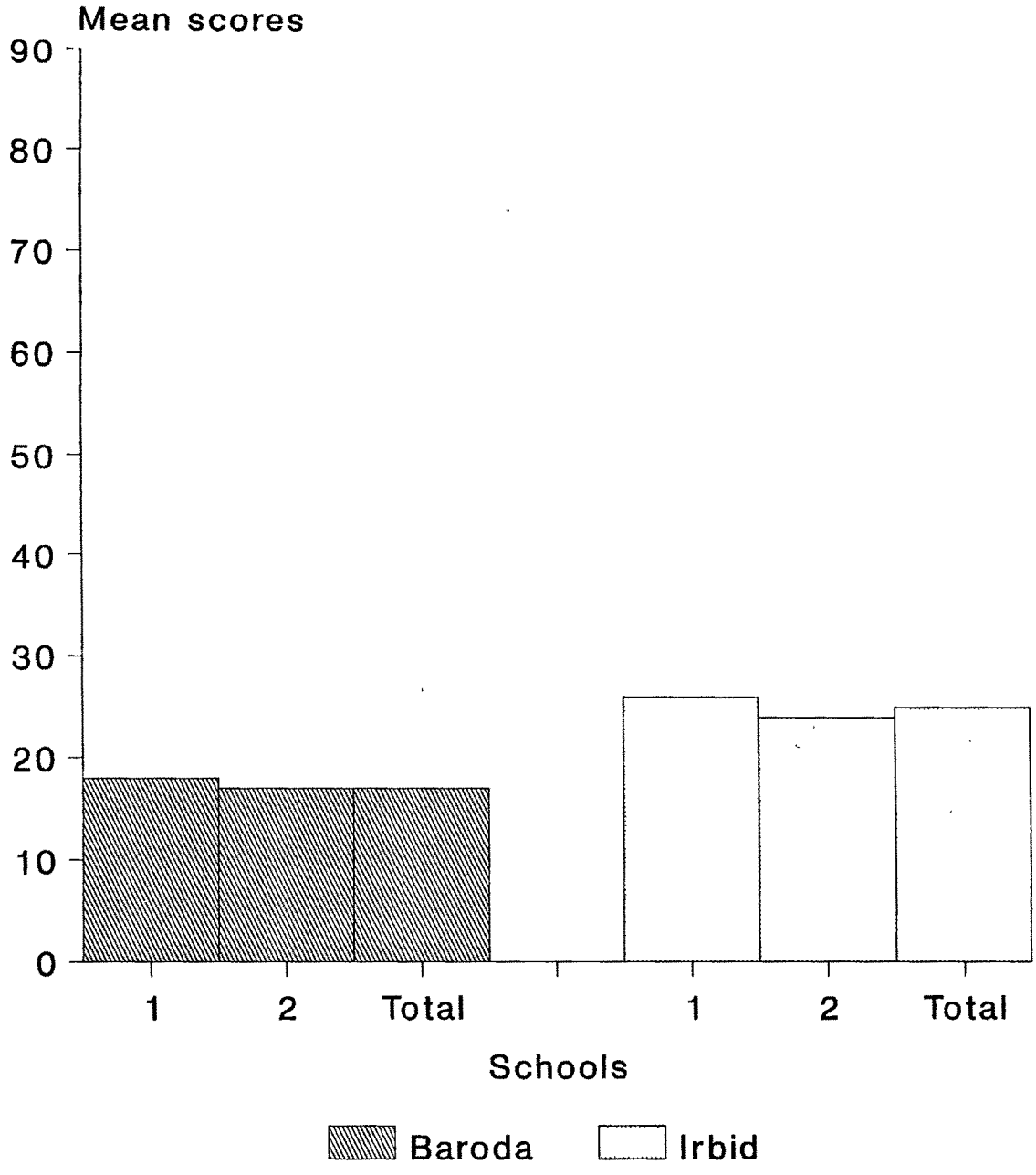
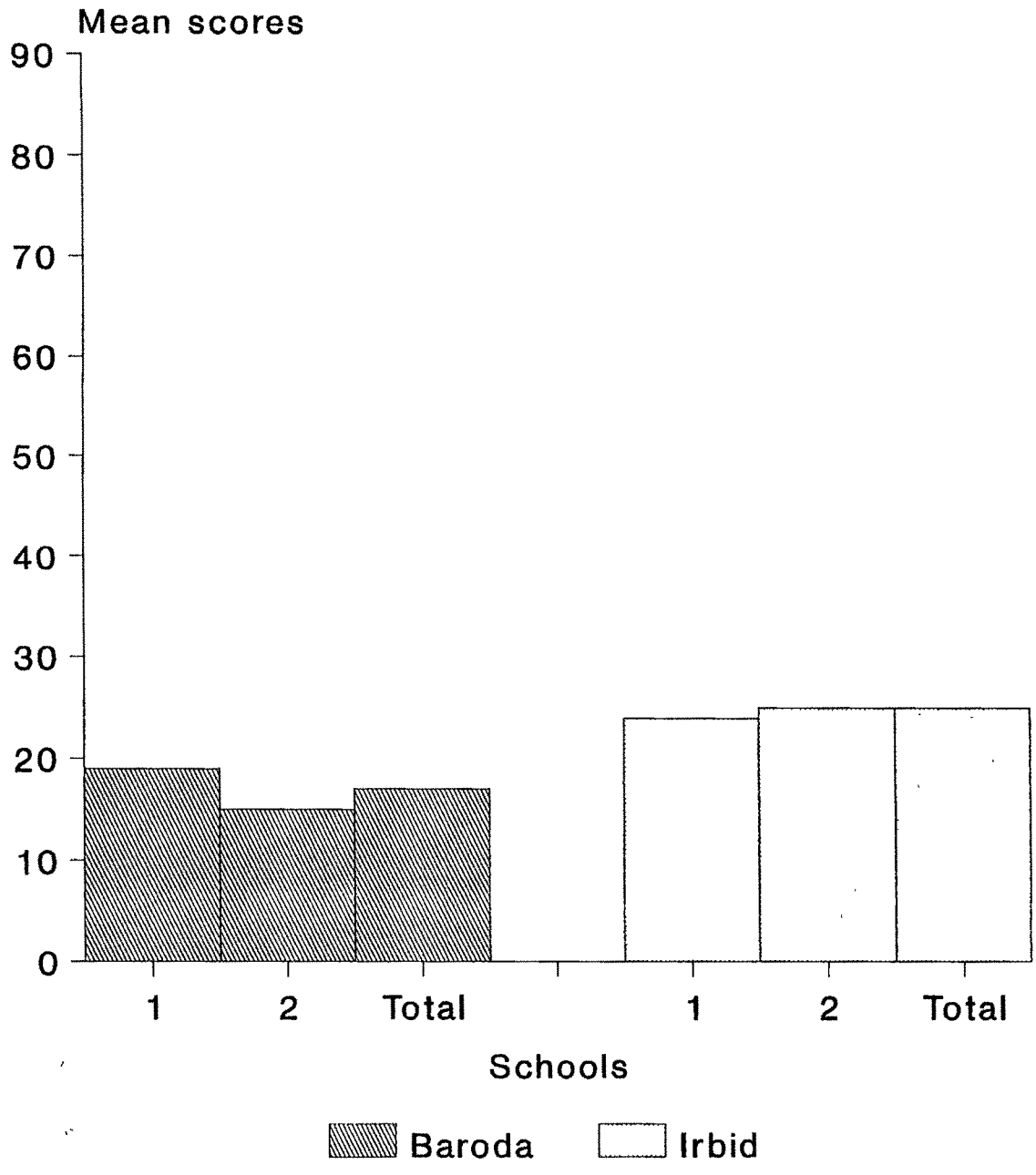


Figure 5.9
Mean scores of teacher's direction and checking behaviour in the sampled schools at Baroda and Irbid city.



5.1.3 Distribution of total number and percentage of teachers having above and below the mean scores of teacher's encouraging behaviour on each subitem.

According to the mean scores presented in table No. 5.1.C, the total number of teachers scored above and below the mean categories was calculated from table No. 5.1.A and 5.1.B and presented in table No. 5.3.A and 5.3.B.

Table No. 5.3.A. presents data related to twenty four teachers on subitems of teacher's encouraging behaviour of Baroda city schools. It shows the distribution of number of teachers and its percentage subitemwise for teacher's encouraging behaviour indicating above the mean and below the mean category. Table No. 5.3.B presents similar data related to teacher's encouraging behaviour in the sampled schools of Irbid city. The following are the distribution of total number and percentage of teachers having above the mean score and below the mean score of the nine subitems related to teacher's encouraging behaviour, for the two sampled schools of Baroda city, and Irbid city.

It can be observed from the Table 5.3.A and B, that the total number of teachers found in above the mean categories in the sampled schools of Baroda city in the nine subitems of management skill of teacher, explaining and teaching behaviour of teacher, using instructional materials by teacher, teacher's attending behaviour, management of discipline by teacher, teacher's responding behaviour, reinforcement and rewarding behaviour by teacher, teacher's personality and teacher's direction and checking behaviour was 10, 9, 12, 10, 10, 9, 8, 9 and 10 respectively, and below the mean categories was 14, 15, 12, 14, 14, 15, 16, 15 and 14 respectively. While in the sampled school of Irbid city, the total number of teachers found in above the mean categories in

the items of management skill of teacher, explaining and teaching behaviour of teacher, using instructional materials by teacher, teacher's attending behaviour, management of discipline by teacher, teacher's responding behaviour, reinforcement and rewarding behaviour of teacher, teacher's personality and teacher's direction and checking behaviour was 13, 14, 14, 14, 14, 14, 12, 14 and 15 respectively, and below the mean categories was 11, 10, 10, 10, 10, 10, 12, 10 and 9 respectively.

Table No. 5.3.A

Distribution of number and percentage of teachers in above and below the mean score categories in the two sampled schools of Baroda city related to nine subitems teacher's of encouraging behaviour.

		Number of			Percentage of		
	Teacher's encouraging behaviour subitems	teachers above the mean category	teachers below the mean category	Total	teachers above the mean category	teachers below the mean category	Total
(A)	Management skill of teacher	10	14	24	42	58	100
(B)	Explaining and teaching behaviour of teacher	9	15	24	38	62	100
(C)	Using instructional materials by teacher	12	12	24	50	50	100
(D)	Teacher's attending behaviour	10	14	24	42	58	100
(E)	Management of discipline by teacher	10	14	24	42	58	100
(F)	Teacher's responding behaviour	9	15	24	38	62	100
(G)	Reinforcement and Rewarding behaviour by teachers	8	16	24	33	67	100
(H)	Teacher's personality	9	15	24	38	62	100
(I)	Teacher's direction and checking behaviour	10	14	24	42	58	100

5.1.3.1 Total number and percentage of mean score of twenty four teachers observed in Baroda city in the categories of above and below the mean score :

As shown in table No. 5.3.A, the total number of teachers was found in above the mean category in the sampled schools of Baroda city, in the nine subitems of teacher's encouraging behaviour i.e., management skill of teacher, explaining and teaching behaviour of teacher, using unstructional materials by teacher, teacher's attending behaviour, management of discipline by teacher, teacher's responding behaviour, reinforcement and rewarding behaviour by teacher, teacher's personality and teacher's direction and checking behaviour sequentially 10, 9, 12, 10, 10, 9, 8, 9 and 10.

The total number of teachers was found in below the mean category, in the nine subitems of teacher's encouraging behaviour sequentially, 14, 15, 12, 14, 14, 15, 16, 15 and 14.

The percentage of teachers was found in above the mean category in the nine subitems of teacher's encouraging behaviour sequentially 42, 38, 50, 42, 42, 38, 33, 38 and 42.

The percentage of teachers was found in below the mean category in the nine subitems of teacher's encouraging behaviour sequentially 58, 62, 50, 58, 58, 62, 67, 62 and 58.

Interpretation :

It can be interpreted from the findings related to distribution of total number and percentage of teachers in above and below the mean category in the two sampled schools of Baroda city, for the item of using instructional materials by teacher, distribution was equal, while in the remaining eight subitems of management skill of teacher, explaining and teaching behaviour of teacher, teacher's attending behaviour, management of

discipline by teacher, teacher's responding behaviour, reinforcement and rewarding behaviour by teacher, teacher's personality and teacher's direction and checking behaviour the higher number and higher percentage was found in below the mean score category. Thus the more percentages of teachers were found in below the mean category as compared to above the mean category in eight subitems except in one subitem for the sampled schools of Baroda city.

Table 5.3.B

Distribution of total number and percentage of teachers in above and below the mean scores categories in the two sampled schools of Irbid city related to nine subitems of teacher's encouraging behaviour.

		Number of			Percentage of		
	Teacher's encouraging behaviour subitems	teachers above the mean category	teachers below the mean category	Total	teachers above the mean category	teachers below the mean category	Total
(A)	Management skill of teacher	13	11	24	54	46	100
(B)	Explaining and teaching behaviour of teacher	14	10	24	58	42	100
(C)	Using instructional materials by teacher	14	10	24	58	42	100
(D)	Teacher's attending behaviour	14	10	24	58	42	100
(E)	Management of discipline by teacher	14	10	24	58	42	100
(F)	Teacher's responding behaviour	14	10	24	58	42	100
(G)	Reinforcement and Rewarding behaviour of teacher	12	12	24	50	50	100
(H)	Teacher's personality	14	10	24	58	42	100
(I)	Teacher's direction and checking behaviour	15	9	24	62	38	100

5.1.3.2 Total number and percentage of mean scores of twenty four teachers observed in Irbid city in the categories of above and below the mean scores :

As shown in table No. 5.3.B, the total number of teachers was found in above the mean category in the sampled schools of Irbid city, in the nine subitems of teacher's encouraging behaviour i.e., management skill of teacher, explaining and teaching behaviour of teacher, using instructional materials by teacher, teacher's attending behaviour, management of discipline by teacher, teacher's responding behaviour, reinforcement and rewarding behaviour by teacher, teacher's personality and teacher's direction and checking behaviour sequentially 13, 14, 14, 14, 14, 14, 12, 14 and 15.

The total number of teachers was found in below the mean category in the nine subitems of teacher's encouraging behaviour sequentially 11, 10, 10, 10, 10, 10, 12, 10 and 9.

The percentage of teachers was found in above the mean category in the nine subitems of teacher's encouraging behaviour sequentially 54, 58, 58, 58, 58, 58, 50, 58 and 62.

The percentage of teacher was found in below the mean category in the nine subitems of teacher's encouraging behaviour sequentially 46, 42, 42, 42, 42, 42, 50, 42 and 38.

Interpretation :

It can be interpreted from the findings related to distribution of total number and percentage of teachers having above and below the mean category in the two sampled schools of Irbid city, that in the item of reinforcement and rewarding behaviour distribution was equal in number and percentage. While in the remaining eight subitems of management skill of teacher, explaining and teaching behaviour of teacher, using instructional materials by teacher, teacher's attending behaviour, management of discipline by teacher, teacher's responding behaviour, teacher's personality, and teacher's direction and checking behaviour the higher number and higher percentage were found in above the mean category. Thus the more percentage of teachers are found in above the mean category as compared to below the mean category in almost all subitems except in one subitems for the sampled schools of Irbid city.

For studying the responses on each subitem of teachers' encouraging behaviour, the investigator classified the responses in three categories on the following basis :

	Responses	**Level**
1.	Always and most of time	High
2.	Sometimes	Moderate
3.	Seldom and Never	Low

5.1.4 Subitemwise distribution of percentage of responses in three levels for teachers' encouraging behaviour in two sampled schools of Baroda city :

These distribution of responses were calculated in percentages and it is presented in table no. 5.4 for school-I and school-II of Baroda city, respectively detailed distribution of the subitemwise resultes are presented as follow :

Table No. 5.4

Distribution of percentage of observation responses in three categories for each subitem on teachers' encouraging behaviour in the sampled schools of Baroda city.

	Teachers' Encouraging Behaviour Sub items	Percentage of observation responses in three categories						
		High level Always / Most of the time		Moderate level Sometime		Low level Seldom / never		
		School I	School II	School I	School II	School I	School II	Total
A	Management skill of Teacher	34	30	14	19	52	51	100 100
B	Explaining and Teaching Behaviour of Teacher	48	40	19	24	33	36	100 100
C	Using Instructional Materials by Teacher	27	30	17	23	56	47	100 100
D	Teacher's Attending Behaviour	47	37	26	25	27	38	100 100
E	Management of Discipline by Teacher	22	25	40	30	38	45	100 100
F	Teacher's Responding Behaviour	38	30	35	25	27	45	100 100
G	Reinforcement and Rewarding Behaviour by Teacher	54	51	12	17	34	32	100 100
H	Teacher's Personality	33	28	24	37	53	35	100 100
I	Teacher's Direction and Checking Behaviour	36	17	35	29	29	54	100 100

As shown in table No. 5.4, the percentage of responses in the nine subitems of teacher's encouraging behaviour for Baroda city schools are classified in three level categories as follows :

1. **At high level category** : The percentage of responses of teachers in the nine subitems of teacher's encouraging behaviour was found in school I respectively 34, 48, 27, 47, 22, 38, 54, 33 and 36. And the percentage of responses of teachers in the subitems of teacher's encouraging behaviour was found in school II respectively 30, 40 30, 37, 25 30, 51, 28 and 17.

2. **At moderate level category** : The percentage of responses of teachers in the nine subitems of teacher's encouraging behaviour was found in school I respectively 14, 19, 17, 26, 40, 35, 12, 24 and 35. And the percentage of responses of teachers on the subitems of teacher's encouraging behaviour was found in school II respectively 19, 24, 23, 25, 30, 25, 17, 37 and 29.

3. **At low level category** : The percentage of responses of teachers in the nine subitems of teacher's encouraging behaviour was found in school I respectively 52, 33, 56, 27, 38, 27, 34, 53 and 29. And the percentage of responses of teachers in the subitems of teacher's encouraging behaviour was found in school II respectively 51, 36, 47, 38, 45, 45, 32, 35 and 54.

Interpretation :

It can be interpreted from the findings related to distribution of percentage of responses in three level categories in the two sampled schools of Baroda city as follows :

1. **At high level category**: The higher percentage of teacher's responses as compared to three level categories was found at this level in school I in 5 subitems of explaining and teaching behaviour of teacher, teacher's attending behaviour, teacher's responding behaviour, reinforcement and rewarding behaviour by teacher and teacher's direction and checking behaviour. And the higher percentage of teacher's responses as compared to three level categories was found at this level in school II in two subitems of explaining and teaching behaviour of teacher and reinforcement and rewarding behaviour by teacher.

2. **At moderate level category** : The higher percentage of teacher's responses as compared to three level categories was found at this level in school I in one subitem of management skill of teacher. And the higher percentage of teachers responses as compared to three level categories was found in school II in one subitem of teacher personality.

3. **At low level category** : The higher percentage of teacher's responses as compared to three level categories was found at this level in school I in three subitems of management skill of teacher, using instructional materials by teacher and teacher's personality. And the higher percentage of teacher's responses as compared to three level categories was found at this level in school II in six subitems of management skill of teacher, using instructional materials by teacher, teacher's attending behaviour, management of discipline by teacher, teacher's responding behaviour and teacher's direction and checking behaviour.

Thus the more percentage of responses of teachers in school I of Baroda city are found in five subitems at high level category, in one subitem at moderate level category

and in three subitems at low level category. While in school II of Baroda city are found in two subitems at high level category, in one subitem at moderate level category and in six subitems at low level category. And by comparing between the two schools of Baroda city, the more percentages of teachers responses at high level category are found in school I.

5.1.5 Subitemwise distribution of percentage of responses in three categories for Teacher's Encouraging Behaviour in two sampled schools of Irbid city :

These distribution of responses were calculated in percentages and are presented in table No. 5.5 of school I and school II of Irbid city, perspectively detailed discussion of the itemwise results are presented as follow :

As shown in table NO. 5.5, the percentage of responses in the nine subitems of teacher's encouraging behaviour are classified for Irbid city school in three level categories as follows :

1. **At high level category** : The percentage of responses of teachers in the nine subitems of teacher's encouraging behaviour was found in school I respectively 78, 81, 57, 77, 70, 67, 78, 80 and 83. And the percentage of responses of teachers in the subitems of teacher's encouraging behaviour was found in school II respectively 77, 83, 70, 74, 58, 72, 79, 67 and 76.
2. **At moderate level category** : The percentage of responses of teachers in the nine subitems of teacher's encouraging behaviour was found in school I respectively18, 10, 31, 20, 20, 24, 17, 17 and 10. And the percentage of responses

of teachers in the subitems of teacher's encouraging behaviour was found in school II respectively 18, 15, 23, 21, 35, 21, 14, 28 and 22.

Table No. 5.5

Distribution of percentage of observation responses in three categories for each subitem of teachers' encouraging behaviour in the sampled schools of Irbid city.

	Teachers' Encouraging Behaviour Sub items	Percentage of observation responses in three level categories						
		High level Always / Most of the time		Moderate level Sometime		Low level Seldom / never		Total
		School I	School II	School I	School II	School I	School II	
A	Management skill of Teacher	78	77	18	18	4	5	100 100
B	Explaining and Teaching behaviour of Teacher	81	83	10	15	9	2	100 100
C	Using Instructional Materials by Teacher	57	70	31	23	12	7	100 100
D	Teacher's Attending Behaviour	77	74	20	21	3	5	100 100
E	Management of Discipline by Teacher	70	58	20	35	10	7	100 100
F	Teacher's Responding Behaviour	67	72	24	21	9	7	100 100
G	Reinforcement and Rewarding Behaviour by Teacher	78	79	17	14	5	7	100 100
H	Teacher's Personality	80	67	17	28	3	5	100 100
I	Teacher's Direction and Checking Behaviour	83	76	10	22	7	2	100 100

3. **At low level category** : The percentage of responses of teachers in the nine subitems of teacher's encouraging behaviour was found in school I respectively 4, 9, 12, 3, 10, 9, 5, 3 and 7. And the percentage of responses of teachers in the subitems of teacher's encouraging behaviour was found in school II respectively 5, 2, 7, 5, 7, 7, 7, 5 and 2.

Interpretation :

It can be interpreted that the distribution of the percentage of responses on each item of teacher's encouraging behaviour in school I and school II of Irbid city, the higher percentage at the high level category in all the nine subitems namely : Management skill of teacher; Explaining and teaching behaviour of teacher, Using instructional materials by teacher, Teacher's attending behaviour, Management of discipline by teacher, Teacher's responding behaviour, Reinforcement and Rewarding behaviour by teacher, Teacher's personality and teacher's direction and checking behaviour. Thus the more percentages of teachers in school I and school II of Irbid city are found in all subitems at high level category. And by comparing between the two schools of Irbid city, the higher percentages of teachers at high level category are found in school I in five subitems, while school II have higher percentage of teachers in four subitems.

5.2 Objective II : "To study students' participative behaviour in the classroom"

The analysis of the data related to this objective is given in the following section :

The student's participative behaviour is consisted of three subitems as follows :

A. Student's responding behaviour;

B. Student's involvement in learning activities; and

C. Student's cooperative behaviour.

5.2.1 **Analysis of Student's Participative Behaviour Subitemwise :**

Table No. 5.6 A presents data related to student's participative behaviour in the sampled schools of Baroda city, India. The two schools were observed by the investigator (school I and school II). In each school six classes were observed ranging from Ist standard to 6th standard and the total number of classes were observed in the two schools of Baroda city were twelve in number. This table shows the total score obtained on each item of each classroom. The total score is qualified in each column as H and L of the same item respectively. The above mean score is qualified as H on the basis of above mean score of Baroda city schools for each item and below the mean scores in qualified as L keeping in view the mean scores of Baroda sampled schools on each item. Table No. 5.6B, presents similar data related to student's participative behaviour in the sampled schools of Irbid city, Jordan. The same procedure was followed for qualifying H & L for Irbid city sampled schools. Table no. 5.6C, presents data related to student's participative behaviour in the sampled schools of Baroda and Irbid city. It shows the mean scores of each subitem of both the schools of Baroda and Irbid city. This is as a master table in which the calculation of mean scores and the total number and percentage of classes in each subitem of student's participative behaviour found in above and below the mean category have been obtained and discussed in the next sections. It can be interpreted, that the total number of classes was found in above the mean categories in the sampled schools of Baroda city in the items of student's responding behaviour, student's involvement in learning activities and student's co-operative behaviour was 12, 9 and 12 respectively and found in below the mean

Table No. 5.6.A

Itemwise total scores of Students' Participative Behaviour observed in two sampled schools of Baroda city.

School I

No. of teachers	Students Class Standard	Students' Participative Behaviour Subitems		
		Item A	Item B	Item C
		Student's Responding Behaviour	Student's Involvement in Learning Activities	Student's Cooperative Behaviour
1	I	23 L	84 L	33 L
2	II	18 L	77 L	31 L
3	III	25 H	98 H	48 H
4	IV	24 H	96 H	42 L
5	V	28 H	111 H	56 H
6	V	16 L	72 L	45 H
7	V	21 L	80 L	44 L
8	V	26 H	103 H	46 H
9	VI	29 H	120 H	53 H
10	VI	24 H	79 L	47 H
11	VI	29 H	107 H	54 H
12	VI	20 L	75 L	42 L
Total		283	1102	541
Mean		24	92	45

School II

13	I	22 L	73 L	43 L
14	II	23 L	66 L	40 L
15	III	29 H	116 H	52 H
16	IV	23 L	76 L	41 L
17	V	27 H	101 H	54 H
18	V	20 L	66 L	34 L
19	V	27 H	95 H	48 H
20	V	24 H	72 L	44 L
21	VI	25 H	72 L	47 H
22	VI	19 L	63 L	34 L
23	VI	23 L	84 L	46 H
24	VI	15 L	61 L	39 L
Total		277	945	522
Mean		23	79	43

Table No. 5.6.B

Itemwise total scores of Student's Participative Behaviour observed in two sampled schools of Irbid city.

School I

No. of teachers	Students Class Standard	Students' Participative Behaviour Subitems		
		Item A	Item B	Item C
		Student's Responding Behaviour	Student's Involvement in Learning Activities	Student's Cooperative Behaviour
1	I	29 L	113 H	48 L
2	II	31 H	119 H	51 L
3	III	27 L	109 L	51 L
4	IV	24 L	105 L	48 L
5	V	33 H	127 H	55 H
6	V	23 L	79 L	45 L
7	V	33 H	122 H	57 H
8	V	27 L	110 L	52 H
9	VI	32 H	114 H	52 H
10	VI	27 L	95 L	51 L
11	VI	32 H	127 H	57 H
12	VI	33 H	128 H	58 H
Total		351	1348	625
Mean		29	112	52

School II

13	I	33 H	123 H	50 L
14	II	27 L	82 L	35 L
15	III	33 H	133 H	57 H
16	IV	29 L	118 H	52 H
17	V	29 L	121 H	53 H
18	V	28 L	97 L	43 L
19	V	32 H	125 H	58 H
20	V	32 H	117 H	55 H
21	VI	33 H	125 H	58 H
22	VI	24 L	92 L	45 L
23	VI	26 L	115 H	52 H
24	VI	22 L	88 L	45 L
Total		348	1336	603
Mean		29	111	50

categories was 12, 15 and 12 respectively. While in the sampled schools of Irbid city, the total number of classes found in above the mean categories in the items of student's responding behaviour. Student's involvement in learning activities and student's co-operative behaviour was 12, 15 and 13 respectively and in below the mean categories was found 12, 9 and 11 respectively.

Table no. 5.6.C

Mean scores of subitems of student's participative behaviour of the sampled schools of Baroda and Irbid city.

Mean scores	Students' Participative Behaviour Subitems		
	A	B	C
Baroda city.	23	85	44
Irbid city.	29	112	51
Total mean scores	26	99	48

5.2.2 Subitemwise mean scores of Student's Participative Behaviour :

Table No. 5.7 presents data related to student's participative behaviour in the sampled schools of Baroda and Irbid city. It shows subitems related to student's participative behaviour and mean score of each subitem for each sampled school.

While comparing between mean scores of the two sampled schools of Baroda city, it was found that school I has higher mean scores than school II in the subitems of student's responding behaviour, student's involvement in learning activities and student's cooperative behaviour. In Irbid city it was found that school II has higher mean score in all the subitems than school I as shown in figure 5.10, 5.11 and 5.12.

Figure 5.10
Mean scores of student's responding behaviour in the sampled schools at Baroda and Irbid city.

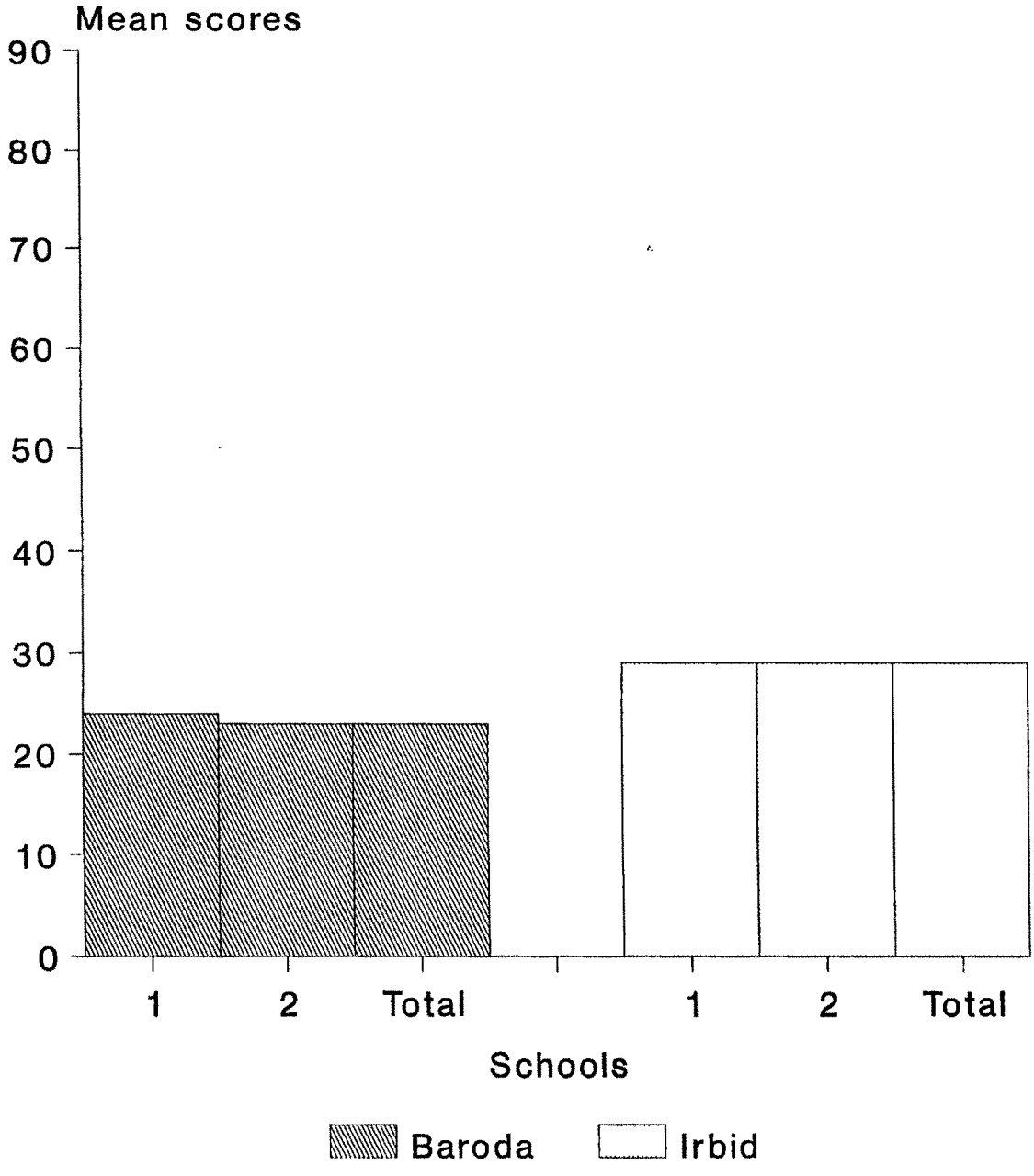


Figure 5.11
Mean scores of student's involvement in learning in the sampled schools at Baroda and Irbid city.

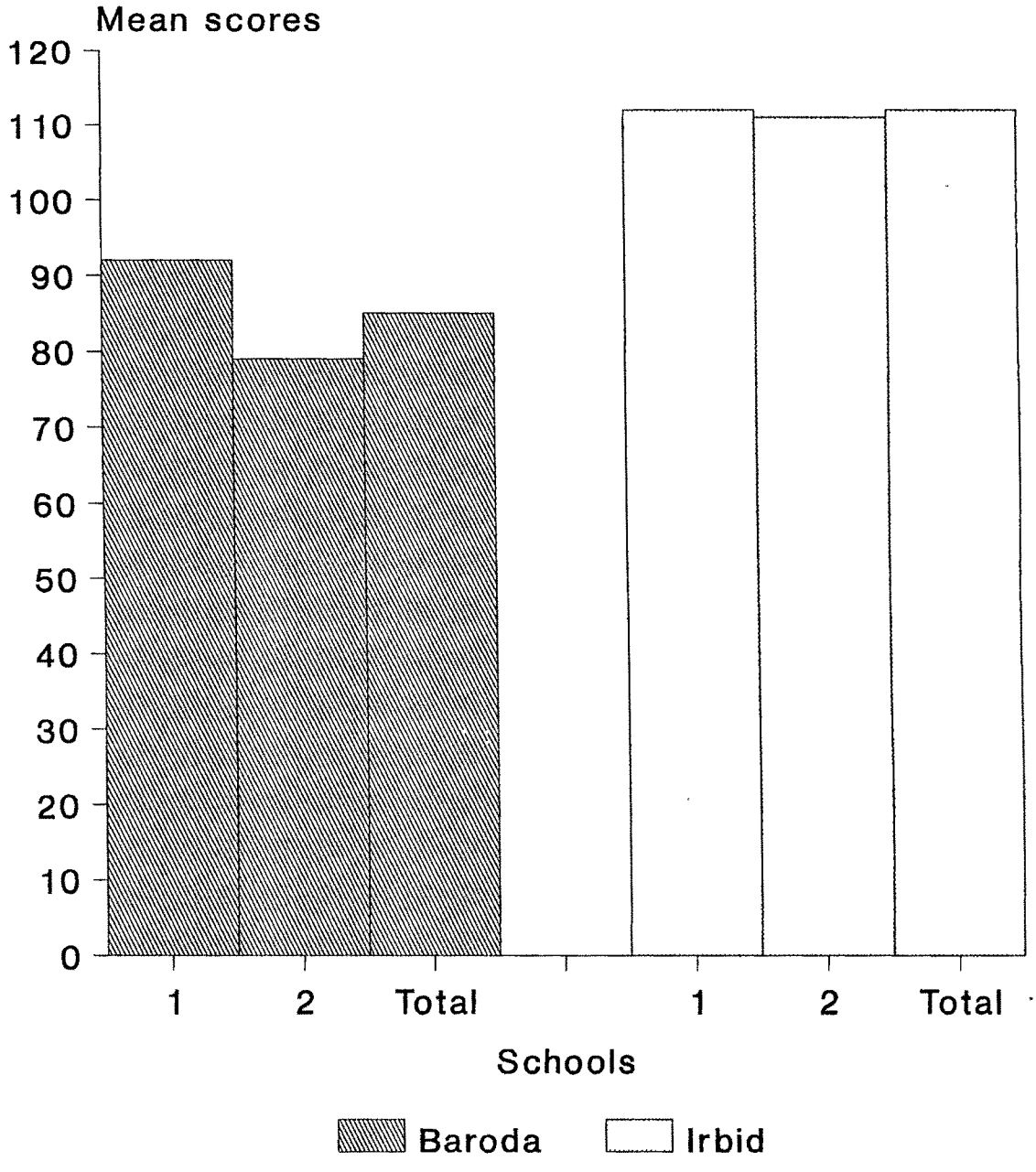


Figure 5.12
Mean of student's participative behaviour in the item of Student's cooperative behaviour.

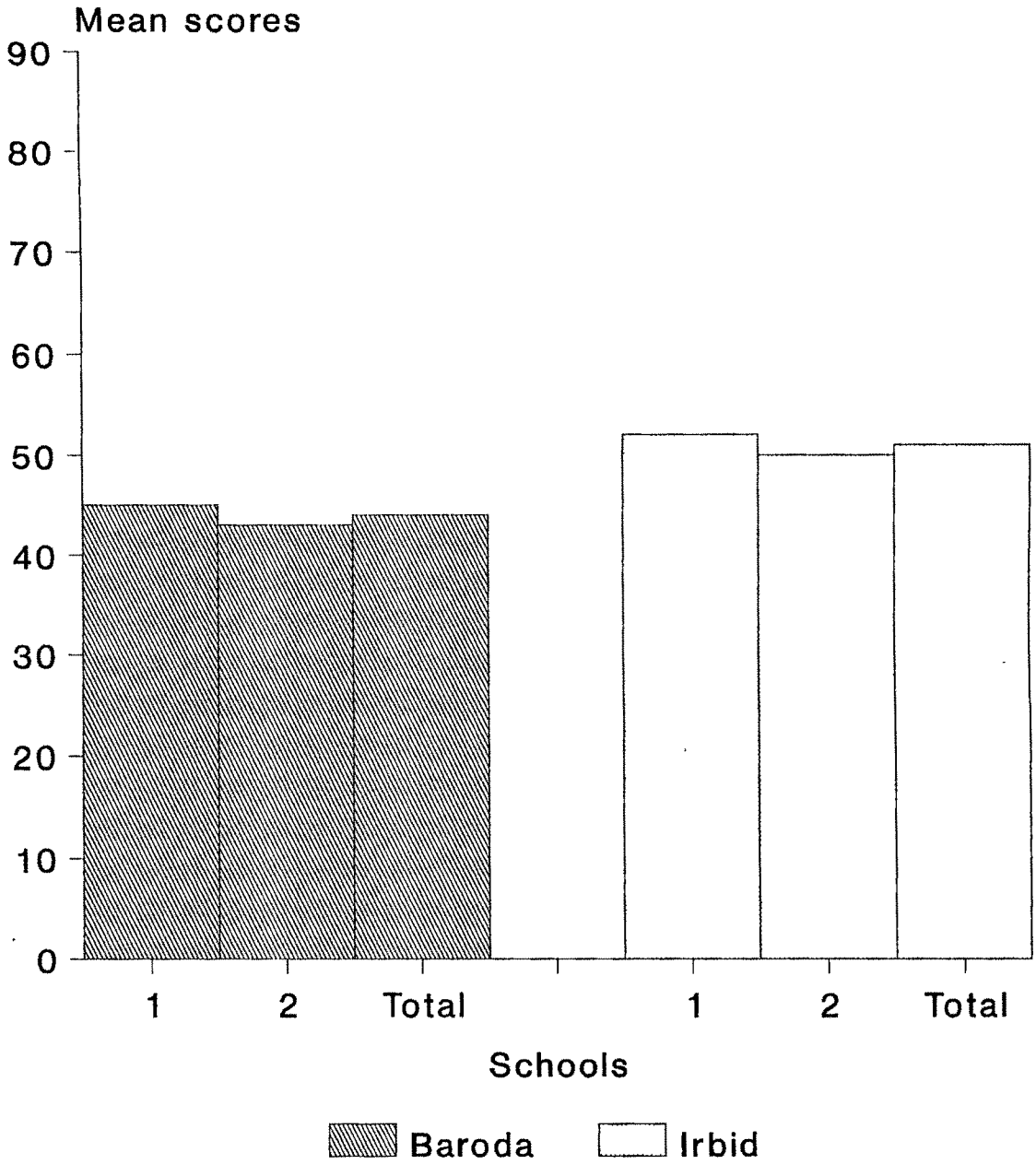


Table No. 5.7

Subitemwise mean scores of Student's Participative Behaviour in four sampled schools of Baroda and Irbid city.

Students' Participative Behaviour	Mean Scores of Baroda City Schools			Mean Scores of Irbid City Schools		
	School I	School II	Total	School I	School II	Total
A : Student's responding behaviour	24	23	23	29	29	29
B : Student's involvement in learning activities	92	79	85	112	111	112
C : Student's cooperative behaviour	45	43	44	52	50	51

5.2.3 Distribution of total number and percentage of total classes observed having above and below the mean scores of Student's Participative Behaviour in each subitem :

According to the mean scores presented in table No. 5.7.C the total number of classes scored above and below the mean categories was calculated from table No. 5.7.A and 5.7.B and presented in table No. 5.8 and 5.9.

Table No. 5.8 presents data related to twenty four classes on subitems of student's participative behaviour of Baroda city schools. It shows the distribution number of students class and its percentage of subitemwise for student's participative behaviour indicating above the mean and below the mean category. Table No. 5.9 presents similar data related to student's participative behaviour in the sampled schools of Irbid city. In

the following section, the distribution of the total number and percentage of the three subitems related to student's participative behaviour is presented.

5.2.3.1 Distribution of total number and percentage of mean scores of twenty four classes observed in Baroda city in the categories of above and below the mean :

As shown in table No. 5.8, the total number of classes was found in above the mean category in the sampled schools of Baroda city in the three subitems of student's participative behaviour i.e., student's responding behaviour, student's involvement in learning activities and student's co-operative behaviour sequentially 12, 9 and 12.

The total number of classes was found in below the mean category in the three subitems of student's participative behaviour sequentially 12, 15 and 12.

The percentages of classes was found in above the mean category in the three subitems of student's participative behaviour sequentially 50, 38 and 50.

The percentages of classes was found in below the mean category in the three subitems of student's participative behaviour sequentially 50, 62 and 50.

Table 5.8

Distribution of total number and percentage of classes observed in the above and below the mean categories of the two sampled schools of Baroda city subitemwise.

Student's participative behaviour subitems	Number of classes above the mean category	Number of classes below the mean category	Total	Percentage of classes above the mean category	Percentage of classes below the mean category	Total
A. Students' responding behaviour	12	12	24	50	50	100
B. Students' involvement in learning activities	9	15	24	38	62	100
C. Student's cooperative behaviour	12	12	24	50	50	100

Interpretation :

It can be interpreted from the findings related to distribution of total number and percentage of classes having above and below the mean category in the two sampled schools of Baroda city, it was found that the distribution was equal for the items of student's responding behaviour, and student's cooperative behaviour, while in the item of student's involvement in learning activities, the higher number and higher percentage was found to be in below the mean category. Thus the more percentages of classes are found below the mean category as compared to above the mean category in subitem of students involvement in learning activities.

5.2.3.2 Distribution of total number and percentage of mean scores in twenty four classes observed in Irbid city in the category of above and below the mean :

As show in table No. 5.9, the total number of classes was found in above the mean category in the sampled schools of Irbid city in the three subitems of student's participative behaviour i.e., student's responding behaviour, student's involvement in learning activities and student's cooperative behaviour sequentially 12, 15 and 13.

The total number of classes was found in below the mean category in the three subitems of student's participative behaviour sequentially 12, 9 and 11.

The percentage of classes was found in above the mean category in the three subitems of student's participative behaviour sequentially 50, 62 and 54.

The percentage of classes was found in below the mean category in the three subitems of student's participative behaviour sequentially 50, 38 and 46.

Table 5.9

Distribution of total number and percentage of classes observed in the above and below the mean categories of the two sampled schools of Irbid city subitems.

Student's participative behaviour subitems	Number of classes above the mean category	Number of classes below the mean category	Total	Percentage of classes above the mean category	Percentage of classes below the mean category	Total
A. Students' responding behaviour	12	12	24	50	50	100
B. Students' involvement in learning activities	15	9	24	62	38	100
C. Student's cooperative behaviour	13	11	24	54	46	100

Interpretation :

It can be interpreted from the findings related to distribution of total number and percentage of classes having above and below the mean category in the two sampled schools of Irbid city, that for the subitem of student's responding behaviour it was equal, while in the subitems of student's involvement in learning activities and student's cooperative behaviour higher number and higher percentage was found to be in above the mean category. Thus the more percentages of classes are found in above the mean category as compared to below the mean category in two subitems of students involvement in learning activities and student's cooperative behaviour.

If one compares the findings of both the countries in the subitem of student's involvement in learning activities, the more number and percentages of more classes are found to be in category of below the mean category in Baroda city sampled schools while vice versa ie. more number and percentages of classes are found in the category of above the mean in Irbid city sampled schools.

For studying the responses; student's participative behaviour on each subitem, the investigator classified the responses in three categories on the following basis :

	Responses	Level
1.	Always and most of time	High
2.	Sometimes	Moderate
3.	Seldom and Never	Low

5.2.4 Subitemwise distribution of percentage of responses for Student's Participative Behaviour in two sampled schools of Baroda city :

These distributions of responses were calculated in percentage and it is presented in table no. 5.10 for school I and school II of Baroda city respectively detailed discussion of the subitems results are presented as follow :

As shown in table No. 5.10, the percentages of responses in the subitems of student's participative behaviour is classified in three level categories as follows :

1. **At high level category** : The percentage of responses in the subitems of student's participative behaviour was found in school I respectively 55, 42 and 64. And the percentage of responses in the subitems of student's participative behaviour was found in school II respectively 50, 26 and 56.

2. **At moderate level category** : The percentage of responses in the subitems of student's participative behaviour was found in school I respectively 29, 28 and 24. And the percentage of responses in the subitems of student's participative behaviour was found in school II respectively 27, 30 and 25.

3. **At low level category** : The percentage of responses in the subitems of student's participative behaviour was found in school I respectively 16, 30 and 12. And the percentage of responses of student's participative behaviour was found in school II respectively 23, 44 and 19.

Table No. 5.10

Distribution of Percentage of observation responses in three categories on each subitem of Student's Participative Behaviour in the sampled schools of Baroda city.

	Student's participative behaviour subitems	High level		Moderate level		Low level		Total
		Always / most of the time		Sometime		Seldom / never		
		School I	School II	School I	School II	School I	School II	
A	Student's Responding Behaviour	55		29		16		100
			50		27		23	100
B	Student's Activities	42		28		30		100
			26		30		44	100
C	Student's Cooperative Behaviour	64		24		12		100
			56		25		19	100

Interpretation :

It can be interpreted from the findings related to distribution of responses on each subitem of student's participative behaviour in school I in Baroda city that the higher percentage of all three subitems was in the high level category. In school II of Baroda city it was found that the higher percentage in the high level category in the two subitems of student's responding behaviour and students' cooperative behaviour, and the higher percentage was found in low level category in the subitem of student's involvement in learning activities. Thus the more percentages of classes in school I of Baroda city were found in high level category, in case of all three subitem, while in school II in two subitems. Thus in school I students participative behaviour was found better than school II in all subitems.

5.2.5 Subitemwise distribution of percentage of responses in three categories for student's participative Behaviour in two sampled schools of Irbid city :

These distributions of responses were calculated in percentage and they are presented in table No. 5.11 of school I and school II of Irbid city, respectively detailed discussion of the subitem results are presented as follows :

As shown in table No. 5.11, the percentage of responses in the subitems of student's participative behaviour is classified in three level categories as follows :

1. **At high level category** : The percentage of responses in the subitems of student's participative behaviour was found in school I respectively 82, 73 and 89. And the percentage of responses in the subitems of student's participative behaviour was found in school II respectively 76, 65 and 81.

2. **At moderate level category** : The percentage of responses in the subitems of student's participative behaviour was found in school I respectively 13, 23 and 8. And the percentage of responses in the subitems of student's participative behaviour was found in school II respectively 20, 29 and 15.

3. **At low level category** : The percentage of responses in the subitems of student's participative behaviour was found in school I respectively 5, 4 and 3. And the percentage of responses in the subitems of student's participative behaviour was found in school II respectively 4, 6 and 4.

Table No. 5.11

Distribution of percentage of observation responses in three categories on each subitem of Student's Participative Behaviour in the sampled schools of Irbid city.

	Student's participative behaviour subitems	High level		Moderate level		Low level		Total
		Always / most of the time		Sometime		Seldom / never		
		School I	School II	School I	School II	School I	School II	
A	Student's Responding Behaviour	82	76	13	20	5	4	100 100
B	Student's involvement in learning Activities	73	65	23	29	4	6	100 100
C	Student's Cooperative Behaviour	89	81	8	15	3	4	100 100

Interpretation :

It can be interpreted from the findings related to distribution of responses of each subitem of student's participative behaviour in school I and school II in Irbid city, that the higher percentage at the high level category in all three subitems. Thus the more percentages of classes in school I and school II of Irbid city are in all subitems at high level category. And by comparing between the two schools of Irbid city, the more percentages of classes at high level category are found in school I in all subitems.

5.3 Objective III : "To study parent's encouraging behaviour at home".

The analysis of the data related to this objective is given in the following section :

The parent's encouraging behaviour is consisted of three subitems as follows :

1. Providing physical facilities at home;
2. Taking care and interests; and
3. Providing first hand experiences.

5.3.1 **Analysis of parent's encouraging behaviour :**

There are three subitems of parents' encouraging behaviour. The data is analysed and tabulated for each subitem for the selected sampled schools of Baroda and Irbid city.

The parents who responded to the checklist were selected in three categories (i) parents of children having high participation in classroom, (ii) parents of children having moderate participation in classroom (iii) parents of children having low participation in classroom. The parents were selected on the recommendations of their teachers of the selected schools from 5th and 6th standards only. In all the four parents in each category were selected from each school. Schoolwise 12 parents responded. In all 24 parents responded for Baroda and Irbid schools. Tabulated total scores were obtained on each subitem. The analysis of the data is done separately for each subitem of parent's encouraging behaviour. Total scores were converted into average score by dividing it with total number of statements in each subitem. The average score ranges from 1 to 5 for each subitem. For each subitem of parents' encouraging behaviour, two types of data are tabulated in A and B forms. Table A provides the data of total scores and average scores on each subitem of the parents' encouraging behaviour. While represents the number of parents obtained in each category on the basis of the frequency obtained from the average scores. Similar procedure is followed for Baroda and Irbid city schools for data analysis and tabulations.

For studying the number of parents on each subitem of parents encouraging behaviour, the investigator classified number of parents in three categories on the following basis :

Average Score	Parent's encouraging behaviour
1 & 2	Low level
3	Moderate level
4 & 5	High level

Thus, from the average score, frequency of parents were obtained, presented in the three categories are in table A & B for each subitem throughout the presentation.

5.3.1.1 Providing physical facilities by parents of Baroda city schools :

Table No. 5.12A shows total scores of each parent in three categories of students' participation. In each category, it is observed that parents have responded favourably. There is only one case obtained with low level of providing physical facilities having low participation of the students. Parents of the students having high, moderate and low level of participation have displayed higher total scores providing physical facilities at home.

Table No. 5.12.A

Distribution of total scores and average scores in three categories in the subitem of providing physical facilities by parents of Baroda city schools.

	Classification of parent's group	Total and Average scores of Parents for providing physical facilities							
		School I				School II			
		5th std.		6th std.		5th std.		6th std.	
		1	2	3	4	5	6	7	8
1.	Students having high participation	29	29	29	29	27	28	29	26
	Average score	4.85	4.85	4.85	4.85	4.50	4.66	4.85	4.33
2.	Students having moderate participation	22	26	24	27	29	26	26	25
	Average score	3.66	4.33	4.00	4.50	4.85	4.33	4.33	4.17
3.	Students having low participation	26	19	16	10	25	26	28	24
	Average score	4.66	3.17	2.66	1.66	4.17	4.33	4.66	4.00

Table No. 5.12.B

Distribution of total number of parents in each of three categories in the subitem of providing Physical Facilities in Baroda city.

	Classification of Parent's group	Total number of parent's group providing physical facilities in three level categories		
		Low level	Moderate level	High level
	Parents of Students with high participation	-	-	8
	Parents of Students with moderate participation	-	-	8
	Parents of Students with low participation	1	2	5

As shown in table no. 5.12.B, the frequency distribution of the parents of the students with high participation in school programmes, parents' were found to provide high level of physical facilities. It means that, parents are providing good physical facilities at home and their children also participate in school programmes equally high. In case of the frequency distribution of the parents of the students with moderate participation in school programmes, it was found that all parent (8 parents) parents were in the category of high level of providing physical facilities at home. It means that all the parents were providing high level of physical facilities, while their children were moderately participative in school programmes.

In case of the frequency distribution of the parents of the students with low participation in school programmes, it was found that 5 parents were in the high level, 2 parents were in moderate level and 1 parent was in low level categories of providing

good physical facilities by parents. It means that most of the parents were providing physical facilities even then their children were at low level participation in school programmes.

From the above discussion, the results do not convey any association between providing physical facilities by parents and their children's participation in school programmes.

Table no. 5.13A

Distribution of total scores and average score in three categories in the subitem of taking care and interests by parents of Baroda city schools.

	Classification of parent's group	Total & Average Scores of parents for taken care and interests							
		School I				School II			
		5th std.		6th std.		5th std.		6th std.	
		1	2	3	4	5	6	7	8
1.	Students having high participation	85	93	92	88	91	65	91	87
	Average score	4.50	4.90	4.85	4.63	4.80	3.37	4.80	4.57
2.	Students having moderate participation	74	80	80	81	80	40	58	43
	Average score	3.90	4.20	4.20	4.25	4.20	2.10	3.05	2.25
3.	Students high low participation	72	47	57	32	58	78	63	59
	Average score	3.80	2.50	3.00	1.70	3.04	4.10	3.25	3.10

Table No. 5.13.B

Distribution of total number of parents in each of three level categories in the subitem of taking care and interests in Baroda city.

	Classification of	Total number of parents taken care and interests in three level categories		
	Parent's group	Low level	Moderate level	High level
	Parents of Students having high participation	-	1	7
	Parents of Students having moderate participation	2	1	5
	Parents of Students having low participation	1	5	2

5.3.1.2 Taking care and interests by parents of Baroda city schools :

Table no. 5.13.A shows total scores of each parent in three categories of student's participation. In each category, it is observed that parents have responded favourably. There is only one case obtained with low level of taking care and interests having low participation of the students. Parents of the students having high, moderate and low level of participation have displayed higher total scores of taking care and interests at home.

As shown in table 5.13.B, the frequency distribution of the parents of the students having high participation in school programmes, it was found that 7 parents were found to provide high level and I parent was at moderate level of taking care and interests. It means that all the parents except one were taking good care and interests and their children participate in school programmes equally high.

In case of the frequency distribution of parents of the students having moderate participation in school programmes, it was found that 5 parents were in the category of

high level, 1 parent was in the category of moderate level and 2 parents were in the category of low level taking care and interests.

In case of the frequency distribution of the parents of the students having low participation in school programmes, it was found that 1 parent was in the high level, 5 parents were in moderate level and 2 parents were in low level categories of taking care and interests by parents.

From the above discussion, the results do not convey any association between taking care and interests by parents and their children's participation in school programmes.

Table No. 5.14A

Distribution of total scores and average score in three categories in the subitem of providing first hand experience by parents of Baroda city schools.

	Classification of Parent's group	Total & Average Scores of parents for providing first hand experience							
		School I				School II			
		5th std.		6th std.		5th std.		6th std.	
		1	2	3	4	5	6	7	8
1.	Students having high participation	24	25	25	24	25	24	25	23
	Average score	4.80	5.00	5.00	4.80	5.00	4.80	5.00	4.60
2.	Students having moderate participation	17	21	25	16	20	22	15	13
	Average score	3.40	4.20	5.00	3.20	4.00	4.40	3.00	2.60
3.	Students having low participation	20	15	7	15	23	18	23	14
	Average score	4.00	3.00	1.40	3.00	4.60	3.60	4.60	2.80

Table No. 5.14.B

Distribution of total number of parents in each of three level categories in the subitem of providing first hand experience in Baroda city.

	Classification of Parent's group	Total number of parents of providing first hand experience in three level categories		
		Low level	Moderate level	High level
	Parents of Students having high participation	-	-	8
	Parents of Students having moderate participation	-	4	4
	Parents of Students having low participation	1	3	4

5.3.1.3 Providing first hand experience by parents of Baroda city schools :

Table no. 5.14.A shows total scores of each parent in three categories of students' participation. There is one case obtained with low level of providing first hand experience having low participation of the students. Parents of the students having high, moderate and low level of participation have displayed higher total scores of providing first hand experience at home.

As shown in table no. 5.14.B, the frequency distribution of the parents of the students having high participation in school programmes, parent's were found to provide high level of first hand experience. It means that, parents are providing good first hand experience at home and their children also participate in school programmes equally high. In this case, there is an association between providing first hand experience by parents and student's participative behaviour in school programmes.

In case of the frequency distribution of the parents of the students having moderate participation in school programmes, it was found that 4 parents were in high level and 4 parents were in moderate level categories of providing first hand experience by parents. It means that in 4 cases the parents were providing good first hand experience while their children's participation in school programmes at moderate level and in the other 4 cases, parents were providing moderate level of first hand experience and their children also of the same level participate in school programmes.

In case of the frequency distribution of the parents of the students having low participation in school programmes, it was found that 4 parents were in the high level, 3 parents were in moderate level and 1 parent was in low level categories of providing first hand experience by parents. It means that, only in one case, parent was providing first hand experience and their child's participation in school programmes at the same level.

From the above discussion, the results do not convey any association between providing first hand experience by parents and student's participation in school programmes.

Table No. 5.15A

Distribution of total scores and average score in three categories in the subitem of providing physical facilities by parents of Irbid city schools.

	Classification of parent's group	Total & Average Scores of parents for providing physical facilities							
		School I				School II			
		5th std.		6th std.		5th std.		6th std.	
		1	2	3	4	5	6	7	8
1.	Students having high participation	28	28	28	29	28	28	29	28
	Average score	4.66	4.66	4.66	4.85	4.66	4.66	4.85	4.66
2.	Students having moderate participation	28	28	26	27	24	24	26	28
	Average score	4.66	4.66	4.33	4.50	4.00	4.00	4.33	4.66
3.	Students having low participation	27	27	21	19	19	20	28	17
	Average score	4.50	4.50	3.50	3.16	3.16	3.33	4.66	2.83

Table No. 5.15.B

Distribution of total number of parents in each of three level categories in the subitem of providing physical facilities in Irbid city.

		Total number of parents providing physical facilities in three level categories		
	Classification of parent's group	Low level	Moderate level	High level
	Parents of Students having high participation	-	-	8
	Parents of Students having moderate participation	-	-	8
	Parents of Students having low participation	-	5	3

5.3.1.4 Providing physical facilities by parents of Irbid city schools :

Table No. 5.15.A shows total scores of each parent in three categories of students' participation. In each category, it is observed that parents have responded favourably. There is no any case obtained with low level of providing physical facilities having low participation of the students. Parents of the students having high, moderate and low level of participation have displayed higher total scores of providing physical facilities at home.

As shown in table No.5.15.B, the frequency distribution of the parents of the students having high participation in school programmes, parents were found to provide high level of physical facilities. It means that parents are providing good physical facilities at home and their children also participate in school programmes equally high.

In case of the frequency distribution of the parents of the students having moderate participation in school programmes, parents were found to provide high level of physical facilities. It means that parents are providing good physical facilities at home, while their children were moderately participative in school programmes.

In case of the frequency distribution of the parents of the students having low participation in school programmes, it was found that 3 parents were in the high level and 5 parents were in moderate level categories of providing physical facilities by parents. It means that all the parents were providing good and moderate physical facilities while their children were at low level of participation in school programmes.

From the above discussion, the results do not convey any association between providing physical facilities by parents and their children's participation in school programmes.

Table No. 5.16.A

Distribution of total scores and average scores in three categories in the subitem of taking care and interests by parents of Irbid city schools.

	Classification of parent's group	Total & Average Scores of parents for providing physical facilities							
		School I				School II			
		5th std.		6th std.		5th std.		6th std.	
		1	2	3	4	5	6	7	8
1.	Students having high participation	93	93	89	89	88	89	90	91
	Average score	4.89	4.89	4.68	4.68	4.63	4.68	4.73	4.78
2.	Students having moderate participation	81	59	67	92	60	67	63	83
	Average score	4.25	3.10	3.52	4.84	3.15	3.52	3.31	4.36
3.	Students having low participation	71	51	35	34	59	30	58	36
	Average score	3.73	2.68	1.84	1.78	3.10	1.57	3.05	1.84

Table no. 5.16.B

Distribution of total number of parent's responses in each of three level categories in the subitem of taking care and interests in Irbid city.

	Classification of Parent's group	Total number of parents of taking care and interest in three level categories		
		Low level	Moderate level	High level
	Parents of Students having high participation	-	-	8
	Parents of Students having moderate participation	-	3	5
	Parents of Students having low participation	4	3	1

5.3.1.5 Taking care and interests by parents of Irbid city schools :

Table no. 5.16A shows total scores of each parent in three categories of student's participation. In each category, it is observed that parents have responded favourably. There are four cases obtained with low level of taking care and interests having low participation of the students. Parents of the students having high, moderate and low level of participation have displayed higher total scores of taking care and interests of their children at home.

As shown in table no. 5.16.B, the frequency distribution of the parents of the students having high participation in school programmes, parents were found to provide high level of taking care and interests. It means that, parents are taking good care and interest at home and their children also participate in school programmes equally high.

In case of the frequency distribution of the parents of the students having moderate participation in school programmes, it was found that 5 parents were in the category of high level and 3 parents were in the category of moderate level of taking care and interests by parents. It means that 3 parents were moderately taking care and interests and their children also moderately participative in school programmes, while the other 5 parents were highly taking care and interest and their children were inadequately participative in school programmes.

In case of the frequency distribution of the parents of the students having low participation in school programmes, it was found that one parent was in high level, 3 parents were in moderate level and 4 parents were in low level categories taking care and

interests. It means that 4 parents were providing low level of taking care and interests at home and their children also participate in school programmes equally low.

From the above discussion, the results do not convey that there is an association between taking care and interests by parents and their children's participation in school programmes.

Table No. 5.17A

Distribution of total scores and average scores in three categories in the subitem of providing first hand experience by parents in Irbid city schools.

	Classification of parents groups	Total & Average Scores of Parent's for providing first hand experience							
		School I				School II			
		5th std.		6th std.		5th std.		6th std.	
		1	2	3	4	5	6	7	8
1.	Students having high participation	24	23	23	24	24	23	23	22
	Average score	4.80	4.60	4.60	4.80	4.80	4.60	4.60	4.40
2.	Students having moderate participation	21	18	18	24	16	16	17	24
	Average score	4.20	3.60	3.60	4.80	3.20	3.20	3.40	4.80
3.	Students having low participation	20	15	10	11	18	11	16	10
	Average score	4.00	3.00	2.00	2.20	3.60	2.20	3.20	2.00

Table No. 5.17.B

Distribution of total number of parents responses in each three level categories in the subitem of providing first hand experience in Irbid city.

	Classification of Parent's group	Total number of Parents in providing first hand experience in three level categories		
		Low level	Moderate level	High level
	Parents of Students having high participantion	-	-	8
	Parents of Students having moderate participantion	-	3	5
	Parents of Students having low participanttion	4	2	2

5.3.1.6 Providing first hand experience by parents of Irbid city schools :

Table No. 5.17.A shows total scores of each parent in three categories of students' participation. In each category, it is observed that parents have responded favourably. There are four cases obtained with low level of providing first hand experience having low participation of the students. Parents of the students having high, moderate and low level of participation have displayed higher total scores providing first hand experience.

As shown in table no. 5.17.B, the frequency distribution of the parents of the students having high participation in school programmes, parents were found to provide high level of first hand experience. it means that, parents are providing good first hand experience at home and their children also participate in school programmes equally high.

In case of the frequency distribution of the parents of the students having moderate participation in school programmes, it was found that 5 parents were in the high level and 3 parents were in the moderate level categories providing first hand experience. It means that 3 parents were moderately providing first hand experience and their children were also moderately participative in school programmes, while in the other 5, parents were highly providing first hand experience, but their children were moderately participative in school programmes.

In case of the frequency distribution of the parents of the students having low participation in school programmes, it was found that 2 parents were in the high level, 2 parents were in moderate level and 4 parents were in low level categories providing first

hand experience. It means that 4 parents only were providing low first hand experience at home and their children also participate in school programmes equally low.

From the above discussion, the results do not convey that there is an association between providing first hand experience and their children's participation in school programmes.

5.4 Objective - IV :

To study the relationship between teacher's encouraging behaviour and student's participative behaviour.

5.4.0 Testing The Hypotheses

The major hypothesis of the present study is, "there will be no relationship between teacher's encouraging behaviour and students participative behaviour in school programmes" in (a) Baroda city and (b) Irbid city.

There are nine subvariables of teacher's encouraging behaviour, and there are three subvariables of student's participative behaviour. The relationship of each subvariable of teacher's encouraging behaviour has been studied with each subvariable of student's participative behaviour, whereby twenty seven subhypotheses are formulated for the same purpose. For measuring the relationship between each subvariable of teacher's encouraging behaviour and subvariables of student's participative behaviour, Chi-square through Coefficient of contingency were calculated.

For studying this relationship the four patterns of Teacher's encouraging behaviour and students' participative behaviour are classified four patterns of combination as follows :

H.H - Teacher's high encouraging behaviour and Student's high participative behaviour

H.L - Teacher's high encouraging behaviour and Student's low participative behaviour

L.H - Teacher's low encouraging behaviour and Student's high participative behaviour

L.L - Teacher's low encouraging behaviour and Student's low participative behaviour

In both the cases the cut off point is the mean scores. In the following section measurement of the subhypotheses of the present study is presented.

5.4.1 **Subhypothesis I :**

There will be no relationship between Management Skill of teacher and student's responding behaviour in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis I (a) measures the relationship of management skill of teacher, and student's responding behaviour of Baroda city schools through contingency chi-square which is presented in Table No. 5.18.A.

Table No 5.18.A

Management skill of teacher and Student's responding behaviour of Baroda city schools

Student's responding behaviour

		H		L.	
Management skill of Teacher	H	9	A	1	B
		3	C	11	D

X^2 with correction = 10.97, df=1, significant at 0.01 level, coefficient contingency = 0.56.

In table 5.18.A, the various entries in the cells of the table show combinations based on Students' participation in the sense of their responding behaviour and management skill of teacher. The Chi-Square Test has been applied to find if there is any significant trend on Students' Level of participation in accordance with variation in management skill on the part of their teachers. As can be seen from the above table, the Chi-square of 10.75 is significant at 0.01 level of confidence with a contingency coefficient of 0.56. The significant Chi-square value shows that, the variation in Students' level of responding behaviour is accompanied by variation in management skill used by their teachers. The frequency of 9 in the first cell indicates that there are 9 classrooms where the level of student's responding behaviour is high and the teacher's level of their using management skill is also high. Similarly, the figure 11 indicates that there are 11 classrooms with low student's responding behaviour and low management skill being used by their teachers in these classrooms. The frequencies of high participation level of classrooms and low management skill of teacher and low

participation level of classrooms and high management skill of teacher are 3 and I respectively. Thus the trend is very clear. High management skill of teacher is accompanied by high level of students' responding behaviour and low level of management skill of teacher is accompanied by low level of students' responding behaviour. Also these two variables are associated to the extent of 0.56 which indicates a very strong association between them.

Subhypothesis I(b), measures the relationship of "Management Skill of Teacher" and "Students Responding Behaviour" of Irbid city schools, through contingency chi-square is presented in table No. 5.18.B.

Table No. 5.18.B

Management Skill of Teacher and Student's Responding Behaviour of Irbid city schools

Students' Responding Behaviour

		H		L	
Management skill of Teacher	H	10	A	3	B
	L	1	C	10	D

X^2 with correction = 8.479, df=1, significant at 0.01 level coefficient contingency = 0.561.

In table 5.18.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and teachers' management skill. The Chi-square test has been applied to find if there is any significant trend on students' level of participation in accordance with variation in management skill on the part of their teachers. As can be seen from the table, the chi-square of 8.479 is

significant of 0.01 level of confidence with a contingency coefficient of 0.561. The significant Chi-square value shows that, the variation in Students' level of responding behaviour is accompanied by variation in management skill used by their teachers. The frequency of 10 in the first cell indicates that, there are 10 classrooms where the level of Students' responding behaviour is high and the teachers' level of their using management skill is also high. Similarly, the figure 10 indicates that there are 10 classrooms with low Students' responding behaviour and low management skill being used by their teachers in these classrooms. The frequency of high participation level of classroom and low management skill of teacher are I and 3 respectively. Thus the trend is very clear. High management skill of teacher is accompanied by high level of student's responding behaviour and low level of management skill of teacher is accompanied by low level of students' responding behaviour. Also these two variables are associated to the extent of 0.561 which indicates a very strong association between them.

5.4.2 **Subhypothesis 2 :**

There will be no relationship between Management Skill of Teacher and Students' involvement in learning activities in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 2(a) measures the relationship of management skill of teacher and students' involvement in learning activities of Baroda city schools through contingency chi-square which is presented in table No. 5.19.A.

Table No. 5.19.A

Management skill of teacher and students' involvement in learning activities of Baroda city schools

Student's involvement in learning activities

Management skill of Teacher	H	L
H	8 A	2 B
L	1 C	13 D

X^2 with correction = 10.285, df=1, significant at 0.01 level, coefficient contingency = 0.59.

In table 5.19.A, the various entries in the cells of the table, show combination based on students' participation in the sense of their involvement in learning activities and teachers' management skill. The Chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in management skill on the part of their teachers. As can be seen from the table, the Chi-square of 10.285 is significant at 0.01 level of confidence with a contingency coefficient of 0.59. The significant Chi-square value shows that the variation in Students' level of involvement in learning activities is accompanied by variation in management skill used by their teachers. The frequency of 8 in the first cell indicates that there are 8 classrooms where the level of students' involvement in learning activities is high and the teachers' level of their using management skill is also high. Similarly, the figure 13 indicates that there are 13 classrooms with low involvement and low management skill being used by their teachers in these classrooms. The frequencies of high participation level of

classrooms and low management skill of teachers and low participation level of classrooms and high management skill of teachers are 2 and 1 respectively. Thus the trend is very clear. High management skill of teacher is accompanied by high level of student's involvement in learning activities and low level of management skill of teacher is accompanied by low level of students' involvement in learning activities. Also these two variables are associated to the extent of 0.59 which indicates a very strong association between them.

Subhypothesis 2(b) measures the relationship of "Management Skill of Teacher" and "Students Involvement in Learning Activities" of Irbid city schools, through contingency chi-square is presented in table No. 5.19.B.

Table No. 5.19.B

Management Skill of Teacher and Students' Involvement in Learning Activities of Irbid city schools

Students' involvement in learning activities.

Management skill of Teacher		H	L
	H	12 A	1 B
	L	3 C	8 D

X^2 with correction = 8.156, df=1, significant at 0.01 level, coefficient contingency = 0.506.

In table 5.19.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their involvement in learning activities and teachers' management skill. The Chi-square Test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in management skill on the part of their teachers. As can be seen from the table, the Chi-

square of 8.156 is significant at 0.01 level of confidence with a contingency coefficient of 0.506. The significant Chi-square value shows that the variation in Students' level of involvement in learning activities is accompanied by variation in management skill used by their teachers. The frequency of 12 in the first cell indicates that there are 12 classrooms where the level of Students' involvement in learning activities is high and the teachers' level of their using management skill is also high. Similarly, the figure 8 indicates that there are 8 classrooms with low involvement and low management skill being used by their teachers in these classrooms. The frequency of high participation level of classrooms and low management skill of teacher and low participation level of classrooms and high management skill of teacher are 3 and 1 respectively. Thus the trend is very clear. High management skill is accompanied by high level of students' involvement in learning activities and low level of management skill is accompanied by low level of students' involvement in learning activities. Also these two variables are associated to the extent of 0.506 which indicates a very strong association between them.

5.4.3 **Subhypothesis 3 :**

There will be no relationship between management skill of teacher and students' cooperative behaviour in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 3(a) measures the relationship of management skill of teacher and students' cooperative behaviour of Baroda city schools through contingency chi-square which is presented in table No. 5.20.A.

Table No. 5.20.A

Management skill of teacher and student's cooperative behaviour of Baroda city schools

Students' cooperative behaviour

Management skill of Teacher	H	L
H	9 A	1 B
L	3 C	11 D

X^2 with correction = 8.4, df=1, significant at 0.01 level, coefficient contingency = 0.56.

In table 5.20.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their cooperative behaviour and management skill of teacher. The Chi-Square Test has been applied to find if there is any significant trend on student's level of participation in accordance with variation in management skill on the part of their teachers. As can be seen from the table, the chi-square of 8.4 is significant at 0.01 level of confidence with a contingency coefficient of 0.56. The significant Chi-square value shows that, the variation in students' level of cooperative behaviour is accompanied by variation in management skill used by their teachers. The frequency of 9 in the first cell indicates that there are 9 classrooms where the level of students' cooperative behaviour is high and the teachers' level of using management skill is also high. Similarly, the figure 11 indicates that there are 11 classrooms with low level of students' cooperative behaviour and low level of management skill being used by their teachers in these classrooms. The frequencies of high participation level of classrooms and low level of management skill of teacher and

low participation level of classrooms and high management skill of teacher are 3 and 1 respectively. Thus the trend is very clear. High management skill of teacher is accompanied by high level of Students' cooperative behaviour and low level of management skill of teacher is accompanied by low level of students' cooperative behaviour. Also these two variables are associated to the extent of 0.56 which indicates a very strong association between them.

Subhypothesis 3(b) measures the relationship of "Management Skill of Teacher" and "Students' Cooperative Behaviour" of Irbid city schools through contingency chi-square is presented in table No. 5.20.B.

Table No. 5.20.B

Management Skill of Teacher and Students' Cooperative Behaviour of Irbid city schools

		Students' Cooperative behaviour			
		H		L	
Management skill of Teacher	H	11	A	2	B
	L	2	C	9	D

X^2 with correction = 8.085, df=1, significant at 0.01 level, coefficient contingency = 0.609.

Table 5.20.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their cooperative behaviour and management skill of teacher. The Chi-square Test has been applied to find if there is any significant trend on students' level of participation in accordance with variation in

management skill on the part of their teachers. As can be seen from the table, the Chi-square of 8.085 is significant at 0.01 level of confidence with a contingency coefficient of 0.609. The significant Chi-square value shows that, the variation in students' level of cooperative behaviour is accompanied by variation in management skill used by their teachers. The frequency of 11 in the first cell indicates that there are 11 classrooms where the level of students' cooperative behaviour is high and the teachers' level of using management skill is also high. Similarly, the figure 9 indicates that there are 9 classrooms with low students' cooperative behaviour and low management skill being used by their teachers in these classrooms. The frequency of high participation level of classrooms and low management skill of teacher and low participation level of classrooms and high management skill of teacher are 2 and 2 respectively. Thus the trend is very clear. High management skill of teacher is accompanied by high level of student's cooperative behaviour and low level of management skill of teacher is accompanied by low level of students' cooperative behaviour. Also these two variables are associated to the extent of 0.609 which indicates a very strong association between them.

5.4.4 **Subhypothesis 4 :**

There will be no relationship between Explaining and teaching behaviour of teacher and student's responding behaviour in the sampled school of (a) Baroda and (b) Irbid city.

Subhypothesis 4(a) measures the relationship of explaining and teaching behaviour of teacher and student's responding behaviour of Baroda city schools through contingency chi-square which is presented in table No. 5.21.A.

Table No. 5.21.A

Explaining and Teaching Behaviour of Teacher and Student's Responding Behaviour of Baroda city schools

Students' responding behaviour

Explaining and teaching behaviour of Teacher		H		L	
	H	9	A	0	B
	L	3	C	12	D

X^2 with correction=11.377, df=1, significant at the 0.01 level, coefficient contingency=0.61.

In table 5.21.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and explaining and teaching behaviour of teacher. The Chi-square Test has been applied to find if there is any significant trend on students' level of participation in accordance with variation in explaining and teaching on the part of their teachers. As can be seen from the table, the Chi-square of 11.377 is significant at 0.01 level of confidence with a contingency coefficient of 0.61. The significant Chi-square value shows that, the variation of students' level of responding behaviour is accompanied by variation in explaining and teaching behaviour by their teachers. The frequency of 9 in the first cell indicates that there are 9 classrooms where the level of students' responding behaviour is high and the teachers' level of explaining and teaching is also high. Similarly, the figure 12 indicates that there are 12 classrooms with low level of student's responding behaviour and low level of explaining and teaching behaviour by teacher in these classrooms. The frequencies of high participation level of classrooms and low level of

explaining and teaching behaviour of teacher and low participation level of classrooms and high level of explaining and teaching behaviour of teacher are 3 and 0 respectively. Thus the trend is very clear. High level of explaining and teaching behaviour of teacher is accompanied by high level of students' responding behaviour and low level of explaining and teaching behaviour of teacher is accompanied by low level of students' responding behaviour. Also these two variables are associated to the extent of 0.61 which indicates a very strong association between them.

Subhypothesis 4(b) measures the relationship of "Explaining and Teaching Behaviour of Teacher" and "Students Responding Behaviour" of Irbid city schools through contingency chi-square which is presented in table No. 5.21.B.

Table No. 5.21.B

Explaining and Teaching Behaviour of Teacher and Students' Responding Behaviour of Irbid city schools

Students' responding behaviour

Explaining and teaching behaviour of Teacher		H		L	
	H	10	A	4	B
	L	1	C	9	D

X^2 with correction=6.564, df=1, significant at the 0.05 level, coefficient contingency=0.58.

In table 5.21.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and explaining and teaching behaviour of teacher. The Chi-square test has been applied to

find if there is any significant trend on students' level of participation in accordance with variation in explaining and teaching on the part of their teachers. As can be seen from the table, the Chi-square of 6.564 is significant at 0.05 level of confidence with a contingency coefficient of 0.58. The significant chi-square value shows that, the variation of students' level of responding behaviour is accompanied by variation in explaining and teaching behaviour by their teachers. The frequency of 10 in the first cell indicates that there are 10 classrooms where the level of students' responding behaviour is high and the teacher's level of explaining and teaching is also high. Similarly, the figure 9 indicates that there are 9 classrooms with low students' responding behavioiur and low explaining and teaching behaviour by teacher in these classrooms. The frequency of high participation level of classrooms and low level of explaining and teaching behaviour of teacher and low participation level of classrooms and high level of explaining and teaching behaviour of teacher are 1 and 4 respectively. Thus the trend is very clear. High explaining and teaching behaviour of teacher is accompanied by high level of students' responding behaviour and low level of explaining and teaching behaviour of teacher is accompanied by low level of students' responding behaviour. Also these two variables are associated to the extent of 0.58 which indicates a strong association between them.

5.4.5 **Subhypothesis 5 :**

There will be no relationship between Explaining and Teaching behaviour of teacher and Student's Involvement in Learning Activities in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 5(a) measures the relationship of explaining and teaching behaviour of teacher and student's Involvement in Learning activities of Baroda city schools through contingency chi-square which is presented in Table No. 5.22.A.

Table No. 5.22.A

Explaining and Teaching Behaviour of Teacher and Student's Involvement in Learning Activities of Baroda city schools

Students' involvement in learning activities

Explaining and teaching behaviour of Teacher		H		L	
	H	9	A	0	B
	L	0	C	15	D

X^2 with correction=19.92, df=1, significant at the 0.01 level, coefficient contingency=0.00.

In table 5.22.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their involvement in learning activities and explaining and teaching behaviour of teacher. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in explaining and teaching on the part of their teachers. As can be seen from the table, the chi-square of 19.92 is significant at 0.01 level of confidence with a contingency coefficient of 0.00. The significant chi-square value shows that the variation in students' level of involvement in learning activities in accompanied by variation in explaining and teaching by their teachers. The frequency of 9 in the first cell indicates that there are 9 classrooms where the level of students' involvement in learning activities is high and the

teachers' level of explaining and teaching is also high. Similarly, the figure 15 indicates that there are 15 classrooms with low involvement and low explaining and teaching being used by their teachers in these classrooms. The frequencies of high participation level of classrooms and low level of explaining and teaching by their teachers and low participation level of classrooms and high explaining and teaching by their teachers are 0 and 0 respectively. Thus the trend is very clear. High explaining and teaching behaviour of teacher is accompanied by high level of students' involvement in learning activities and low level of explaining and teaching behaviour of teacher is accompanied by low level of student's involvement in learning activities. Also these two variables are associated to the extent of 0.00 which indicates a very strong association between them.

Subhypothesis 5(b) measures the relationship of "Explaining and Teaching behaviour of teacher" and "Student's Involvement in Learning Activities" of Irbid city schools through contingency chi-square which is presented in table No. 5.22.B.

Table No. 5.22.B

Explaining and Teaching Behaviour of Teacher and Student's Involvement in Learning Activities of Irbid city schools

Students' involvement in learning activities

Explaining and teaching behaviour of Teacher		H		L	
	H	12	A	2	B
	L	3	C	7	D

X^2 with correction=5.531, df=1, significant at the 0.05 level, coefficient contingency=0.429.

In table 5.22.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their involvement in various learning activities and explaining and teaching behaviour of teacher. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in explaining and teaching on the part of their teachers. As can be seen from the table, the chi-square of 5.531 is significant at 0.05 level of confidence with a contingency coefficient of 0.429. The significant chi-square value shows that the variation in students' level of involvement in learning activities is accompanied by variation in explaining and teaching behaviour by their teachers. The frequency of 12 in the first cell indicates that there are 12 classrooms where the level of students' involvement in learning activities is high and the teachers' level of explaining and teaching is also high. Similarly, the figure 7 indicates that there are 7 classrooms with low involvement and low explaining and teaching being used by their teachers in these classrooms. The frequency of high participation level of classrooms and low level of student's involvement in learning activities' and low level of explaining and teaching by their teachers and low participation level of classrooms and high explaining and teaching by their teachers are 3 and 2 respectively.Thus the trend is very clear. High explaining and teaching behaviour of teacher is accompanied by high level of students' involvement is learning activities and low level of explaining and teaching behaviour of teacher is accompanied by low level of students' involvement in learning activities. Also, these two variables are associated to the extent of 0.429 which indicates a strong association between them.

5.4.6 **Subhypothesis 6 :**

There will be no relationship between "Explaining and Teaching Behaviour of Teacher", and "Students' Cooperative Behaviour" in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 6(a) measures the relationship of "Explaining and Teaching", Behaviour of Teacher and "Student's Cooperative Behaviour" of Baroda city schools, through contingency chi-square which is presented in table no. 5.23.A.

Table No. 5.23.A

Explaining and Teaching Behaviour of Teacher and Student's Cooperative Behaviour of Baroda city schools

Students' cooperative behaviour

Explaining and teaching behaviour of Teacher		H		L	
	H	8	A	1	B
	L	4	C	11	D

X^2 with correction=6.4, df=1, significant at 0.05 level, coefficient contingency=0.51.

In table 5.23.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their cooperative behaviour and explaining and teaching behaviour of teacher. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in explaining and teaching on the part of their teachers. As can be seen from the

table, the Chi-square of 6.4 is significant at 0.05 level of confidence with a contingency coefficient of 0.51. The significant chi-square value shows that the variation in students' level of cooperative behaviour is accompanied by variation in explaining and teaching behaviour by their teachers. The frequency of 8 in the first cell indicates that there are 8 classrooms where the level of students' cooperative behaviour is high and the teachers' level of explaining and teaching is also high. Similarly, the figure 11 indicates that there are 11 classrooms with low level of students' cooperative behaviour and low level of explaining and teaching being used by their teachers in these classrooms. The frequencies of high participation level of classrooms and low level of explaining and teaching by their teachers and low participation level of classrooms and high level of explaining and teaching by their teachers are 4 and 1 respectively. Thus, the trend is very clear. High explaining and teaching behaviour of teacher is accompanied by high level of students' cooperative behaviour and low level of explaining and teaching behaviour of teacher is accompanied by low level of student's cooperative behaviour. Also, these two variables are associated to the extent of 0.51 which indicates a strong association between them.

Subhypothesis 6(b) measures the relationship of "Explaining and Teaching Behaviour of Teacher" and "Student's Cooperative Behaviour" of Irbid city schools through contingency chi-square which is presented in table No. 5.23.B.

Table No. 5.23.B

Explaining and Teaching Behaviour of Teacher and Student's Cooperative Behaviour of Irbid city schools

Students' cooperative behaviour

Explaining and teaching behaviour of Teacher		H		L	
	H	11	A	3	B
	L	2	C	8	D

X^2 with correction=6.924, df=1, significant at the 0.01 level, coefficient contingency=0.502.

In table 5.23.B, the various entries in the cells of the table show combinations based on student's participation in the sense of their cooperative behaviour and explaining and teaching behaviour of teacher. The Chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in explaining and teaching on the part of their teachers. As can be seen from the table, the chi-square of 6.924 is significant at 0.01 level of confidence with a contingency coefficient of 0.502. The significant chi-square value shows that the variation in students' level of cooperative behaviour is accompanied by variation in explaining and teaching behaviour by their teachers. The frequency of 11, in the first cell indicates that there are 11 classrooms where the level of students' cooperative behaviour is high and the teachers' level of explaining and teaching is also high. Similarly, the figure 8 indicates that there are 8 classrooms with low cooeprative behaviour and low explaining and teaching being used by their teachers in these classrooms. The frequency of high participation level of classrooms and low explaining and teaching by their teachers and

low participation level of classrooms and high explaining and teaching by their teachers are 2 and 3 respectively. Thus the trend is very clear. High level of explaining and teaching behaviour of teacher is accompanied by high level of students' cooperative behaviour and low level of explaining and teaching behaviour of teacher is accompanied by low level of students' cooperative behaviour. Also, these two variables are associated to the extent of 0.502 which indicates a strong association between them.

5.4.7 **Subhypothesis 7 :**

There will be no relationship between using Instructional Materials by teacher and Student's Responding Behaviour in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 7(a) measures the relationship of using Instructional Materials by teacher and Student's Responding Behaviour of Baroda city schools through contingency chi-square which is presented in table No. 5.24.A.

Table No. 5.24.A

Using Instructional Materials by Teacher and Student's Responding Behaviour of Baroda city schools

Students' responding behaviour

Using instructional materials by teacher		H		L	
	H	10	A	2	B
	L	2	C	10	D

X^2 with correction=8.166, df=1, significant at 0.01 level, coefficient contingency = 0.00.

In table 5.24.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and using instructional materials by teacher. The Chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in using instructional materials on the part of their teachers. As can be seen from the table, the chi-square of 8.166 is significant at 0.01 level of confidence with a contingency coefficient of 0.00. The significant chi-square value shows that the variation in students' level of responding behaviour is accompanied by variation in using instructional materials by their teachers. The frequency of 10 in the first cell indicates that there are 10 classrooms where the level of students' responding behaviour is high and the teachers' level of using instructional materials is also high. Similarly, the figure 10 indicates that there are 10 classrooms with low level of students' responding behaviour and low level of using instructional materials by their teachers in these classrooms. The frequencies of high participation level of classrooms and low level of using instructional materials by their teachers and low participation level of classrooms and high using instructional materials by their teacher are 2 and 2 respectively. Thus the trend is very clear. High level of using instructional materials by teacher is accompanied by high level of students' responding behaviour and low level of using instructional materials by teacher is accompanied by low level of students' responding behaviour. Also, these two variables are associated to the extent of 0.00 which indicates a very strong association between them.

Subhypothesis 7(b) measures the relationship of "Using Instructional Materials by Teacher" and "Student's Responding Behaviour" of Irbid city schools through contingency chi-square which is presented in table No. 5.24.B.

Table No. 5.24.B

Using Instructional Materials by Teacher and Student's Responding Behaviour of Irbid city schools

Students' responding behaviour

Using instructional materials by Teacher		H		L	
	H	11	A	3	B
	L	0	C	10	D

X^2 with correction=11.513, df=1, significant at the 0.01 level, coefficient contingency=0.622.

In table 5.24.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and using instructional materials by teacher. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in using instructional materials on the part of their teachers. As can be seen from the table, the chi-square of 11.513 is significant at 0.01 level of confidence with a contingency coefficient of 0.622. The significant chi-square level shows that the variation in students level of responding behaviour is accompanied by varition in using instructional materials by their teachers. The frequency of 11 in the first cell indicates that there are 11 classrooms where the level of students' responding behaviour is high and the teachers' level of using instructional materials is also high. Similarly, the figure 10 indicates that there are 10 classrooms with low responding behaviour and low using instructional materials by their teachers in these classrooms. The frequencies of high participation

level of classrroms and low level of using instructional materials by their teachers and low participation level of classrooms and high level of using instructional materials by their teachers are 0 and 3 respectively. Thus the trend is very clear. High level of using instructional materials by teacher is accompanied by high level of student's responding behaviour and low level of using instructional materials by teacher is accompanied by low level of students' responding behaviour. Also, these two variables are associated to the extent of 0.622 which indicates a very strong association between them.

5.4.8 **Subhypothesis 8 :**

There will be no relationship between Using Instructional Materials by teacher and Student's Involvement in learning Activities in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 8(a) measures the relationship of Using Instructional Materials by teacher, and Student's Involvement in learning Activities of Baroda city schools through contingency chi-square which is presented in table No. 5.25.A.

Table No. 5.25.A

Using Instructional Materials by Teacher and Student's' Involvement in Learning Activities of Baroda city schools

		Students' involvement in learning activities			
		H		L	
Using instructional materials by teacher	H	7	A	5	B
	L	2	C	10	D

X^2 with correction=2.844, df=1, not significant, coefficient contingency=0.368.

In table 5.25.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their involvement in learning activities and using instructional materials by teacher. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in using instructional materials on the part of their teachers. As can be seen from the table, the chi-square of 2.844 is not significant of confidence with a contingency coefficient of 0.368. The insignificant chi-square value shows that the variation in students' level of involvement in learning activities is accompanied by variation in using instructional materials by their teachers. The frequency of 7 in the first cell indicates that there are 7 classrooms where the level of students' involvement in learning activities is high and the teachers' level of using instructional materials is also high. Similarly, the figure 10 indicates that there are 10 classrooms with low level of involvement and low level of using instructional materials by their teachers in these classrooms. The frequencies of high participation level of classrooms and low level of using instructional materials by their teachers and low participation level of classrooms and high level of using instructional materials by their teachers are 2 and 5 respectively. The trend is very clear. High level of using instructional materials by teacher is accompanied by high level of students' involvement in learning activities and low level of using instructional materials by teacher is accompanied by low level of students' involvement in learning activities. Also, these two variables are associated to the extent of 0.368 which indicates a poor association between them.

Subhypothesis 8(b) measures the relationship of "Using Instructional Materials by teacher" and "Student's Involvement in Learning Activities" of Irbid city schools through contingency chi-square which is presented in table No. 5.25.B.

Table No. 5.25.B

Using Instructional Materials by Teacher and Student's involvement in learning Activities of Irbid city schools.

Students' involvement in learning activities

Using instructional materials by teacher		H		L	
	H	13	A	1	B
	L	2	C	8	D

X^2 with correction=10.285, df=1, Significant at the 0.01 level, coefficient contingency=0.595.

In table 5.25.B, the various entires in the cells of the table show combinations based on students' participation in the sense of their involvement in learning activities and using instructional materials by teacher. The Chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in using instructional materials on the part of their teachers. As can be seen from the table, the chi-square of 10.285 is significant at 0.01 level of confidence with a contingency coefficient of 0.595. The significant chi-square value shows that the variation in students' level of involvement in learning activities is accompanied by variation in using instructional materials by their teachers. The frequency of 13 in the first cell indicates that there are 13 classrooms where the level of students' involvement

in learning activities is high and the teachers' level of using instructional materials is also high. Similarly, the figure 8 indicates that there are 8 classrooms with low level of involvement and low level of using instructional materials by their teachers in these classrooms. The frequencies of high participation level of classrooms and low level of using instructional materials by their teachers and low participation level of classrooms and high level of using instructional materials by their teachers are 2 and 1 respectively. The trend is very clear. High level of using instructional materials by teacher is accompanied by high level of students' involvement in learning activities and low level of using instructional materials by teacher is accompanied by low level of students' involvement in learning activities. Also these two variables are associated to the extent of 0.595 which indicates a very strong association between them.

5.4.9 **Subhypothesis 9 :**

There will be no relationship between Using Instructional Materials by teacher and Student's' Cooperative Behaviour in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 9(a) measures the relationship of Using Instructional Materials by teacher and Student's Cooperative Behaviour of Baroda city schools through contingency chi-square which is presented in table No. 5.26.A.

Table No. 5.26.A

Using Instructional Materials by teacher and Student's Cooperative Behaviour of Baroda city schools

Students' cooperative behaviour

Using instructional materials by Teacher		H		L	
	H	9	A	3	B
	L	3	C	9	D

X^2 with correction=4.166, df=1, Significant at the 0.05 level, coefficient contingency=0.00.

In table 5.26.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their cooperative behaviour and using instructional materials by teacher. The Chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in using instructional materials by their teachers. The frequency of 9 in the first cell indicates that there are 9 classrooms where the level of students' cooperative behaviour is high and the teachers' level of using instructional materials is also high. Similarly, the figure 9 indicates and low level of using instructional materials by their teachers in these classrooms. The frequency of high participation level of classrooms and low level of using instructional materials by their teachers and low participation level of classrooms and high level of using instructional materials by their teachers are 3 and 3 respectively. The trend is very clear. High level of using instructional materials by teacher is accompanied by high level of students' cooperative behavioiur and low level of using

instructional materials by teacher is accompanied by low level of students' cooperative behaviour. Also, these two variables are associated to the extent of 0.00 which indicates a strong association between them.

Subhypothesis 9(b) measures the relationship of Using Instructional Materials by Teacher and Student's Cooperative Behaviour of Irbid city schools through contingency chi-square which is presented in table No. 5.26.B.

Table No. 5.26.B

Using Instructional Materials by Teacher and Student's Cooperative Behaviour of Irbid city schools

Students' cooperative behaviour

Using instructional materials by Teacher		H		L	
	H	11	A	3	B
	L	2	C	8	D

X^2 with correction=6.531, df=1, Significant at the 0.05 level, coefficient contingency=0.429

In table 5.26.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their cooperative behaviour and using instructional materials by teacher. The Chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in using instructional materials on the part of their teachers. As can be seen from the table, the Chi-square of 6.531 is significant at 0.05 level of confidence with a contingency coefficient 0.00. The significant Chi-square shows that the variation in students' level of

cooperative behaviour is accompanied by variation in using instructional materials by their teachers. The frequency of 11 in the first cell indicates that there are 11 classrooms where the level of students' cooperative behaviour is high and the teachers' level of using instructional materials is also high. Similarly, the figure 8 indicates that there are 8 classrooms with low level of cooperative behaviour and low level of using instructional materials by their teachers in these classrooms. The frequencies of high participation level of classrooms and low level of using instructional materials by their teachers and low participation level of classrooms and high level of using instructional materials by their teachers are 2 and 3 respectively. Thus the trend is very clear. High level of using instructional materials by teacher is accompanied by high level of students' cooperative behaviour and low level of using instructional materials by teacher is accompanied by low level of students' cooperative behaviour. Also, these two variables are associated to the extent of 0.429 which indicates a strong association between them.

5.4.10 **Subhypothesis 10 :**

There will be no relationship between Teacher's Attending Behaviour, and Students' Responding Behaviour in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 10(a) measures the relationship of Teacher's Attending Behaviour and Students' Responding Behavior through contingency chi-square which is presented in table No. 5.27.A.

Table No. 5.27.A

Teacher's Attending Behaviour and Student's Responding Behaviour of Baroda city schools

Students' responding behaviour

Teacher's attending behaviour		H		L	
	H	8	A	2	B
	L	4	C	10	D

X^2 with correction=4.285, df=1, Significant at the 0.05 level, coefficient contingency=0.007.

In table 5.27.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and teachers' attending behaviour. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in attending behaviour on the part of their teachers. As can be seen from the table, the chi-square of 4.285 is significant at 0.05 level of confidence with a contingency coefficient of 0.007. The significant chi-square shows that the variation in students' level of responding behaviour is accompanied by variation in teachers' attending behaviour. The frequency of 8 in the first cell indicates that there are 8 classrooms where the level of students' responding behaviour is high and the teachers' level of attending behaviour is also high. Similarly, the figure 10 indicates that there are 10 classrooms with low level of responding behaviour and low level of attending behaviour by their teachers in these classrooms. The frequencies of high participation level of classrooms and low level of

attending behaviour by their teachers and low participation level of classrooms and high level of attending behaviour by their teachers are 4 and 2 respectively. Thus the trend is very clear. High level of teachers' attending behaviour is accompanied by high level of students' responding behaviour and low level of teachers' attending behaviour is accompanied by low level of students' responding behaviour. Also, these two variables are associated to the extent of 0.007 which indicates a strong association between them.

Subhypothesis 10(b) measures the relationship of "Teacher's Attending Behaviour" and "Student's Responding Behaviour" of Irbid city schools through contingency chi-square which is presented in table No. 5.27.B.

Table No. 5.27.B

Teacher's Attending Behaviour and Student's Responding Behaviour of Irbid city schools

Students' responding behaviour

Teacher's attending behaviour	H	L
H	11 A	3 B
L	0 C	10 D

X^2 with correction=11.531, df=1, Significant at the 0.01 level, coefficient contingency=0.622.

In table 5.27.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and teachers' attending behaviour. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in

attending behaviour on the part of their teachers. As can be seen from the table, the chi-square of 11.531 is significant at 0.01 level of confidence with a contingency coefficient of 0.622. The significant chi-square shows that the variation in students' level of responding behaviour is accompanied by variation in teachers' attending behaviour. The frequency of 11 in the first cell indicates that there are 11 classrooms where the level of students' responding behaviour is high and the teachers' level of attending behaviour is also high. Similarly, the figure 10 indicates that there are 10 classrooms with low level of responding behaviour and low level of attending behaviour by their teachers in these classrooms. The frequency of high participation level of classrooms and low level of teachers' attending behaviour and low participation level of classrooms and high level of teachers' attending behaviour are 0 and 3 respectively. The trend is very clear. High level of teachers' attending behaviour is accompanied by high level of students' responding behaviour and low level of teachers' attending behaviour is accompanied by low level of students' responding behaviour. Also, these two variables are associated to the extent of 0.622 which indicates a very strong association between them.

5.4.11 **Subhypothesis 11 :**

There will be no relationship between Teacher's Attending Behaviour and Student's' Involvement in Learning Activities in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 11(a) measures the relationship of Teacher's Attending Behaviour and Students' Involvement in Learning Activities of Baroda city schools through contingency chi-square which is presented in table No. 5.28.A.

Table No. 5.28.A

Teacher's Attending Behaviour and Student's Involvement in Learning Activities of Baroda city schools.

Students' involvement in learning activities

Teacher's attending behaviour		H		L	
	H	8	A	2	B
	L	1	C	13	D

X^2 with correction=10.285, df=1, Significant at the 0.01 level, coefficient contingency=0.59.

In table 5.28.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their involvement in learning activities and teachers' attending behaviour. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in attending behaviour on the part of their teachers. As can be seen from the table, the chi-square of 10.285 is significant at 0.01 level of confidence with a contingency coefficient of 0.59. The significant chi-square value shows that the variation in student's level of involvement in learning activities is accompanied by variation in attending behaviour by their teachers. The frequency of 8 in the first cell indicates that there are 8 classrooms where the level of students' involvement in learning activities is high and the teachers' level of their attending behaviour is also high. Similarly, the figure 13 indicates that there are 13 classrooms with low level of involvement and low level of attending behaviour being used by their teachers in these classrooms. The frequency of high participation level of classrooms and low level of teachers' attending behaviour and low level of

participation in the classrooms and high level of teachers' attending behaviour are 1 and 2 respectively. Thus the trend is very clear. High level of attending behaviour is accompanied by high level of students' involvement in learning activities and low level of attending behaviour is accompanied by low level of students' involvement in learning activities. Also, these two variables are associated to the extent of 0.59 which indicates a very strong association between them.

Subhypothesis 11(b) measures the relationship of Teacher's Attending Behaviour, and Student's Involvement in Learning Activities of Irbid city schools through contingency chi-square which is presented in table No. 5.28.B.

Table No. 5.28.B

Teacher's Attending Behaviour and Student's Involvement in Learning Activities of Irbid city schools.

Students' involvement in learning activities

Teacher's attending behaviour		H	L
	H	13 A	1 B
	L	2 C	8 D

X^2 with correction=10.285, df=1, Significant at the 0.01 level, coefficient contingency=0.595

In table 5.33B, the various entries in the cells of the table show combinations based on students' participation in the sense of their involvement in learning activities and teachers' attending behaviour. The Chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in

attending behaviour on the part of their teachers. As can be seen from the table, the chi-square of 10.285 is significant at 0.01 level of confidence with a contingency coefficient of 0.595. The significant chi-square value shows that the variation in students' level of involvement in learning activities is accompanied by variation in attending behaviour by their teachers. The frequency of 13 in the first cell indicates that there are 13 classrooms where the level of students' involvement in learning activities is high and the teachers' level of their attending behaviour is also high. Similarly, the figure 8 indicates that there are 8 classrooms with low level of involvement and low level of attending behaviour being used by their teachers in these classrooms. The frequency of high participation level of classrooms and low level of teachers' attending behaviour and low participation level of classrooms and high level of teachers' attending behaviour are 2 and 1 respectively. Thus the trend is very clear. High level of teachers' attending behaviour is accompanied by high level of students' involvement in learning activities and low level of teachers' attending behaviour is accompanied by low level of students' involvement in learning activities. Also these two variables are associated to the extent of 0.595 which indicates a very strong association.

5.4.12 **Subhypothesis 12 :**

There will be no relationship between Teacher's Attending Behaviour and Students' Cooperative Behaviour in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 12(a) measures the relationship of Teacher's Attending Behaviour and Students' Cooperative Behaviour of Baroda city schools through contingency chi-square which is presented in table No. 5.29.A.

Table No. 5.29.A

Teacher's Attending Behaviour and Student's Cooperative Behaviour of Baroda city schools

Students' cooperative behaviour

Teacher's attending behaviour		H		L	
	H	9	A	1	B
	L	3	C	11	D

X^2 with correction=8.4, df=1, Significant at the 0.01 level, coefficient contingency=0.61.

In table 5.29.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their cooperative behaviour and teachers' attending behaviour. The Chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in attending behaviour on the part of their teachers. As can be seen from the table, the chi-square of 8.4 is significant at 0.01 level of confidence of contingency coefficient 0.61. The significant chi-square value shows that the variation in students' level of cooperative behaviour is accompanied by variation in attending behaviour used by their teachers. The frequency of 9 in the first cell indicates that there are 9 classrooms where the level of students' cooperative behaviour is high and the teachers' level of their attending behaviour is also high. Similarly, the figure 11 indicates that there are 11 classrooms with low level of cooperative behaviour and low level of attending behaviour used by their teachers in these classrooms. The frequency of high participation level of classrooms and low level of teachers' attending behaviour and low level of participation

of classrooms and high level of teachers' attending behaviour are 3 and 1 respectively. Thus, the trend is very clear. High level of teachers' attending behaviour is accompanied by high level of students' cooperative behaviour and low level of teachers' attending behaviour is accompanied by low level of students' cooperative behaviour. Also these two variables are associated to the extent of 0.61 which indicates a very strong association between them.

Subhypothesis 12 (b) measures the relationship of Teacher's Attending Behaviour and Student's Cooperative Behaviour of Irbid city schools through contingency chi-square which is presented in table No. 5.29.B.

Table No. 5.29 B

Teacher's Attending Behaviour and Students' Cooperative Behaviour of Irbid city schools

Students' cooperative behaviour

Teacher's attending behaviour		H		L	
	H	11	A	3	B
	L	2	C	8	D

X^2 with correction=6.924, df=1, Significant at the 0.01 level, coefficient contingency=0.502.

In table 5.29.B, the various entries in the cells of the table show combinations based on students' participation on the sense of their cooperative behaviour and teachers' attending behaviour. The chi-square test has been applied to find if their is any significant trend in students' level of participation in accordance with variation in

attending behaviour on the part of their teachers. As can be seen from the table, the chi-square of 6.924. is significant at 0.01 level of confidence of contingency coefficient 0.502. The significant chi-square value shows that the variation in students' level of cooperative behaviour is accompanied by variation in attending behaviour used by their teachers. The frequency of 11 in the first cell indicates that there are 11 classrooms where the level of students' cooperative behaviour is high and the teachers' level of their attending behaviour is also high. Similarly, the figure 8 indicates that there are 8 classrooms with low level of cooperative bahaviour and low level of teachers' attending behaviour in these classrooms. The frequency of high participation level of classrooms and low level of teachers' attending behaviour and low level of participation of classrooms and high level of teachers' attending behaviour are 2 and 3 respectively. Thus, the trend is very clear. High level of teachers' attending behaviour is accompanied by high level of students' cooperative behaviour and low level of teachers' attending behaviour is accompanied with low level of students' cooperative behaviour. Also these two variables are associated to the extent of 0.502 which indicates a very strong association between them.

5.4.13 **Subhypothesis 13 :**

There will be no relationship between Management of Discipline by Teacher and Student's Responding Behaviour in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 13(a) measures the relationship of Management of Discipline by Teacher and Student's Responding Behaviour through contingency chi-square which is presented in table No. 5.30.A.

Table No. 5.30.A

Management of Discipline by Teacher and Student's Responding Behaviour of Baroda city schools

Students' responding behaviour

Management of discipline by Teacher		H		L	
	H	10	A	2	B
	L	2	C	10	D

X^2 with correction=8.4, df=1, Significant at the 0.01 level, coefficient contingency=0.00.

In table 5.30.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and management of discipline by teacher. The chi-square test has been applied to find if there is any significant trend on students' level of participation in accordance with variation in management of discipline on the part of their teachers. As can be seen from the table the chi-square of 8.4 is significant at 0.01 level of confidence with a contingency coefficient of 0.00. The significant chi-square value shows that, the variation of students' level of responding behaviour is accompanied by variation in management of discipline by their teachers. The frequency of 10 in the first cell indicates that there are 10 classrooms where the level of students' responding behaviour is high and the teachers' level of their management of discipline is also high. Similarly, the figure 10 indicates that there are 10 classrooms with low level of students' responding behaviour and low level of management of discipline by teacher in these classrooms. The frequencies of high participation level of classrooms and low level of management of discipline by teacher

and low level of participation of classrooms and high level of management of discipline by teacher are 2 and 2 respectively. Thus the trend is very clear. High level of management of discipline by teacher is accompanied by high level of students' responding behaviour and low level of management of discipline by teacher is accompanied by low level of students' responding behaviour. Also these two variables are associated to the extent of 0.00 which indicates a very strong association between them.

Subhypothesis 13(b) measures the relationship of Management of Discipline by Teacher and Student's Responding Behaviour of Irbid city schools through contingency chi-square which is presented in table No. 5.30.B.

Table No. 5.30.B

Management of Discipline by Teacher and Student's Responding Behaviour of Irbid city schools.

Students' responding behaviour

Management of discipline by Teacher		H		L	
	H	10	A	4	B
	L	1	C	9	D

X^2 with correction=6.5, df=1, Significant at the 0.05 level, coefficient contingency=0.58.

In table 5.30.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their resonding behaviour and management of discipline by teacher. The chi-square test has been applied to find if there is any significant trend on students' level of participation in accordance with variation in

management of discipline on the part of their teachers. As can be seen from the table, the chi-square of 6.5 is significant at 0.05 level of confidence with a contingency coefficient of 0.58. The significant chi-square value shows that, the variation of students' level of responding behaviour is accompanied by variation in management of discipline by their teachers. The frequency of 10 in the first cell indicates that there are 10 classrooms where the level of students' responding behaviour is high and the teachers' level of their management of discipline is also high. Similarly, the figure 9 indicates that there are 9 classrooms with low level of resopnding behaviour and low level of management of discipline by teacher in these classrooms. The frequencies of high participation level of classrooms and low level of management of discipline by teacher and low level of participation of classrooms and high level of management of discipline by teacher are 1 and 4 respectively. Thus the trend is very clear. High level of management of discipline by teacher is accompanied by high level of students' responding behaviour and low level of management of discipline by teacher is accompanied by low level of students' responding behaviour. Also, these two variables are associated to the extent of 0.58 which indicates a strong association between them.

5.4.15 **Subhypothesis 14 :**

There will be no relationship between Teacher's Management of Discipline by Teacher and Students' Involvement in Learning Activities in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 14(a) measures the relationship of Management of Discipline by Teacher and Students' Involvement in Learning Activities of Baroda city schools through contingency chi-square which is presented in table No. 5.31.A.

Table No. 5.31.A

Management of Discipline by Teacher and Students' Involvement in Learning Activities of Baroda city schools

Students' involvement in learning activities

Management of discipline by Teacher	H	L
H	8 A	4 B
L	1 C	11 D

X^2 with correction = 6.4, df = 1, Significant at the 0.05 level, coefficient contingency = 0.007.

In table 5.31.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their involvement in learning activities and management of discipline by teacher. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in management of discipline on the part of their teachers. As can be seen from the table, the chi-square of 6.4 is significant at 0.05 level of confidence with a contingency coefficient of 0.007. The significant chi-square value shows that the variation in students' level of involvement in learning activities is accompanied by variation in management of discipline by teacher. The frequency of 8 in the first cell indicates that there are 8 classrooms where the level of students' involvement in learning activities is high and the teachers' level of their management of discipline is also high. Similarly, the figure 11 indicates that there are 11 classrooms with low level of involvement and low level of management of discipline by teacher in these classrooms.

The frequencies of high participation level of classrooms and low level of management of discipline by teacher and low participation level of classrooms and high level of management of discipline by teacher are 1 and 4 respectively. Thus the trend is very clear. High level of management of discipline by teacher is accompanied by high level of students' involvement in learning activities and low level of management of discipline by teacher is accompanied by low level of students' involvement in learning activities. Also, these two variables are associated to the extent of 0.007 which indicates a strong association between them.

Subhypothesis 14(b) measures the relationship of "Management of Discipline by Teacher" and "Student's Involvement in Learning Activities" of Irbid city schools through contingency chi-square which is presented in table No. 5.31.B.

Table No. 5.31.B

Management of Discipline by Teacher and Student's Involvement in Learning Activities of Irbid city schools

Students' involvement in learning activities

Management of discipline by Teacher		H		L	
	H	12	A	2	B
	L	3	C	7	D

X^2 with correction = 5.531, df = 1, Significant at the 0.05 level, coefficient contingency = 0.429.

In table 5.31.B, the various entries in the cells of the table show combination based on students' participation in the sense of their involvement in learning activities

and management of discipline by teacher. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in management of discipline on the part of their teachers. As can be seen from the table, the chi-square of 5.531 is significant at 0.05 level of confidence with contingency coefficient of 0.429. The significant chi-square value shows that the variation in students' level of involvement in learning activities is accompanied by variation in management of discipline by teacher. The frequency of 12 in the first cell indicates that there are 12 classrooms where the level of students' involvement in learning activities is high and the teachers' level of their management of discipline is also high. Similarly, the figure 7 indicates that there are 7 classrooms with low level of involvement and low level of management of discipline by teacher in these classrooms. The frequencies of high level participation of classrooms and low level of Management of discipline by teacher and low level of participation of classrooms and high level of management of discipline by teacher are 3 and 2 respectively. Thus the trend is very clear. High level of management of discipline by teacher is accompanied by high level of students' involvement in learning activities and low level of management of discipline by teacher is accompanied by low level of students' involvement in learning activities. Also, these two variables are associated to the extent of 0.429 which indicates a strong association between them.

5.4.15 **Subhypothesis 15 :**

There will be no relationship between Management of Discipline by Teacher and Students' Cooperative Behaviour in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 15(a) measures the relationship of Management of Discipline by Teacher and Student's Cooperative Behaviour of Baroda city schools through contingency chi-square which is presented in table 5.32.A.

Table No. 5.32 A

Management of Discipline by Teacher and Student's Cooperative Behaviour of Baroda city schools

		Students' cooperative behaviour			
		H		L	
Management of discipline by Teacher	H	10	A	2	B
	L	2	C	10	D

X^2 with correction = 8.4, df = 1, Significant at the 0.01 level, coefficient contingency = 0.00.

In table 5.32.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their cooperative behaviour and management of discipline by teacher. The chi-square test has been applied to find if there is any significant trend on students' level of participation in accordance with variation in management of discipline on the part of their teachers. As can be seen from the table, the chi-square of 8.4 is significant at 0.01 level of confidence with a contingency coefficient of 0.00. The significant chi-square value shows that, the variation in students' level of cooperative behaviour is accompanied by variation in management of discipline by teacher. The frequency of 10 in the first cell indicates that there are 10 classrooms where the level of students' cooperative behaviour is high and the teachers' level of their management of discipline is also high. Similarly, the figure 10 indicates that there are 10

classrooms with low level of students' cooperative behaviour and low level of management of discipline by teacher. The frequencies of high participation level of classrooms and low level of management of discipline by teacher and are 2 and 2 respectively. Thus the trend is very clear. High level of management of discipline is accompanied by high level of students' cooperative behaviour and low level of management of discipline by teacher is accompanied by low level of students' cooperative behaviour. Also these two variables are associated to the extent of 0.00 which indicates a very strong association between them.

Subhypothesis 15(b) measures the relationship of "Management of Discipline by Teacher" and "Student's Cooperative Behaviour" of Irbid city schools through contingency chi-square which is presented in table No. 5.32.B.

Table No. 5.32.B

Management of Discipline by Teacher and Student's Cooperative Behaviour of Irbid city schools

Students' cooperative behaviour

Management of discipline by Teacher		H		L	
	H	11	A	3	B
	L	2	C	8	D

X^2 with correction = 6.924, df = 1, Significant at the 0.01 level, coefficient contingency = 0.502.

In table 5.32.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their cooperative behaviour and management of discipline by teacher. The chi-square test has been applied to find if there

is any significant trend on students' level of participation in accordance with variation in management of discipline on the part of their teachers. As can be seen from the table, the chi-square of 6.924 is significant at 0.01 level of confidence with a contingency coefficient of 0.502. The significant chi-square value shows that, the variation in students' level of cooperative behaviour is accompanied by variation in management of discipline by teacher. The frequency of 11 in the first cell indicates that there are 11 classrooms where the level of students' cooperative behaviour is high and the teachers' level of their management of discipline is also high. Similarly, the figure 8 indicates that there are 8 classrooms with low level of students' cooperative behaviour and low level of management of discipline by teacher. The frequencies of high participation level of classrooms and low level of management of discipline by teacher and low participation level of classrooms and high level of management of discipline by teacher are 2 and 3 respectively. Thus the trend is very clear. High level of management of discipline by teacher is accompanied by high level of students' cooperative behaviour and low level of management of discipline by teacher is accompanied by low level of students' cooperative behaviour. Also, these two variables are associated to the extent of 0.502 which indicates a very strong association between them.

5.4.16 **Subhypothesis 16 :**

There will be no relationship between Teacher's Responding Behaviour and Students' Responding Behaviour in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 16(a) measures the relationship of Teacher's Responding Behaviour and Student's Responding Behaviour of Baroda city schools through contingency chi-square which is presented in table No. 5.33.A.

Table No. 5.33.A

Teacher's Responding Behaviour and Student's Responding Behaviour of Baroda city schools

Students' responding behaviour

Teachers' responding behaviour		H		L	
	H	8	A	1	B
	L	4	C	11	D

X^2 with correction = 6.4, df = 1, Significant at the 0.05 level, coefficient contingency = 0.51.

In table 5.33.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and teachers' responding behaviour. The chi-square test has been applied to find if there is any significant trend on students' level of participation in accordance with variation in responding behaviour on the part of their teachers. As can be seen from the table, the chi-square of 6.4 is significant at 0.05 level of confidence with a contingency coefficient 0.51. The significant chi-square value shows the variation of students' level of responding behaviour is accompanied by variation in responding behaviour by their teachers. The frequency of 8 in the first cell indicates that there are 8 classrooms where the level of students' responding behaviour is high and the teachers' level of their

responding behaviour is also high. Similarly, the figure 11 indicates that there are 11 classrooms with low level of responding behaviour and low level of teachers' responding behaviour in these classrooms. The frequencies of high participation level of classrooms and low level of teachers' responding behaviour and low level of participation of classrooms and high level of teachers' responding behaviour are 4 and 1 respectively. Thus the trend is very clear. High level of teachers' responding behaviour is accompanied by high level of students' responding behaviour and low level of teachers' responding behaviour is accompanied by low level of students' responding behaviour. Also, these two variables are associated to the extent of 0.51 which indicates a strong association between them.

Subhypothesis 16(b) measures the relationship of Teacher's Responding Behaviour, and Student's Responding Behaviour of Irbid city schools through contingency chi-square which is presented in table No. 5.33.B.

Table No. 5.33.B

Teacher's Responding Behaviour and Student's Responding Behaviour of Irbid city schools

Students' responding behaviour

Teacher's responding behaviour		H		L	
	H	10	A	4	B
	L	1	C	9	D

X^2 with correction = 6.564, df = 1, Significant at the 0.05 level, coefficient contingency = 0.58.

In table 5.33.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and teachers' responding behaviour. The chi-square test has been applied to find if there is any significant trend on students' level of participation in accordance with variation in responding behaviur on the part of their teachers. As can be seen from the table, the chi-square of 6.564 is significant at 0.05 level of confidence with contingency coefficient of 0.58. The significant chi-square value shows the variation of students' level of responding behaviour is accompanied by variation in responding behaviour by their teachers. The frequency of 10 in the first cell indicates that there are 10 classrooms where the level of students' responding behaviour is high and the teachers' level of their responding behaviour is also high. Similarly, the figure 9 indicates that there are 9 classrooms with low level of responding behaviour and low level of teachers' responding behaviour. The frequencies of high participation level of classrooms and low level of teachers' responding behaviour and low participation level of classrooms and high level of teachers' responding behaviour are 1 and 4 respectively. Thus the trend is very clear. High level of teachers' responding behaviour is accompanied by high level of students' responding behaviour and low level of teachers' responding behaviour is accompanied by low level of students' responding behaviour. Also, these two variables are associated to the extent of 0.58 which indicates a strong association between them.

5.4.17 **Subhypothesis 17** :

There will be no relationship between Teacher's Responding Behaviour and Students' Involvement in Learning Activities in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 17(a) measures the relationship of Teacher's Responding Behaviour and Students' Involvement in Learning Activities of Baroda city schools through contingency chi-square which is presented in table No. 5.34.A.

Table No. 5.34.A

Teacher's Responding Behaviour Vs. Student's Involvement in Learning Activities of Baroda city schools

		Students' involvement in learning activities			
		H		L	
Teacher's responding behaviour	H	8	A	1	B
	L	1	C	14	D

X^2 with correction = 12.906, df = 1, Significant at the 0.01 level, coefficient contingency = 0.00.

In table 5.34.A, the various entries in the cells of the table show combinations on students' participation in the sense of their involvement in learning activities and teachers' responding behaviour. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in responding behaviour on the part of their teachers. As can be seen from the table, the chi-square of 12.906 is significant at 0.01 level of confidence with a contingency coefficient of 0.00.The significant chi-square value shows that the variation in students' level of involvement in learning activities is accompanied by variation in responding behaviour by their teachers. The frequency of 8 in the first cell indicates that there are 8 classrooms where the level of students' involvement in learning activities is high and the teachers'

level of responding behaviour is also high. Similarly, the figure 14 indicates that there are 14 classrooms with low level of involvement and low level of responding behaviour by their teachers in these classrooms. The frequencies of high participation level of classrooms and low level of responding behaviour by their teachers and low level of participation of classrooms and high level of responding behaviour by their teachers are 1 and 1 respectively. Thus, the trend is very clear. High level of teachers' responding behaviour is accompanied by high level of students' involvement in learning activities and low level of teachers' responding behaviour is accompanied by low level of students' involvement in learning activities. Also, these two variables are associated to the extent of 0.00. Which indicates a very strong association between them.

Subhypothesis 17(b) measures the relationship of "Teacher's Responding Behaviour" and "Student's Involvement in Learning Activities" of Irbid city schools through contingency chi-square which is presented in table No. 5.34.B.

Table No. 5.34.B

Teacher's Responding Behaviour and Student's Involvement in Learning Activities of Irbid city schools

Students' involvement in learning activities

Teacher's responding behaviour		H		L	
	H	13	A	1	B
	L	2	C	8	D

X^2 with correction = 10.285, df = 1, Significant at the 0.01 level, coefficient contingency = 0.595.

In table 5.34.B, the various entries in the cells of the table show combinations on students' participation in the sense of their involvement in learning activities and teachers' responding behaviour. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in responding behaviour on the part of their teachers. As can be seen from the table, the chi-square of 10.285 is significant at 0.01 level of confidence with a contingency coefficient of 0.595. The significant chi-square value shows that the variation in students' level of involvement in learning activities is accompanied by variation in responding behaviour by their teachers. The frequency of 13 in the first cell indicates that there are 13 classrooms where the level of students' involvement in learning activities is high and the teachers' level of responding behaviour is also high. Similarly, the figure 8 indicates that there are 8 classrooms with low level of involvement and low level of responding behaviour by their teachers in these classrooms. The frequencies of high participation level of classrooms and low level of responding behaviour by their teachers and low level of participation of classrooms and high level of teachers' responding behaviour are 2 and 1 respectively. Thus the trend is very clear. High level of teachers' responding behaviour is accompanied by high level of students' involvement in learning activities and low level of teachers' responding behaviour is accompanied by low level of students' involvement in learning activities. Also, these two variables are associated to the extent of 0.595 which indicates a very strong association between them.

5.4.18 **Subhypothesis 18** :

There will be no relationship between Teacher's Responding Behaviour and Students' Cooperative Behaviour in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 18(a) measures the relationship of Teacher's Responding Behaviour and Student's Cooperative Behaviour of Baroda city schools through contingency chi-square which is presented in table No. 5.35.A.

Table No. 5.35 A

Teacher's Responding Behaviour and Student's Cooperative Behaviour of Baroda city schools

Students' cooperative behaviour

Teacher's responding behaviour		H		L	
	H	9	A	0	B
	L	3	C	12	D

X^2 with correction = 11.377, df = 1, Significant at the 0.01 level, coefficient contingency = 0.612.

In table 5.35.A, the various entries in the cells of the table show combinations based on stdudents' participation in the sense of their cooperative behaviour and teachers' responding behaviour. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in responding behaviour on the part of their teachers. As can be seen from the table, the chi-square of 11.377 is significant at 0.01 level of confidence with a contingency coefficient of 0.612. The significant chi-square value shows that the variation in students' level of cooperative behaviour is accompanied by variation in responding behaviour by their teachers. The frequency of 9 in the first cell indicates that there are 9 classrooms where the level of students' cooperative behaviour is high and the teachers' level of responding

behaviour is also high. Similarly, the figure 12 indicates that there are 12 classrooms with low level of cooperative behaviour and low level of teachers' responding behaviour. The frequencies of high participation level of classrooms and low level of teachers' responding behaviour and low participation level of classrooms and high level of teachers responding behaviour are 3 and 0 respectively. Thus, the trend is very clear. High level of teachers' responding behaviour is accompanied by high level of students' cooperative behaviour and low level of teachers' responding behaviour is accompanied by low level of students' cooperative behaviour. Also, these two variables are associated to the extent of 0.612 which indicates a very strong association between them.

Subhypothesis 18(b) measures the relationship of "Teacher's Responding Behaviour" and "Student's Cooperative Behaviour" of Irbid city schools through contingency chi-square which is presented in table No. 5.35.B.

Table No 5.35.B

Teacher's Responding Behaviour and Student's Cooperative Behaviour of Irbid city schools

Students' cooperative behaviour

Teacher's responding behaviour		H		L	
	H	13	A	1	B
	L	0	C	10	D

X^2 with correction = 16.692, df = 1, Significant at the 0.01 level, coefficient contingency = 0.675.

In table 5.35.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their cooperative behaviour and teachers' responding behaviour. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in responding behaviour on the part of their teachers. As can be seen from the table, the chi-square of 16.692 is significant of 0.01 level of confidence with a contingency coefficient of 0.675. The significant chi-square value shows that the variation in students' level of cooperative behaviour is accompanied by variation in responding behaviour by their teachers. The frequency of 13 in the first cell indicates that there are 13 classrooms where the level of students' cooperative behaviour is high and the teachers' level of responding behaviour is also high. Similarly, the figure 10 indicates that there are 10 classrooms with low level of cooperative behaviour and low level of teachers' responding behaviour. The frequencies of high participation level of classrooms and low level of teachers' responding behaviour and low participation level of classrooms and high level of teachers' responding behaviour are 0 and 1 respectively. Thus, the trend is very clear. High level of teachers' responding behaviour is accompanied by high level of students' cooperative behaviour and low level of teachers' responding behaviour is accompanied by low level of students' cooperative behaviour. Also, these two variables are associated to the extent of 0.675 which indicates a very strong association between them.

5.4.19 **Subhypothesis 19** :

There will be no relationship between Reinforcement and Rewarding Behaviour of Teacher and Student's Responding Behaviour in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 19(a) measures the relationship of the Reinforcement and Rewarding Behaviour of Teacher and Student's Responding Behaviour of Baroda city schools through contingency chi-square which is presented in table No. 5.36.A.

Table No. 5.36.A

Reinforcement and Rewarding Behaviour of Teacher and Student's Responding Behaviour of Baroda city schools

		Students' responding behaviour			
		H		L	
Reinforcement and rewarding behaviour of teacher	H	7	A	1	B
	L	5	C	11	D

X^2 with correction = 4.687, df = 1, Significant at the 0.05 level, coefficient contingency = 0.468. .

In table 5.36.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and reinforcement and rewarding behaviour of teacher. The chi-square test has been applied to find if there is any significant trend in students'. level of participation in accordance with variation in reinforcement and rewarding behaviour on the part of their teachers. As can be seen from the table, the chi-square of 4.687 is significant at 0.05 level of confidence with a contingency coefficient of 0.468. The significant chi-square value shows that the variation in students' level of responding behaviour is accompanied by reinforcement and rewarding behaviour by their teachers. The frequency of 7 in the first cell indicates that there are 7 classrooms where the level of students' responding

behaviour is high and the teachers' level of reinforcement and rewarding behaviour is also high. Similarly, the figure 11 indicates that there are 11 classrooms with low level of responding behaviour and low level of reinforcement being used by their teachers in these classrooms. The frequencies of high participation level of classrooms and low level of using reinforcement by their teachers and low participation level of classrooms and high level of using reinforcement by their teachers are 5 and 1 respectively. Thus, the trend is very clear. High level of reinforcement and rewarding behaviour of teacher is accompanied by high level of students' responding behaviour and low level of reinforcement and rewarding behaviour of teacher is accompanied by low level of students' responding behaviour. Also, these two variables are associated to the extent of 0.468 which indicates a strong association between them.

Subhypothesis 19(b) measures the relationship of "Reinforcement and Rewarding Behaviour of Teacher" and "Student's Responding Behaviour" of Irbid city schools through contingency chi-square which is presented in table No. 5.36.B.

Table No. 5.36 B

Reinforcement and Rewarding Behaviour of Teacher and Student's Responding Behaviour of Irbid city schools

Students' responding behaviour

Reinforcement and rewarding behaviour of Teacher		H		L	
	H	9	A	3	B
	L	2	C	10	D

X^2 with correction = 6.041, df = 1, Significant at the 0.05 level, coefficient contingency = 0.569.

In table 5.36.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and reinforcement and rewarding behaviour of teacher. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in reinforcement and rewarding behaviour on the part of their teachers. As can be seen from the table, the chi-square of 6.041 is significant at 0.05 level of confidence with a contingency coefficient of 0.569. The significant chi-square value shows that the variation in students' level of responding behaviour is accompanied by reinforcement and rewarding behaviour by their teachers. The frequency of 9 in the first cell indicates that ther are 9 classrooms where the level of students' responding behaviour is high and the teachers' level of reinforcement and rewarding behaviour and is also high. Similarly, the figure 10 indicates that there are 10 classrooms with low level of responding behaviour and low level of reinforcement being used by their teachers in these classrooms. The frequencies of high participation level of classrooms and low level of using reinforcement by their teachers and low participation level of classrooms and high level of using reinforcement by their teachers are 2 and 3 respectively. Thus the trend is very clear. High level of reinforcement and rewarding behaviour of teacher is accompanied by high level of students' responding behaviour and low level of reinforcement and rewarding behaviour of teacher is accompanied by low level of students responding behaviour. Also, these two variables are associated to the extent by 0.569 which indicates a strong association between them.

5.4.20 **Subhypothesis 20 :**

There will be no relationship between Reinforcement and Rewarding Behaviour of Teacher and Student's Involvement in Learning Activities in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 20(a) measures the relationship of Reinforcement and Rewarding Behaviour of Teacher and Student's Involvement in Learning Activities of Baroda city schools through contingency chi-square which is presented in table No. 5.37.A.

Table No. 5.37.A

Reinforcement and Rewarding Behaviour of Teacher and Student's Involvement in Learning Activities of Baroda city schools

Students' involvement in learning activities

Reinforcement and rewarding behaviour of Teacher		H		L	
	H	7	A	1	B
	L	2	C	14	D

X^2 with correction = 9.8, df = 1, Significant at the 0.01 level, coefficient contingency = 0.589.

In the table 5.37.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their involvement in learning activities and reinforcement and rewarding behaviour of teacher. The Chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in using reinforcement and rewarding on the part of their

teachers. As can be seen from the table, the chi-square of 9.8 is significant at 0.01 level of confidence with a contingency coefficient of 0.589. The significant chi-square value shows that the variation in students' level of involvement in learning activities is accompanied by variation in reinforcement and rewarding behaviour by their teachers. The frequency of 7 in the first cell indicates that there are 7 classrooms where the level of students' involvement in learning activities is high and the teachers' level of using reinforcement is also high. Similarly, the figure 14 indicates that there are 14 classrooms with low involvement in learning activities and low level of reinforcement and rewarding behaviour of teachers in these classrooms. The frequencies of high participation level of classrooms and low level of reinforcement behaviour of teacher and low participation level of classrooms and high level of reinforcement behaviour of teacher are 2 and 1 respectively. Thus the trend is very clear. High level of reinforcement and rewarding behaviour of teacher is accompanied by high level of students' involvement in learning activities and low level of reinforcement and rewarding behaviour of teacher is accompanied by low level of students' involvement in learning activities. Also these two variables are associated to the extent of 0.589 which indicates a very strong association between them.

Subhypothesis 20(b) measures the relationship of "Reinforcement and Rewarding Behaviour of teacher" and "Student's Involvement in Learning Activities" of Irbid city schools through contingency chi-square which is presented in table No. 5.37.B.

Table No. 5.37.B

Reinforcement and Rewarding Behaviour of Teacher and Student's Involvement in Learning Activities of Irbid city schools

Students' involvement in learning activities

Reinforcement and rewarding behaviour of Teacher		H		L	
	H	11	A	1	B
	L	4	C	8	D

X^2 with correction=6.4, df=1, Significant at the 0.05 level, coefficient contingency=0.516.

In table 5.37.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their involvement in learning activities and reinforcement and rewarding behaviour of teacher. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in reinforcement and rewarding behaviour on the part of their teachers. As can be seen from the table, the chi-square of 6.4 is significant of 0.05 level of confidence with a contingency coefficient of 0.516. The significant chi-square value shows that the variation in students' level of involvement in learning activities is accompanied by variation in reinforcement and rewarding behaviour of teacher. The frequency of 11 in the first cell indicates that there are 11 classrooms where the level of students' involvement in learning activities is high and the teachers' level of using reinforcement is also high. Similarly, the figure 8 indicates that there are 8 classrooms with low level of involvement in learning activities and low level of reinforcement and rewarding behaviour of teacher in these classrooms. The frequencies of high participation

level of classrooms and low level of reinforcement behaviour of teacher and low participation level of classrooms and high level of reinforcement behaviour of teacher are 4 and 1 respectively. Thus, the trend is very clear. High level of reinforcement and rewarding behaviour of teacher is accompanied by high level of students' involvement in learning activities and low level of reinforcement and rewarding behaviour of teacher is accompanied by low level of students' involvement in leraning activities. Also, these two variables are associated to the extent of 0.516 which indicates a strong association between them.

5.4.21 **Subhypothesis 21 :**

There will be no relationship between Reinforcement and Rewarding Behaviour of teacher and Students' Cooperative Behaviour in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 21(a) measures the relationship of Reinforcement and Rewarding Behaviour of Teacher and Student's Cooperative Behaviour of Baroda city schools through contingency chi-square which is presented in table No. 5.38.A.

Table No. 5.38.A

Reinforcement and Rewarding Behaviour of Teacher and Student's Cooperative Behaviour of Baroda city schools

		Students' cooperative behaviour			
		H		L	
Reinforcement and rewarding behaviour of Teacher	H	7	A	1	B
	L	5	C	11	D

X^2 with correction = 4.687, df = 1, Significant at the 0.05 level, coefficient contingency = 0.468.

In table 5.38.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their cooperative behaviour and reinforcement and rewarding behaviour of teacher. The Chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in reinforcement and rewarding behaviour on the part of their teacher.As can be seen from the table, the chi-square of 4.687 is significant of 0.05 level of confidence with a contingency coefficient 0.468. The significant chi-square shows that the variation in students' level of cooperative behaviour is accompanied by variation in reinforcement and rewarding behaviour of teacher. The frequency of 7 in the first cell indicates that there are 7 classrooms where the level of students' cooperative behaviour is high and the teachers' level of reinforcement behaviour is also high. Similarly, the figure 11 indicates that there are 11 classrooms with low level of cooperative behaviour and low level of reinforcement behaviour of teacher in these classrooms. The frequencies of high participation level of classrooms and low level of reinforcement behaviour of teacher and low level of participation of classrooms and high level of reinforcement of teacher are 5 and 1 respectively. Thus, the trend is very clear. High level of reinforcement and rewarding behaviour of teacher is accompanied by high level of students' cooperative behaviour and low level of reinforcement and rewarding behaviour of teacher is accompanied by low level of students' cooperative behaviour. Also, these two variables are associated to the extent of 0.468 which indicates a strong association between them.

Subhypothesis 21(b) measures the relationship of "Reinforcement and Rewarding Behaviour of Teacher", and "Student's Cooperative Behaviour" of Irbid city schools through contingency chi-square which is presented in table No. 5.38.B.

Table No. 5.38.B
Reinforcement and Rewarding Behaviour of Teacher and Student's Cooperative Behaviour of Irbid city schools

Students' cooperative behaviour

Reinforcement and rewarding behaviour of Teacher		H		L	
	H	10	A	2	B
	L	3	C	9	D

X^2 with correction = 6.4, df = 1, Significant at the 0.05 level, coefficient contingency = 0.505.

In table 5.38.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their cooperative behaviour and reinforcement and rewarding behaviour of teacher. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in reinforcement and rewarding behaviour on the part of their teachers. As can be seen from the table, the chi-square of 6.4 is significant at 0.05 level of confidence with a contingency coefficient of 0.505. The significant chi-square shows that the variation in students' level of cooperative behaviour is accompanied by variation in reinforcement and rewarding behaviour of their teacher. The frequency of 10 in the first cell indicates that there are 10 classrooms where the level of students' cooperative behaviour is high and the teachers level of reinforcement behaviour is also high. Similarly, the figure 9 indicates that there are 9 classrooms with low level of cooperative behaviour and low level of reinforcement behaviour of teacher in these classrooms. The frequencies of high participation level of classrooms and low level of reinforcement

behaviour of teacher and low participation level of classrooms and high level of reinforcement behaviour of teacher are3 and 2 respectively. Thus, the trend is very clear. High level of reinforcement and rewarding behaviour of teacher is accompanied by high level of students' cooperative behaviour and low level of reinforcement and rewarding behaviour of teacher is accompanied by low level of students' cooperative behaviour. Also, these two variables are associated to the extent of 0.505 which indicates a strong association between them.

5.4.22 **Subhypothesis 22 :**

There will be no relationship between Teacher's Personality and Students' Responding Behaviour in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 22(a) measures the relationship of Teacher's Personality and Students' Responding Behaviour of Baroda city schools through contingency chi-square which is presented in table No. 5.39.A.

Table No. 5.39.A

Teacher's Personality and Students' Responding Behaviour of Baroda city schools

		Students' responding behaviour	
		H	L
Teacher's personality	H	9 A	0 B
	L	3 C	12 D

X^2 with correction = 11.377, df = 1, Significant at the 0.01 level, coefficient contingency = 0.612

In table 5.39.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and teachers' personality. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in personality on the part of their teachers. As can be seen from the table, the chi-square of 11.377 is significant at 0.01 level of confidence with a contingency coefficient of 0.612. The significant chi-square shows that the variation in students' level of responding behaviour is accompanied by variation in teachers' personality. The frequency of 9 in the first cell indicates that there are 9 classrooms where the level of students' responding behaviour is high and the teachers' level of personality is also high. Similarly, the figure 12 indicates that there are 12 classrooms with low level of responding behaviour and low level of teachers' personality. The frequencies of high participation level of classrooms and low level of teachers' personality and low participation level of classrooms and high level of teachers' personality are 3 and 0 respectively. Thus the trend is very clear. High level of teachers' personality is accompanied by high level of students' responding behaviour and low level of teachers' personality is accompanied by low level of students' responding behaviour. Also, these two variables are associated to the extent of 0.612 which indicates a very strong association between them.

Subhypothesis 22(b) measures the relationship of Teacher's Personality and Student's Responding Behaviour of Irbid city schools through contingency chi-square which is presented in table No. 5.39.B.

Table No. 5.39.B

Teacher's Personality and Student's Responding Behaviour of Irbid city schools

Students' responding behaviour

Teacher's personality		H		L	
	H	11	A	3	B
	L	0	C	10	D

X^2 with correction = 11.513, df = 1, Significant at the 0.01 level, coefficient contingency = 0.622

In table 5.39.B, the various entires in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and teachers' personality. The chi-square test has been applied to find if there is any significant trend in stduent's level of participation in accordance with variation in teachers' personality. As can be seen from the table, the chi-square of 11.513 is significant at 0.01 level of confidence with a contingency coefficient of 0.622. The significant chi-square shows that the variation in students' level of responding behaviour accompanied by variation in teachers' personality. The frequency of 11 in the first cell indicates that there are 11 classrooms where the level of responding behaviour is high and the teachers' level of personality is also high. Similarly, the figure 10 indicates that there are 10 classrooms with low level of responding behaviour and low level of teachers' personality. The frequencies of high participation level of classrooms and low level of teachers' personality and low level of participation of classrooms and high level of teacher's personality are 0 and 3 respectively. Thus, the trend is very clear. High level of teachers'

personality is accompanied by high level of students' responding behaviour and low level of teachers' personality is accompanied by low level of students' responding behaviour. Also, these two variables are associated to the extent of 0.622 which indicates a very strong association between them.

5.4.23 **Subhypothesis 23 :**

There will be no relationship between Teacher's Personality and Student's Involvement in Learning Activities in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 23(a) measures the relationship of Teacher's Personality and Student's Involvement in Learning Activities of Baroda city schools through contingency chi-square which is presented in table No. 5.40.A.

Table No. 5.40.A

Teacher's Personality and Student's Involvement in Learning Activities of Baroda city schools

		Students' involvement in learning activities	
		H	L
Teacher's personality	H	8 A	1 B
	L	1 C	14 D

X^2 with correction = 12.906, df = 1, Significant at the 0.01 level, coefficient contingency = 0.00.

In table 5.40.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their involvement in learning activities and teachers' personality. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in teachers' personality. As can be seen from the table, the chi-square of 12.906 is significant at 0.01 level of confidence with a contingency coefficient of 0.00. The significant chi-square shows that the variation in students' level of involvement in learning activities is accompanied by variation in teachers' personality. The frequency of 8 in the first cell indicates that there are 8 classrooms where the level of students' involvement in learning activities is high and the level of teachers' personality is also high. Similarly, the figure 14 indicates that there are 14 classrooms with low level of involvement in learning activities and low level of teachers' personality. The frequencies of high participation level of classrooms and low level of teachers' personality and low participation level of classrooms and high level of teachers' personality are 1 and 1 respectively. Thus, the trend is very clear. High level of teachers' personality is accompanied by high level of students' involvement in learning activities and low level of teachers' personality is accompanied by low level of students' involvement in learning activities. Also, the two variables are associated to the extent of 0.00 which indicates a very strong association between them.

Subhypothesis 23(b) measures the relationship of "Teacher's Personality" and "Student's Involvement in Learning Activities" of Irbid city schools through contingency chi-square which is presented in table No. 5.40.B.

Table No. 5.40.B

Teacher's Personality and Student's Involvement in Learning Activities of Irbid city schools

Students' involvement in learning activities

Teacher's personality		H		L	
	H	13	A	1	B
	L	2	C	8	D

X^2 with correction = 10.285, df = 1, Significant at the 0.01 level, coefficient contingency = 0.595.

In table 5.40.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their involvement in learning activities and teachers' personality. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in teachers' personality. As can be seen from the table. The chi-square of 10.285 is significant at 0.01 level of confidence with a contingency coefficient of 0.595. The significant chi-square shows that the variation in students' level of involvement in learning activities is accompanied by variation in teachers' personality. The frequency of 13 in the first cell indicates that there are 13 classrooms where the level of students' involvement in learning activities is high and the level of teachers' personality is also high. Similarly, the figure 8 indicates that there are 8 classrooms with low level of involvement in learning activities and low level of teachers' personality and low participation level of classrooms and high level of teachers' personality are 2 and 1 respectively. Thus the trend is very clear. High level of teachers' personality is

accompanied by high level of students' involvement in learning activities and low level of teachers' personality is accompanied by low level of students' involvement in learning activities. Also, these two variables are associated to the extent of 0.595 which indicates a very strong association between them.

5.4.24 **Subhypothesis 24 :**

There will be no relationship between Teacher's Personality and Student's Cooperative Behaviour in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 24(a) measures the relationship of Teacher's Personality and Student's Cooperative Behaviour of Baroda city schools through contingency chi-square which is presented in table No. 5.41.A.

Table No. 5.41.A

Teacher's Personality and Student's Cooperative Behaviour of Baroda city schools

Students' cooperative behaviour

Teacher's personality		H	L
	H	8 A	1 B
	L	4 C	11 D

X^2 with correction = 6.4, df = 1, Significant at the 0.05 level, coefficient contingency = 0.51.

In table 5.41.A, the various entries in the cells of the table show combinations based on student's participation in the sense of their cooperative behaviour and teachers'

personality. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in teachers' personality. As can be seen from the table, the chi-square of 6.4 is significant at 0.05 level of confidence with a contingency coefficient of 0.51. The significant chi-square shows that the variation in students' level of cooperative behaviour is accompanied by variation in teachers' personality. The frequency of 8 in the first cell indicates that there are 8 classrooms where the level of students' cooperative behaviour is high and the teachers' level of personality is also high. Similarly the figure 11 indicates that there are 11 classrooms with low level of cooperative behaviour and low level of teachers' personality.The frequencies of high participation level of classrooms and low level of teachers' personality and low participation level of classrooms and high level of teachers' personality are 4 and I respectively. Thus the trend is very clear. High level of teachers' personality is accompanied by high level of students' cooperative behaviour and low level of teachers' personality is accompanied by low level of students' cooperative behaviour. Also, these two variables are associated to the extent of 0.51 which indicates a strong association between them.

Subhypothesis 24(b) measures the relationship of "Teacher's Personality" and "Student's Cooperative Behaviour" of Irbid city schools through contingency chi-square which is presented in table No. 5.41.B.

Table No. 5.41.B

Teacher's Personality and Student's Cooperative Behaviour of Irbid city schools

Students' cooperative behaviour

Teacher's personality	H	L
H	11 A	2 B
L	2 C	9 D

X^2 with correction = 8.085, df = 1, Significant at the 0.01 level, coefficient contingency = 0.609.

In table 5.41.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their cooperative behaviour and teachers' personality. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in teachers' personality. As can be seen from the table, the chi-square of 8.085 is significant at 0.01 level of confidence with a contingency coefficient of 0.609. The significant chi-square shows that the variation in students' level of cooperative behaviour is accompanied by variation in teachers' personality. The frequency of 11 in the first cell indicates that there are 11 classrooms where the level of students' cooperative behaviour is high and the teachers' level of personality is also high. Similarly, the figure 9 indicates that there are 9 classrooms with low level of cooperative behaviour and low level of teachers' personality. The frequencies of high participation level of classrooms and low level of teachers' personality and low participation level of classrooms and high level of teachers' personality are 2 and 2 respectively. Thus, the trend is very clear. High level of teachers'

personality is accompanied by high level of students' cooperative behaviour and low level of teachers' personality is accompanied by low level of students' cooperative behaviour. Also these two variables are associated to the extend of 0.609 which indicates a very strong association between them.

5.4.25 **Subhypothesis 25 :**

There will be no relationship between Teacher's Direction and Checking Behaviour and Student's Responding Behaviour in the sampled schoools of (a) Baroda and (b) Irbid city.

Subhypothesis 25(a) measures the relationship of "Teacher's Direction and Checking Behaviour" and "Student's Responding Behaviour" of Baroda city schools through contingency chi-square which is presented in table No. 5.42.A.

Table No. 5.42.A

Teacher's Direction & Checking Behaviour and Student's Responding Behaviour of Baroda city schools.

Students' responding behaviour

Teacher's direction and checking behaviour		H	L
	H	9 A	1 B
	L	3 C	11 D

X^2 with correction = 8.4, df = 1, Significant at the 0.01 level, coefficient contingency = 0.61.

In table 5.42.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and teachers' direction and checking behaviour. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in teachers' direction and checking behaviour. As can be seen from the table, the chi-square of 8.4 is significant at 0.01 level of confidence with a contingency coefficient 0.61. The significant chi-square shows that the variation in student's level of responding behaviour is accompanied by variation in teachers' direction and checking behaviour. The frequency of 9 in the first cell indicates that there are 9 classrooms where the level of students' responding behaviour is high and the level of teachers' direction and checking behaviour is also high. Similarly, the figure 11 indicates that there are 11 classroom with low level of responding behaviour and low level of teacher's direction and checking behaviour. The frequencies of high level of students' responding behaviour and low level of teachers' direction and low level of students' responding behaviour and high level of teachers' direction are 3 and 1 respectively. Thus, the trend is very clear. High level of teachers' direction and checing behaviour is accompanied by high level of students' responding behaviour and low level of teachers' direction and checking behaviour is accompanied by low level of students' responding behaviour. Also, these two variables are associated to the extent of 0.61 which indicates a very strong association between them.

Subhypothesis 25(b) measures the relationship of Teacher's Direction and Checking Behaviour and Student's Responding Behaviour of Irbid city schools through contingency chi-square which is presented in table No. 5.42.B.

Table No. 5.42.B

Teacher's Direction & Checking Behaviour and Student's Responding Behaviour of Irbid city schools

Students' responding behaviour

Teacher's direction and checking behaviour		H		L	
	H	10	A	5	B
	L	1	C	8	D

X^2 with correction = 4.934, df = 1, Significant at the 0.05 level, coefficient contingency = 0.474.

In table 5.42.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their responding behaviour and teachers' direction and checking behaviour. The chi-square has been applied to find if there is any significant trend in students' level of participation in accordance with variation in direction and checking on the part of their teachers. As can be seen from the table, the chi-square of 4.934 is significant at 0.05 level of confidence with a contingency coefficient 0.474. The significant chi-square shows that the variation in students' level of responding behaviour is accompanied by variation in teachers' direction and checking behaviour. The frequency of 10 in the first cell indicates that there are 10 classrooms where the level of students' responding behaviour is high and teachers' level of their direction and checking is also high. Similarly, the figure 8 indicates that there are 8 classrooms with low level of responding behaviour and low level of teachers' direction and checking behaviour. The frequencies of high level of students' responding behaviour and low level of teachers' direction and low level of students' responding behaviour and

high level of teachers' direction are 1 and 5 respectively. Thus the trend is very clear. High level of teachers' direction and checking behaviour is accompanied by high level of students' responding behaviour and low level of teachers' direction and checking behaviour is accompanied by low level of students' responding behaviour. Also, these two variables are associated to the extent of 0.474 which indicates a strong association between them.

5.4.26 **Subhypothesis 26 :**

There will be no relationship between Teacher's Direction and Checking Behaviour and Student's Involvement in Learning Activities in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 26(a) measures the relationship of "Teacher's Direction and Checking Behaviour" and "Student's Involvement in Learning Activities" of Baroda city schools through contingency chi-square which is presented in table No. 5.43.A.

Table No. 5.43.A

Teacher's Direction and Checking Behaviour and Students' Involvement in Learning Activities of Baroda city schools

Students' involvement in learning activities

Teacher's direction and checking behaviour		H		L	
	H	8	A	2	B
	L	1	C	13	D

X^2 with correction = 10.285, df = 1, Significant at the 0.01 level, coefficient contingency = 0.59.

In table 5.43.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their involvement in learning activities and teachers' direction and checking behaviour. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in direction and checking on the part of their teachers. As can be seen from the table, the chi-square of 10.285 is significant at 0.01 level of confidence with a contingency coefficient of 0.59. The significant chi-square shows that the variation in students' level of involvement in learning activities is accompanied by teachers' direction and checking behaviour. The frequency of 8 in the first cell indicates that there are 8 classrooms where the level of students' involvement in learning activities is high and the teachers' level of their direction and checking is also high. Similarly, the figure 13 indicates that there are 13 classrooms with low level of involvement in learning activities and low level of teachers' direction and checking. The frequencies of high level of students' involvement in learning activities and low level of teachers' direction and low level of students' involvement in learning activities and high level of teachers' direction are 1 and 2 respectively. Thus, the trend is very clear. High level of teachers' direction and checking behaviour is accompanied by students' involvement in leanring activities and low level of teachers' direction and checking behaviour is accompanied by low level of students' involvement in learning activities. Also, these two variables are associated to the extent of 0.59 which indicates a very strong association between them.

Subhypothesis 26(b) measures the relationship of Teacher's Direction and Checking Behaviour and Student's Involvement in Learning, Activities of Irbid city schools through contingency chi-square which is presented in table No. 5.43.B.

Table No. 5.43.B

Teacher's Direction and Checking Behaviour and Student's Involvement in Learning Activities of Irbid city schools

Students' Involvement in Learning Activities

Teacher's direction and checking behaviour		H		L	
	H	13	A	2	B
	L	2	C	7	D

X^2 with correction = 7.407, df = 1, Significant at the 0.01 level, coefficient contingency = 0.535

In table 5.43.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their involvement in learning activities and teachers' direction and checking behaviour. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in direction and checking on the part of their teachers. As can be seen from the table, the chi-square of 7.407 is significant at 0.01 level of confidence with a contingency coefficient of 0.535. The significant chi-square shows that the variation in students' level of involvement in learning activities is accompanied by teachers' direction and checking behaviour. The frequency of 13 in the first cell indicates that there are 13 classrooms where the level of students' involvement in learning activities is high and the teachers' level of their direction and checking is also high. Similarly, the figure 7 indicates that there are 7 classrooms with low level of involvement in learning activities and low level of teachers' direction and checking. The frequencies of high level of students involvement in learning activities and low level of teachers' direction and

checking and low level of students' involvement in learning activities and high level of teachers' direction and checking are 2 and 2 respectively. Thus the trend is very clear. High level of teachers' direction and checking behaviour is accompanied by high level of students' involvement in learning activities and low level of teachers' direction and checking behaviour is accompanied by low level of students' involvement in learning activities. Also these two variables are associated to the extent of 0.535 which indicates a very strong association between them.

5.4.27 **Subhypothesis 27 :**

There will be no relationship between Teacher's Direction and Checking Behaviour and Student's Cooperative Behaviour in the sampled schools of (a) Baroda and (b) Irbid city.

Subhypothesis 27(a) measures the relationship of Teacher's Direction and Checking Behaviour and Student's Cooperative Behaviour of Baroda city schools through contingency chi-square which is presented in table No. 5.44.A.

Table No. 5.44.A

Teacher's Direction & Checking Behaviour and Student's Cooperative Behaviour of Baroda city schools

Students' cooperative behaviour

Teacher's direction and checking behaviour		H	L
	H	10 A	0 B
	L	2 C	12 D

X^2 with correction = 13.885, df = 1, Significant at the 0.01 level, coefficient contingency = 0.667.

In table 5.44.A, the various entries in the cells of the table show combinations based on students' participation in the sense of their cooperative behaviour and teachers' direction and checking behaviour. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in direction and checking on the part of their teachers. As can be seen from the table, the chi-square of 13.885 is significant at 0.01 level of confidence with a contingency coefficient of 0.667. The significant chi-square shows the variation in students' level of cooperative behaviour is accompanied by variation on teachers' direction and checking behaviour. The frequency of 10 in the first cell indicates that there are 10 classrooms where the level of students' involvement in learning activities is high and the teachers' level of their direction is also high. Similarly, the figure 12 indicates that there are 12 classrooms with low level of cooperative behaviour and low level of teachers' direction. The frequencies of high level of students' cooperative behaviour and low level of teachers' direction and low level of students' cooperative behaviour and high level of teachers' direction are 2 and 0 respectively. Thus the trend is very clear. High level of teachers' direction and checking behaviour is accompanied by high level of students' cooperative behaviour and low level of teachers' direction and checking behaviour is accompanied by low level of students' cooperative behaviour. Also, these two variables are associated to the extent of 0.667 which indicates a very strong association between them.

Subhypothesis 27(b) measures the relationship of "Teacher's Direction and Checking Behaviour" and "Student's Cooperative Behaviour" of Irbid city schools through contingency chi-square which is presented in table No. 5.44.B.

Table No. 5.44.B

Teacher's Direction & Checking Behaviour and Student's Cooperative Behaviour of Irbid city schools

Students' cooperative behaviour

Teacher's direction and checking behaviour		H		L	
	H	10	A	5	B
	L	3	C	6	D

X^2 with correction = 1.701, df = 1, not significant, coefficient contingency = 0.308.

In table 5.44.B, the various entries in the cells of the table show combinations based on students' participation in the sense of their cooperative behaviour and teachers' direction and checking behaviour. The chi-square test has been applied to find if there is any significant trend in students' level of participation in accordance with variation in direction and checking on the part of their teachers. As can be seen from the table, the chi-square of 1.701 is not significant of confidence with a contingency coefficient of 0.308. The insignificant chi-square shows the variation in students' level of cooeprative behaviour is accompanied by teachers' direction and checking behaviour. The frequency of 10 in the first cell indicates that there are 10 classrooms where the level of students' cooperative behaviour is high and the teachers' level of direction and checking is also high. Similarly, the figure 6 indicates that there are 6 classrooms with low level of cooperative behaviour and low level of teachers' direction and checking. The frequencies of high level of students' cooperative behaviour and low level of teachers' direction and low level of students' cooperative behaviour and high level of teachers' direction are 3

and 5 respectively. Thus the trend is very clear. These two variables are associated to the extent of 0.308 which indicates a poor association between them.

5.5 Conclusion :

This chapter focused on the analysis and interpretation of data obtained through the observation of classrooms in the sampled schools and interviews with parents from both the countries. While analysing data, the objectives of the study were taken into consideration. The objectives were analysed quantitatively and qualitatively and the data of the analyses were presented in various tables and figures.

The first objective was to study teachers' encouraging behaviour in the classroom. From the study it was found that the highest number of teachers scored above the mean scores were in the item of using instructional materials by teacher and the lowest number were in the item of reinforcement and rewarding behaviour of teacher that was in the sampled schools of Baroda city, while in Irbid city schools, it was found that the highest number of teachers scored above the mean category were in the item of teacher's direction and checking behaviour and the lowest number of teachers were in the item of reinforcement and rewarding behaviour of teacher.

The second objective was to study student's participative behaviour in the classroom. From the study it was found that the highest number of the classes scored above the mean scores were in the items of student's responding behaviour and student's cooperative behaviour and the lowest were in the item of student's involvement in learning activities, in the sampled schools of Baroda city, while in the sampled schools of Irbid city, it was found that the highest number of classes scored above the mean scores

were in the item of student's involvement in learning activities and the lowest were in the item of student's responding behaviour.

The third objective was to study parent's encouraging behaviour at home. From the study it was found that the highest number of parents was in the level of parents of students with high participation in school programmes in all the subitems of parents' encouraging behaviour in the sampled schools of Baroda and Irbid city.

On the basis of the results, hypotheses were tested and interpreted objectivewise. The results of each subhypothesis is shown in the table No. 5.45 given below :

The study of relationship between teacher's & student's for both the countries are presented in (a) and (b) forms.

Table No. 5.45 Overall results of the twenty seven subhypotheses

No.	Subhypotheses	Results
1.	There will be no relationship between management skill of teacher and students' responding behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
2.	There will be no relationship between management skill of teacher and students' involvement in learning activities in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
3.	There will be no relationship between management skill of teacher and students' cooperative behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
4.	There will be no relationship between explaining and teaching behaviour of teacher and students' responding behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected

5.	There will be no relationship between explaining and teaching behaviour of teacher and students' involvement in learning activities in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
6.	There will be no relationship between explaining and teaching behaviour of teacher and students' involvement in learning activities in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
7.	There will be no relationship between using instructional materials by teacher and students' responding behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
8.	There will be no relationship between using instructional materials by teacher and students' involvement in learning activities in	
	(a) Baroda city	Accepted
	(b) Irbid city	Rejected
9.	There will be no relationship between using instructional materials by teacher and student's cooperative behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
10.	There will be no relationship between teacher's attending behaviour and students' responding behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
11.	There will be no relationship between teachers' attending behaviour and students' involvement in learning activities in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
12.	There will be no relationship between teachers' attending behaviour and students' cooperative behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
13.	There will be no relationship between management of discipline by teacher and students' responding behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected

14.	There will be no relationship between management of discipline by teacher and students' involvement in learning activities in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
15.	There will be no relationship between management of discipline by teacher and students' cooperative behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
16.	There will be no relationship between teachers' responding behaviour and students' responding behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
17.	There will be no relationship between teachers' responding behaviour and students' involvement in learning activities in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
18	There will be no relationship between teachers' responding behaviour and students' cooperative behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
19.	There will be no relationship between reinforcement and rewarding behaviour of teacher and students' responding behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
20.	There will be no relationship between reinforcement and rewarding behaviour of teacher and students' involvement in learning activities in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
21.	There will be no relationship between reinforcement and rewarding behaviour of teacher and students' cooperative behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
22.	There will be no relationship between teachers' personality and students' responding behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected

23.	There will be no relationship between teacher's personality and student's involvement in learning activities in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
24.	There will be no relationship between teacher's personality and student's cooperative behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
25.	There will be no relationship between teachers' direction and checking behaviour and students' responding behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
26.	There will be no relationship between teachers' direction and checking behaviour and student's involvement in learning activities in	
	(a) Baroda city	Rejected
	(b) Irbid city	Rejected
27.	There will be no relationship between teacher's direction and checking behaviour and student's cooperative behaviour in	
	(a) Baroda city	Rejected
	(b) Irbid city	Accepted

Thus except in case of partial hypothesis No. 8 and No. 27 all are rejected. That indicates significant relationship between selected variables to a great extent.

In the next chapter, summary of results, major findings of the study, discussion and implications of the findings, recommendations and suggestions for further researches will be presented.