

CHAPTER - 6

CONCLUSION, DISCUSSION AND SUGGESTIONS

6.0 Introduction

In the previous chapter, the investigator has presented analysis and interpretation of the data collected for the study in comprehensive manner. The analysis was carried out with the help of appropriate statistical techniques. The data has been presented with the help of tables and figures. In any research study, it is important to analyse and interpret the data. It is also equally important to present summary of the results as well as discussion of results. This chapter presents summary of the findings, discussion of results along with suggestions for increasing students' participation in school programmes and suggestions for further research studies.

6.1 Summary of the Findings

The results of the present study with respect to the objectives are summarised below.

1. **Teacher's Encouraging Behaviour** : The following are the findings related to teacher's encouraging behaviour in the sampled schools of Baroda and Irbid city.

1.a. **Mean Score distribution in the sampled schools of Baroda city** : It was found that school I had higher mean scores than school II in seven subitems, while school II had higher mean scores only in one subitem and equal mean scores in one subitem of teacher's encouraging behaviour as shown in table No. 6.1

b. **Mean Score distribution in the sampled schools of Irbid city :** It was found that school I had higher mean scores than school II in three subitems, while school II had higher mean scores than school I in four subitems and equal mean scores in two subitems of teacher's encouraging behaviour as shown in table No. 6.1.

Table No 6.1. Mean scores distribution in the sampled schools of Baroda and Irbid city

Item No.	Teacher's encouraging behaviour subitems	Baroda City			Irbid City		
		Mean Scores	Position		Mean Scores	Position	
			School I	School II		School I	School II
1	Management skill of teacher	21	higher	lower	33	equal	equal
2	Explaining and teaching behaviour of teacher	32	higher	lower	43	lower	higher
3	Using Instructional materials by teacher	12	equal	equal	18	lower	higher
4	Teacher's attending behaviour	66	higher	lower	85	higher	lower
5	Management of discipline by teacher	14	higher	lower	19	higher	lower
6	Teacher's responding behaviour	20	higher	lower	27	equal	equal
7	Reinforcement and rewarding behaviour by teacher	49	lower	higher	63	lower	higher
8	Teacher's personality	17	higher	lower	25	higher	lower
9	Teacher's direction and checking behaviour	17	higher	lower	25	lower	higher

2.a. **Distribution of Percentage of teachers in above and below the mean category in Baroda city schools :** It was found that, the higher percentage of teachers in below the mean category in eight subitems and equal percentage in one subitem of teachers' encouraging behaviour as shown in table No. 6.2.

- b. **Distribution of percentage of teachers in above and below the mean category in Irbid city schools :** It was found that the higher percentage of teachers in

Table No. 6.2. Distribution of percentage of teachers scored in above and below the mean scores in Baroda and Irbid city.

Item No.	Teacher's encouraging behaviour subitems	Percentage of teachers scored above and below the mean category			
		Baroda City		Irbid City	
		above mean	below mean	above mean	below mean
1	Management skill of teacher	42	58	54	46
2	Explaining and teaching behaviour of teacher	38	62	58	42
3	Using instructional materials by teacher	50	50	58	42
4	Teacher's attending behaviour	42	58	58	42
5	Management of discipline by teacher	42	58	58	42
6	Teacher's responding behaviour	38	62	58	42
7	Reinforcement and rewarding behaviour by teacher	33	67	50	50
8	Teacher's personality	38	62	58	42
9	Teacher's direction and checking behaviour	42	58	62	38

above the mean category in eight subitems and equal percentage in one subitem of teacher's encouraging behaviour as shown in table No. 6.2.

- 3.a. **Distribution of percentage of teacher's responses in three level categories in Baroda city schools :** It was found in school I, that the higher percentage at high level in five subitems, at moderate level in one subitem and at low level in three

subitems, while in school II at high level in two subitems, at moderate level in one subitem and at low level in six subitems of teachers encouraging behaviour as shown in table No. 6.3.

Table No. 6.3. Distribution of percentage of teacher's responses found in three level categories in Baroda and Irbid city schools.

Teacher's Encouraging behaviour subitems	Percentage of teachers encouraging behaviour responses in three level category											
	Baroda City						Irbid City					
	School I			School II			School I			School II		
	high level	mod level	low level	high level	mod level	low level	high level	mod level	low level	high level	mod level	low level
A. Management skill of teacher	34	14	52	30	19	51	78	18	4	77	18	5
B. Explaining and teaching behaviour of teacher	48	19	33	40	24	36	81	10	9	83	15	2
C. Using instructional materials by teacher	27	17	56	30	23	47	57	31	12	70	23	7
D. Teacher's attending behaviour	47	26	27	37	25	38	77	20	3	74	21	5
E. Management of discipline by teacher	22	40	38	25	30	45	70	20	10	58	35	7
F. Teacher's responding behaviour	38	35	27	30	25	45	67	24	9	72	21	7
G. Reinforcement and newarding behaviour by teacher	54	12	34	55	17	28	78	17	5	79	14	7
H. Teacher's personality	33	24	53	28	37	35	80	17	3	67	28	5
I. Teacher's direction and checking behaviour	36	35	29	17	29	54	83	10	7	76	22	2

b. **Distriibution of percentage of teacher’s responses in three level categories in Irbid city schools :** It was found in school I and II, that the higher percentage at high level category in all the nine subitems of teacher’s encouraging behaviour as shown in table No. 6.3.

II. **Student’s Participative Behaviour :** The following are the findings related to student’s participative behaviour in the sampled schools of Baroda and Irbid city.

1.a. **Mean score distribution in the sampled schools of Baroda city :** It was found that school I had higher mean scores than school II in all the three subitems of student’s participative behaviopur as shown in table No. 6.4.

b. **Mean score distribution in the sampled schools of Irbid city :** It was found that school II had higher mean scores than school I in all the three subitems of student’s participative behaviour as shown in table No. 6.4.

Table No. 6.4 Mean scores distribution in the sampled schools of Baroda and Irbid city.

Student’s participative behaviour itemwise	Baroda city schools			Irbid city schools		
	Mean Scores	Position		Mean Scores	Position	
		School I	School II		School I	School II
A. Student’s responding behaviour	23	higher	lower	29	equal	equal
B. Student’s involvement in learning activities	85	higher	lower	112	lower	higher
C. Student’s cooperative behaviour	44	higher	lower	51	lower	higher

- 2.a. **Distribution of percentage of classes in above and below the mean category in Baroda city schools :** It was found that higher percentage of classes in below the mean category in one subitem and equal percentage in two subitems of student's participative behaviour as shown in table No. 6.5.
- b. **Distribution of percentage of classes in above and below the mean category in Irbid city schools :** It was found that the higher percentage of classes in above the mean category in two subitems and equal percentage in one subitem of student's participative behaviour as shown in table No. 6.5.

Table No. 6.5. Distribution of percentage of classes in above and below the mean category in Baroda and Irbid city schools.

Student's participative behaviour subitems	Percentage of classes scored above and below the mean category			
	Baroda City Schools		Irbid City Schools	
	above mean	below mean	above mean	below mean
A. Student's responding behaviour	50	50	50	50
B. Student's involvement in learning activities	38	62	62	38
C. Student's cooperative behaviour	50	50	54	46

- 3.a. **Distribution of percentage of responses in three level categories in Baroda city schools :** It was found that in school I, the higher percentage at high level in all three subitems and in school II, the higher percentage at high level in two subitems and at low level in one subitem of student's participative behaviour as shown in table No. 6.6.

b. **Distribution of percentage of responses in three level categories in Irbid city :**

It was found that in school I and school II, the higher percentage at high level in all the three subitems of student's participative behaviour as shown in table No. 6.6.

Table No. 6.6 Distribution of percentage of classes in three level categories in Baroda and Irbid city schools

Student's participative behaviour subitems	Percentage of student's participative behaviour in three level categories											
	Baroda City						Irbid City					
	School I			School II			School I			School II		
	high level	mod level	low level	high level	mod level	low level	high level	mod level	low level	high level	mod level	low level
A. Student's responding behaviour	55	29	16	50	27	23	82	13	5	76	20	4
B. Students involvement in learning activities	42	28	30	26	30	44	73	23	4	65	29	6
C. Students cooperative behaviour	64	24	12	56	25	19	89	8	3	81	15	4

III **Parent's encouraging behaviour :** The following are the findings of parents' encouraging behaviour in the sampled schools of Baroda and Irbid city.

a. **Providing Physical Facilities :** At the highest level, the higher number was found for the parents of students who are highly participative in school programmes, then at the moderate level. The lower number was found for the parents of students who are lowly participative in school programmes. In this regard there were similar findings in Baroda and Irbid city schools.

b. **Taken Care and Interests :** At the highest level, the higher number was found for the parents of students who are highly participative in school programmes, then at the moderate level. The lower number was found for the parents of

students who are lowly participative in school programmes. In this regards, there were similar findings in Baroda and Irbid city schools.

- c. **Providing First Hand Experience** : At the highest level, the higher number was found for the parents of students who are highly participative in school programmes, then at the moderate level. The lower number was found for the parents of students who are lowly participative in school programmes. In this regard, there were similar findings in Baroda and Irbid city schools.

6.2 Summary of Findings Hypotheseswise

The following are the findings related to teacher's encouraging behaviour in relation to student's participative behaviour.

1. There is a significant relationship found between management skill of teacher and student's responding behaviour in Baroda and Irbid city schools.
2. There is a significant relationship found between management skill of teacher and student's involvement in learning activities in Baroda and Irbid city schools.
3. There is a significant relationship found between management skill of teacher and student's cooperative behaviour in Baroda and Irbid city schools.
4. There is a significant relationship found between explaining and teaching behaviour of teacher and student's responding behaviour in Baroda and Irbid city schools.

5. There is a significant relationship found between explaining and teaching behaviour of teacher and student's involvement in learning activities in Baroda and Irbid city schools.
6. There is a significant relationship found between explaining and teaching behaviour of teacher and student's cooperative behaviour in Baroda and Irbid city schools.
7. There is a significant relationship found between using instructional materials by teacher and student's responding behaviour in Baroda and Irbid city schools.
8. There is no significant relationship found between using instructional materials by teacher and student's involvement in learning activities in Baroda city schools and there is a significant relationship found, between using instructional materials by teacher and student's involvement in learning activities in Irbid city schools.
9. There is a significant relationship found between using instructional materials by teacher and student's cooperative behaviour in Baroda and Irbid city schools.
10. There is a significant relationship found between teacher's attending behaviour and student's responding behaviour in Baroda and Irbid city schools.
11. There is a significant relationship found between teacher's attending behaviour and student's involvement in learning activities in Baroda and Irbid city schools.
12. There is a significant relationship found between teacher's attending behaviour and student's cooperative behaviour in Baroda and Irbid city schools.

13. There is a significant relationship found between management of discipline by teacher and student's responding behaviour in Baroda and Irbid city schools.
14. There is a significant relationship found between management of discipline by teacher and student's involvement in learning activities in Baroda and Irbid city schools.
15. There is a significant relationship found between management of discipline by teacher and student's cooperative behaviour in Baroda and Irbid city schools.
16. There is a significant relationship found between teacher's responding behaviour and student's responding behaviour in Baroda and Irbid city schools.
17. There is a significant relationship found between teacher's responding behaviour and student's involvement in learning activities in Baroda and Irbid city schools.
18. There is a significant relationship found between teachers responding behaviour and student's cooperative behaviour in Baroda and Irbid city schools.
19. There is a significant relationship found between reinforcement and rewarding behaviour by teacher and student's responding behaviour in Barod and Irbid city schools.
20. There is a significant relationship found between reinforcement and rewarding behaviour by teacher and student's involvement in learning activities in Baroda and Irbid city schools.

21. There is a significant relationship found between reinforcement and rewarding behaviour by teacher and student's cooperative behaviour in Baroda and Irbid city schools.
22. There is a significant relationship found between teacher's personality and student's responding behaviour in Baroda and Irbid city schools.
23. There is a significant relationship found between teacher's personality and student's involvement in learning activities in Baroda and Irbid city schools.
24. There is a significant relationship found between teacher's personality and student's cooperative behaviour in Baroda and Irbid city schools.
25. There is a significant relationship found between teacher's direction and checking behaviour and student's responding behaviour in Baroda and Irbid city schools.
26. There is a significant relationship found between teacher's direction and checking behaviour and student's involvement in learning activities in Baroda and Irbid city schools.
27. There is a significant relationship found between teacher's direction and checking behaviour and student's cooperative behaviour in Baroda city schools and no significant relationship found between teacher's directions and checking behaviour and student's cooperative behaviour in Irbid city schools.

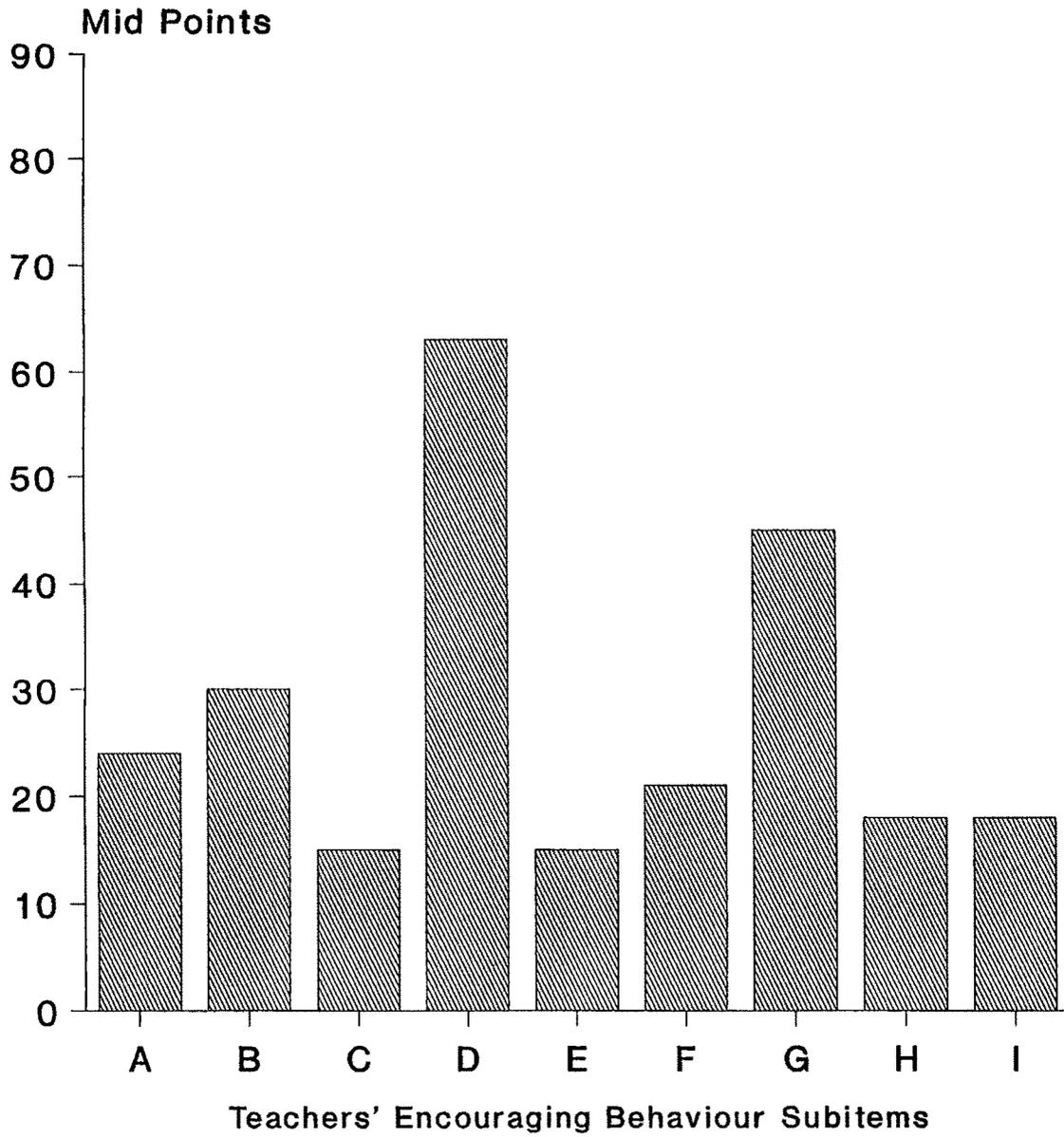
6.3 Profile of Teacher's Encouraging Behaviour Based on Mean Scores

It should be recalled that the mean scores for the respective items were calculated by summing up the scores of the number of subitems included in the main items across all the 24 classes in Baroda city and deviding these total scores by 24 to obtain mean scores in each item for both the schools, similarly for Irbid city schools.

Since the number of statements which included in the main subitems was not equal for all the nine subitems, the mean scores for the various items do vary and that is why there is a need to see the profile scores.

For preparing the profile, the midpoint of each subitem of teacher's encouraging behaviour was calculated. The procedure of calculation of the mid point is as follows : the range of each subitem was calculated (maximum total score - minimum total score), divided by two and added to the total number of statements of each subitem as shown in table No. 6.7. The first highest mid point is found in the item of teacher's attending behaviour, the second is found in the item of reinforcement and rewarding behaviour, the third is found in the item of explaining and teaching behaviour of teacher, the fourth is found in the item of management skill of teacher, the fifth is found in the item of teacher's responding behaviour, the sixth is found in the items of teacher's personality and teacher's direction and checking behaviours, the seventh is found in the items of using instructional materials by teachers and management of discipline by teacher as illustrated in figure No. 6.1.

Figure 6.1
Mid point of all subitems of teachers' encouraging behaviour.



It can be interpreted that, in the sampled schools of Baroda city, the explaining and teaching behaviour of teacher, teacher's attending behaviour and reinforcement and rewarding behaviour by teacher were found to be adequate. Also the management of discipline by teacher, teacher's responding behaviour, teacher's personality and teacher's direction and checking behaviour were found to be not quite adequate. And the management skill of teacher and using instructional materials by teacher were found to be not adequate. While in the sampled schools of Irbid city, the management skill of teacher, explaining and teaching behaviour of teacher, teacher's attending behaviour, teacher's responding behaviour, reinforcement and rewarding behaviour by teacher, teacher's personality, and teacher's direction and checking behaviour were found to be quite adequate. And using instructional materials by teacher and management of discipline by teacher were found to be adequate.

It is concluded from the above description that, in the sampled schools of Irbid city in most of the items of teacher's encouraging behaviour were quite adequate, while in the sampled schools of Baroda city, it was found to be not quite adequate.

The findings are not conclusive, the trend is not very clear as the human behaviour and its manifestation is contextual, it requires deeper study to find out the nature and quality of teacher's encouraging behaviour. Once a period of at least three months observation of each teacher's classroom can help in interacting and interviewing the reality. It is difficult to control the environmental factors and create the same reality to observe. In such case video taped observations and transcribing the teaching-learning behaviour would have been appropriate tool for data collection.

Table No. 6.7 Mid Point of all the items of teacher's encouraging behaviour in the sampled schools of Baroda and Irbid city.

Item	No. of Statement	Mid Point	Baroda city		Irbid city	
			Status	difference	Status	difference
A	8	$40 - 8 = 32 \div 2 + 8 = 24$	21	-3 not adequate	33	+9 quite adequate
B	10	$50 - 10 = 40 \div 2 + 10 = 30$	32	+2 adequate	43	+13 quite adequate
C	5	$25 - 5 = 20 \div 2 + 5 = 15$	12	-3 not adequate	18	+3 adequate
D	21	$105 - 21 = 84 \div 2 + 21 = 63$	66	+3 adequate	85	+3 quite adequate
E	5	$25 - 5 = 20 \div 2 + 5 = 15$	14	-1 Not quite adequate	19	+4 adequate
F	7	$35 - 7 = 28 \div 2 + = 21$	20	-1 Not quite adequate	27	+6 quite adequate
G	15	$75 - 15 = 60 \div 2 + 15 = 45$	49	+4 adequate	64	+19 quite adequate
H	6	$30 - 6 = 24 \div 2 + 6 = 18$	17	-1 not quite adequate	25	+7 quite adequater
I	6	$30 - 6 = 24 \div 2 + 6 = 18$	17	-1 not quite adequate	25	7 quite adequate

6.4 Profile of Student's Participative Behaviour Based on Mean Scores

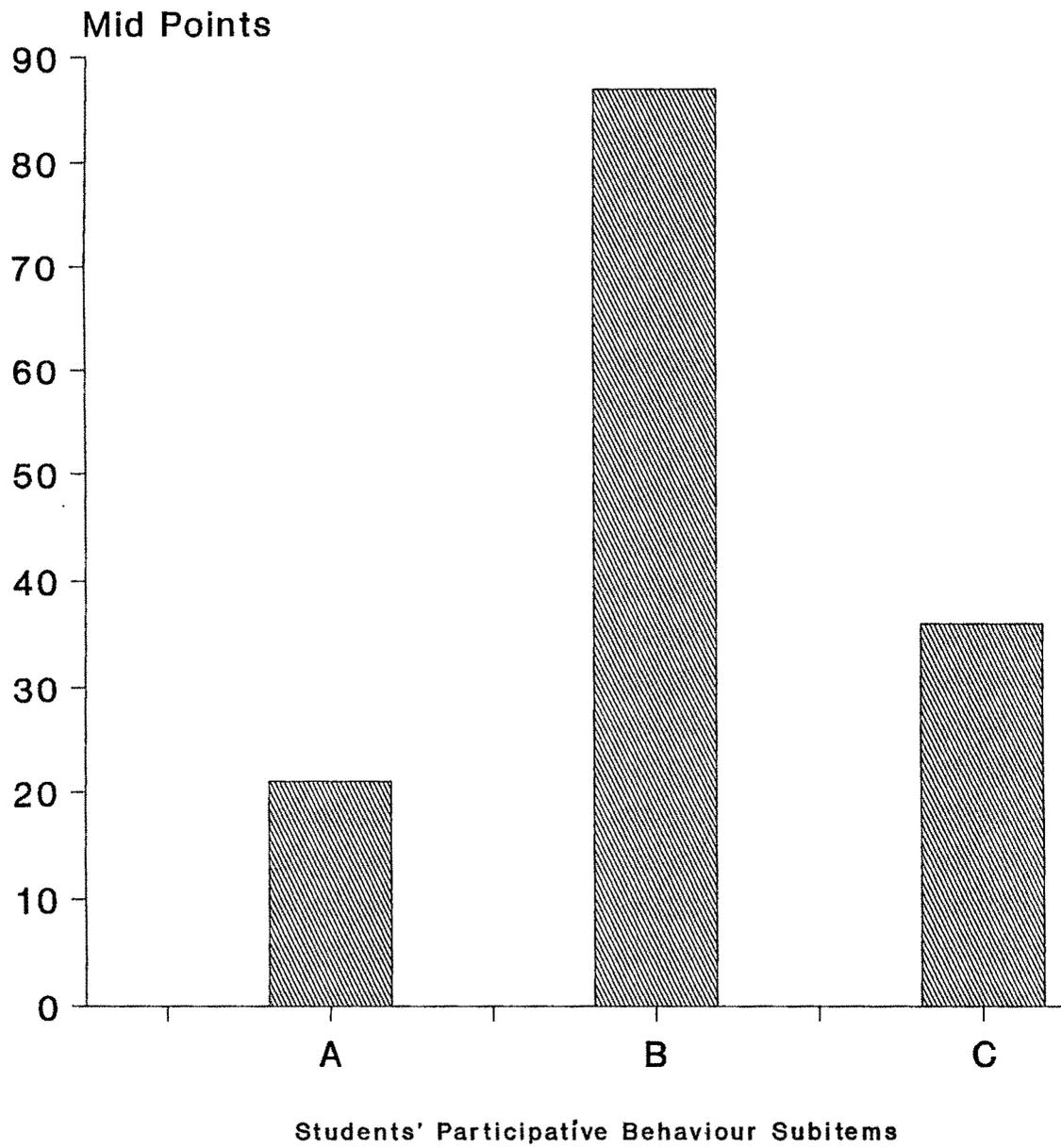
The same procedure of computing mid point subitems of student's participative behaviour was adopted. The midpoint of each subitem of student's participative behaviour is shown in table No. 6.8. The first highest midpoint is found in the item of student's involvement in learning activities, the moderate is found in the item of student's cooperative behaviour, and the lowest is found in the item of student's responding behaviour as illustrated in figure No. 6.2.

It can be interpreted in the sampled schools of Baroda city, that the student's responding behaviour was found adequate, but the student's involvement in learning activities was found not quite adequate and the student's cooperative behaviour was found adequate. While in the sampled schools of Irbid city, it was found that student's responding behaviour, student's involvement in learning activities and student's cooperative behaviour were quite adequate.

It is observed that the student's participative behaviour in the sampled schools of Baroda and Irbid city manifested different levels. However the teacher's encouraging behaviour influences the student's participative behaviour, the results are not conclusive. Because even it was seen in the case of Baroda sampled schools, in the table No. 6.7 that out of nine subitems of teacher's encouraging behaviour only three found to be adequate i.e.

- i) explaining and teaching behaviour of teacher,
- ii) reinforcement and rewarding behaviour by teacher and
- iii) teacher's attending behaviour.

Figure 6.2
Mid point of all subitems of students' participative behaviour.



While in case of student's participative behaviour it is observed from Table No. 6.8, that subitems two only there were found adequate and quite adequate i.e.

- i) Student's responding behaviour, and
- ii) Student's cooperative behaviour.

Hence, it can be concluded that these three factors of teacher's encouraging behaviour influenced to a great extent the student's participative behaviour in Baroda city sampled schools.

Table No. 6.8 Mid point of all the items of student's participative behaviour in the sampled schools of Baroda and Irbid city.

	No. of statement	Mid Point	Baroda city		Irbid city	
			Status	difference	Status	difference
A	7	$35 - 7 = 28 \div 2 + 7 = 21$	23	+2 adequate	29	+8 quite adequate
B	29	$145 - 29 = 116 \div 2 + 29 = 87$	85	-2 not quite adequate	112	+25 quite adequate
C	12	$60 - 12 = 48 \div 2 + 12 = 36$	44	+8 quite adequate	51	+15 quite adequate

- A Student's responding behaviour
- B Student's involvement in learning activities
- C Student's cooperative behaviour

While in Irbid city sampled schools, the association observed is very positive, all the nine subitems of teacher's encouraging behaviour were found adequate and quite adequate and student's participative behaviour in all the three subitems were found to be quite adequate. Surprising the all the teachers are doing their role effectively. No human

differences. These findings can be checked with long term observations. Because it was observed by the investigator, when he was supervising the practice lessons of teacher trainees, the student's participation was not effective due to miscues. Because these findings contradicts with the investigator assumptions.

6.5 Discussion of the Results :

The discussion of results of the present study with respect to the objectives is presented below :

I. Teacher's encouraging behaviour :

One of the variable observed was teacher's encouraging behaviour in classrooms.

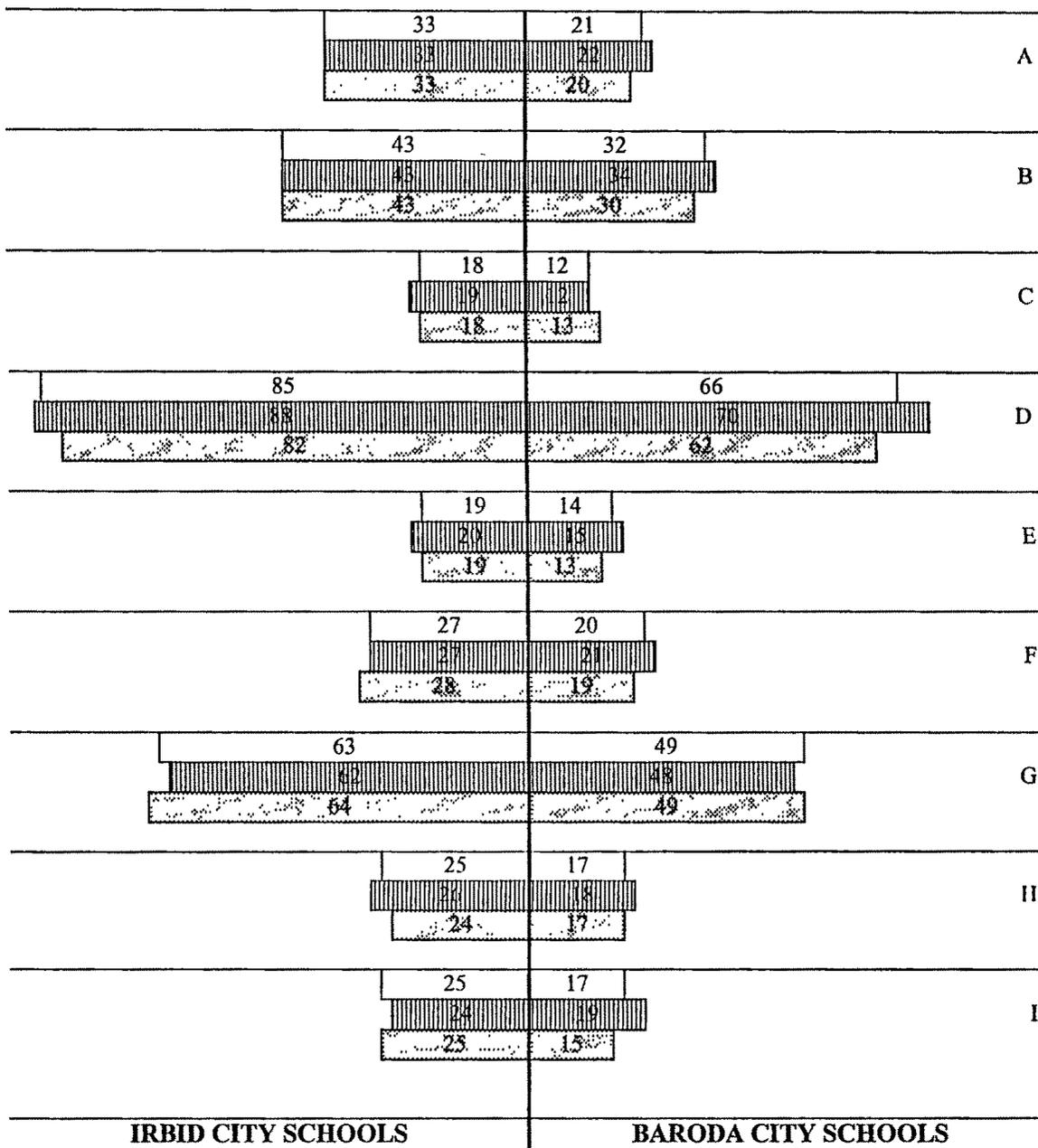
1. Teacher's encouraging behaviour mean scores distribution :

It is observed from the findings of the present study, that school I had higher mean scores than school II of Baroda city in seven subitems, while school II had higher mean scores only in two subitems of teacher's encouraging behaviour. It was observed that school I is better than school II in the items of management skill of teacher, explaining and teaching behaviour of teacher, teacher's attending behaviour, management of discipline by teacher, teacher responding behaviour, teacher's personality and teacher's direction and checking behaviour. School II is showing higher mean scores than school I of Baroda city in the items of using instructed materials by teacher and reinforcement and rewarding behaviour of teacher. And in the sampled schools of Irbid city, it was observed that school I is showing higher mean scores than school II in the items of teacher's attending behaviour, management of discipline by teacher and

teacher's personality. School II of Irbid city is showing higher mean scores than school I in the items of 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 scores in the item of management skill of teacher as shown in figure 6.3.

Conclusion : Thus, there is no definite trend of higher or lower teacher behaviour in any of the four schools. It seems as teachers are individuals, they might be manifesting the behaviour according to their interest, attitude, competency motivation and training. Some teachers manifested higher performance on few of the sub-variables of teacher encouraging behaviour while some of them were found poor in many of the sub components. All the teachers were observed by the investigator were well trained. Eventhough variations were found in their dealing with the students in the classroom. This further makes as assume that self awareness, supervision, feedback and personnel management can help the teachers to improve upon their competency level.

FIGURE 6.3 :
Mean Score of teachers' encouraging behaviour subitems in the sampled schools of Baroda and Irbid city and school wise mean scores



□ Total Mean Score of the two sampled schools

▨ Mean Score of School 1

▤ Mean Score of School 2

- | | | | |
|---|--|---|--|
| A | Management skill of teacher | B | Explaining & teaching behaviour of teacher |
| C | Using instructional materials by teacher | D | Teachers' attending behaviour |
| E | Management of discipline by teacher | F | Teachers' responding behaviour |
| G | Reinforcement & rewarding behaviour by teacher | H | Teachers' personality |
| I | Teachers' direction and checking behaviour | | |

2. **Distribution of percentages of teacher's scored above and below the mean category in Baroda and Irbid city schools subitemwise**

It was observed from the findings, that in Baorda city schools, the percentages of teachers in below the mean category in eight subitems i.e., 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 and equal percentages of teachers in the item of using instructional materials by teacher. And in the sampled schools of Irbid city, it was observed that, the more percentages in above the mean category in all the subitems of teacher's encouraging behaviour except the item of reinforcement and rewarding behaviour by teacher have equal percentage of teachers.

Conclusion : What ever level of the percentage of teachers found in above or below the mean category in the four sampled schools, it may refer to different factors which could affect the teacher's behaviour in different situations. The teacher's competence to handle teaching learning process, supervision, feedback, preparing daily lesson plan, environmental facilities, number of students in each classroom are very significant factors in helping the teachers to achieve the educational goals. The variables of teacher's encouraging behaviour should be studied in relation of different factors which affects teaching-learning process. In reality, in some of the classes, the number of students were more and it become physically difficult for the teacher to pay individual attention to each and every pupil. The classroom conditions, number of pupils and related variables also

affected the teacher's encouraging behaviour as observed by the investigator. Even though longer involvement and participant observation may help in gathering conclusive findings.

3. Distribution of percentages of teacher's responses related to three level categories in Baroda and Irbid city schools.

It was observed from the findings in school I of Baroda city, that the more percentage of responses of teacher's encouraging behaviour at high level category, found in the items of explaining and teaching behaviour by teacher, teacher's attending behaviour, reinforcement and rewarding behaviour of teacher and teacher's direction and checking behaviour. The more percentage of responses of teacher's encouraging behaviour at moderate level category was found in the item of management of discipline by teacher. And the percentage of responses of teacher's encouraging behaviour at low level category was found in the items of management skill of teacher, using instructional materials by teacher and teacher's personality. It was observed in school II of Baroda city, that the more percentage of responses of teacher's encouraging behaviour found at high level category in the items of explaining and teaching behaviour of teacher and reinforcement and rewarding behaviour by teacher. The more percentage of responses of teacher's encouraging behaviour was found at low level category in the items 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. While in the sampled schools of Irbid city it was observed in school I and II, that the more percentage of responses of teacher's

encouraging behaviour found at high level category in all the subitems of teacher's encouraging behaviour.

Here the subitems of teacher's encouraging behaviour manifested differential levels in different situations. Many factors might be responsible. The teacher's competents to handle the elementary stage age group, syllabus, understanding objectives, learning needs, identification and preparation of instrumental material are very significant factors in effective instruction. It was observed that, most of the teachers in the sampled Baroda city English medium schools were having either B.Ed. degree as their training background which prepared them for the age group of secondary stage. Hence, managing, planning and implementing at primary stage is quite challenging to them. The teachers who were trained especially for elementary stage were not observed by the researcher, because they were working in Municipality corporation schools in Vernacular Gujarati medium. This limitation might have led to the observation differential levels of teacher's encouraging behaviour in selected sampled schools. While in the sampled schools of Irbid city it was observed that, most of the teachers were having in a pre service either Diploma degree (two years course) as their training background which prepared them for the age group of elementary stage. Also it was observed that most of them were provided a training course for 69 Credit hours in the evening time as part time during their inservice period and prepared them to handle the teaching learning process, managing, planning and implementing teaching / learning at the elementary stage. The variables of teacher's encouraging behaviour should have been studied in relation to teacher's background variables also to study the differences which remained as limitations of the study. The relevant data support was not available to the

researcher. Hence, the data is providing the information about those classes which were observed even for a limited period of time. If the same teacher is continuously observed over a month or so it would give more appropriate profile of the classroom human interactions of teachers and students.

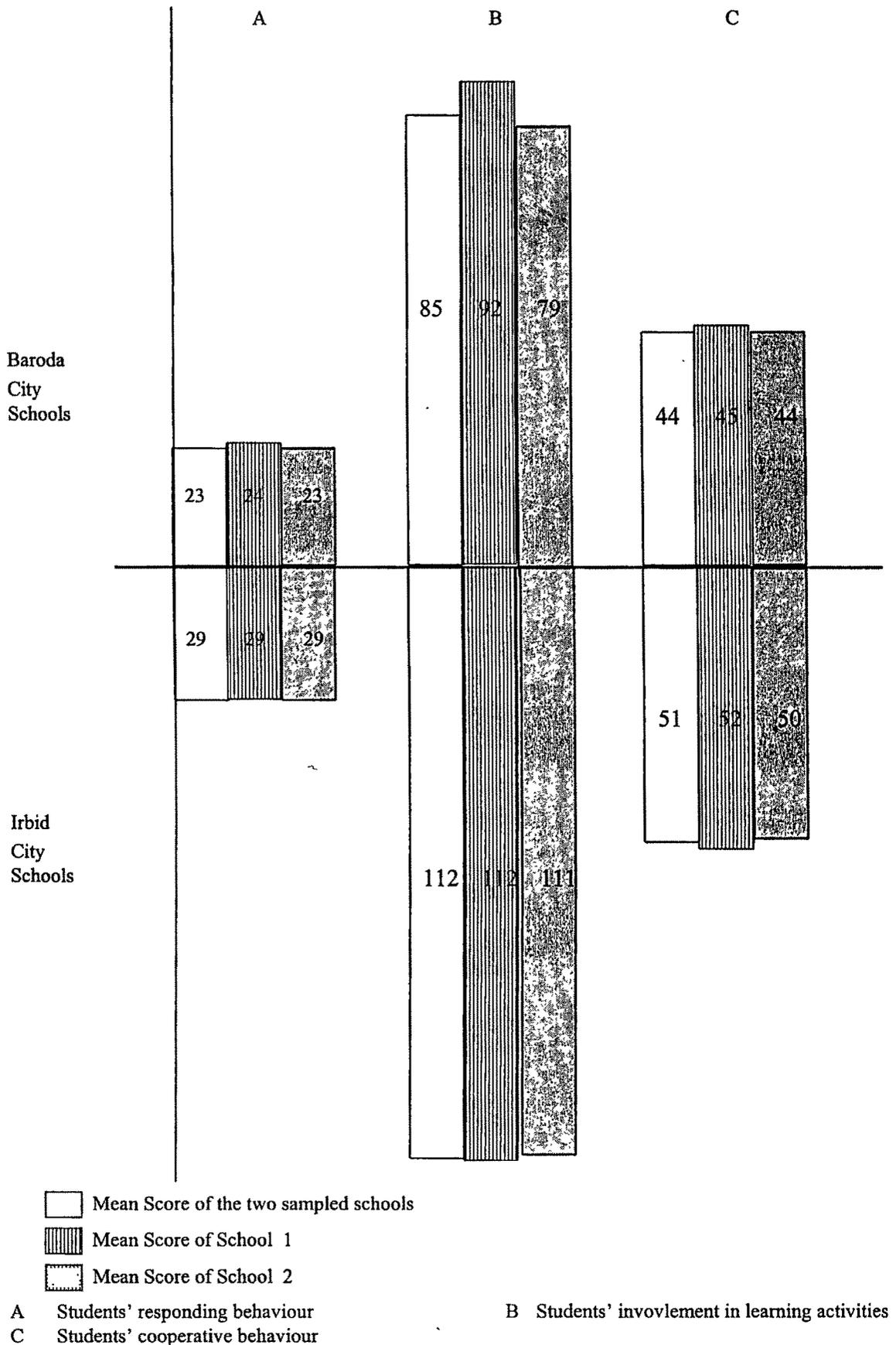
II Student's Participative Behaviour : The major variable of the present study is student's participation in classroom activities. The following section deals with discussion of results related.

1. Student's participative behaviour mean scores distribution :

It was observed from the findings of the present study, that school I had higher mean scores than school II of Baroda city in all the three subitems. It was observed that school I is better than school II in all the items of student's participative behaviour i.e. student's responding behaviour, student's involvement in learning activities and student's cooperative behaviour. But from the earlier discussion in section 6.5, it was found that teacher's encouraging behaviour was also higher in school I in seven subitems. This indicate that when the teacher's encouraging behaviour is higher, the student's participative behaviour in the same school is found higher and school II it was vice-versa. Same is the case of Irbid city, school II where the student's participative behaviour also is higher. While in school I both are comparatively lower as shown in figure No. 6.4.

Thus, there is no definite trend of higher or lower student's participation in any of the four sampled schools. It can be said that teacher's encouraging behaviour influenced

FIGURE 6.4 :
Mean Score of Students' participative behaviour subitems in the sampled schools of Baroda and Irbid city and schoolwise mean scores.



student's participative behaviour in all the four sample schools. Hence to increase the student's participation, quality of teacher behaviour needs construct care and monitoring by the teacher own self and school leader (principal). This may result into learning and participative environments.

2. Distribution of percentages of classes scored above and below the mean category in Baroda and Irbid city

It was observed from the findings that in the sampled schools of Baroda city, the more percentage of classes in below the mean category in the subitem of student's involvement in learning activities and equal percentage of classes in the subitems of student's responding behaviour and student's cooperative behaviour. In the sampled schools of Irbid city, it was observed that the more percentage of classes in above the mean category in the subitems of student's involvement in learning activities and student's cooperative behaviour and equal percentage of classes in the subitem of student's participative behaviour.

Thus, what ever is the amount of percentage of classes found in above or below the mean category of the sampled schools, it is observed that student's participative behaviour is being influenced by the same level of teacher's encouraging behaviour. And student's participation level vary in different classroom situations. Further split up of classes and teacherwise, subjectwise analysis might have helped the investigator to say about the emerging style of student's participation, teacherwise, subjectwise from class I to VI in each of the school. Indepth analysis could have given the feedback about the

characteristic of the behavioural changes in each of the standards under the teacher's influence.

3. Distribution of percentages of classes related to three level categories in Baroda and Irbid city schools :

It was observed from the findings in school I of Baroda city, that the more percentage of classes at the high level category in all the three subitems of student's participative behaviour. It was observed in school II of Baroda city that the more percentage of classes at high level category in the items of student's responding behaviour and student's cooperative behaviour. And the more percentage of classes at low level category was in the item of student's involvement in learning activities. It was observed that school I and II of Irbid city, the more percentage of classes at the high level category in all subitems of student's participative behaviour.

The students are the main components of any teaching learning process. For their development, teacher's plan, implement and evaluate their own teaching activity. When student's participation level is considered high, they are motivated to learn. Participations leads towards more effective learning of information, understanding and application. Hence, goal of teacher's behaviour should be to increase the frequency and intensity of participation of students in the learning activities.

Conclusion : It is observed from the findings in the earlier section of teacher's responses in three level category that what ever the amount of percentage found in three level categories of teacher's responses, there is almost similar amount of percentage found in

three level categories of student's participation. It can be said that student's participative behaviour at the same level in the four sampled schools.

III Parent's Encouraging Behaviour :

The following are the discussion of results related to parent's encouraging behaviour subitemswise.

Table No. 6.9 Distribution of total number of parents in three level categories in the item of providing Physical facilities in Baroda and Irbid city sampled schools

Parent's group	City	Parent's behaviour in three level categories			Total
		low	moderate	high	
Parents of students who are highly participative	Baroda	-		8	8
	Irbid	-		8	8
Parents of students who are moderately participative	Baroda	-		8	8
	Irbid	-		8	8
Parents of students who are lowly participative	Baroda	1	2	5	8
	Irbid	-	5	3	8
Total		1	7	40	48

Providing Physical Facilities at home :

The various entries in the cells of table No. 6.9 show the distribution of total number of parents in three level categories of providing physical facilities at home in the sampled schools of Baroda and Irbid city. It was observed that parents of students who

were highly participative were providing good physical facilities and their children also were highly participative in classroom activities in Baroda and Irbid city schools. It was also observed that parents of students who were moderately participative were providing good physical facilities but their children were moderately participative in classroom activities in the sampled schools of Baroda and Irbid city. Parents of students who were lowly participative also provided good physical facilities at home. Thus, there is no much influence of providing physical facilities at home on students participative behaviour in schools. Because even in case of high, moderate or low level of student's participative, the parent's response to provide physical facilities is found to be higher. It means that the parents needed to know how to provide physical facilities in a way which could help their children to increase their participation in classrom activities. The student's participative behaviour and parents providing physical facilities may not show strong asocation as the sampled is too small. However, more number of parent's encouraging behaviour can be studied for any conclusive observation. It is difficult to show any conclusive trend in the above cases.

Moreover, the interview with paent's revealed that some of them were not competent and knowledgable of how to facilitate home environment, takes care of their children health, aviod shouting at the child, gives proper time to the child to study etc. which helps the children to study and learn effectively.

Table No. 6.10 Distribution of total number of parents in each three level categories in the item of taking care and interest in Baroda and Irbid city sampled schools

Parent's group	City	Parent's behaviour in three level categories			Total
		low	moderate	high	
Parents of students who are highly participative	Baroda	-	-	8	8
	Irbid	-	1	7	8
Parents of students who are moderately participative	Baroda	2	1	5	8
	Irbid	-	3	5	8
Parents of students who are lowly participative	Baroda	1	5	2	8
	Irbid	4	3	1	8
Total		7	13	28	48

The various entries in the cells of table No. 6.10 show the distribution of total number of parents in three level categories of taking care and interests. It was observed that, parents of students who were highly participative were taking good care and interests and their children also were highly participative in classroom activities in Baroda and Irbid city schools. It was also observed that most of the parents of students who were moderately participative were taking good care and interest but their children were moderately participative in Baroda and Irbid city schools. It means that the parents needed to know of how to take care of their children's learning and to spare enough time with them in order to teach and provide feedback, to enable them to participate in classroom activities. And it was observed that most of the parents of the students who were lowly participative were at moderate and high level of taking care and interest in

the sampled schools of Baroda and Irbid city. The student's participative behaviour and parents taking care and interest may not show a strong association as the sample is too small. However, more number of parent's encouraging behaviour can be studied for any conclusive observation. It is difficult to show any conclusive in the above conclusion.

Moreover, the interview with parents revealed that some of them were not able of how to explain the importance of learning, how to help their children in their study, to give enough time to sit with the child, the way of providing advice to the child when he faced difficulties etc, which could facilitate their children learning.

Table No 6.11 Distribution of total number of parents in three level categories in the item of providing first hand experience in Baroda and Irbid city sampled schools

Parent's group	City	Parent's behaviour in three level categories			Total
		low	moderate	high	
Parents of students who are highly participative	Baroda	-	-	8	8
	Irbid	-	-	8	8
Parents of students who are moderately participative	Baroda	-	4	4	8
	Irbid	-	3	5	8
Parents of students who are lowly participative	Baroda	1	3	4	8
	Irbid	4	2	2	8
Total		5	12	31	48

Providing First Hand Experience at home :

The various entries in the cells of table No. 6.11 show the distribution of total number of parents in three level categories of providing first hand experience in Baroda and Irbid city schools. It was observed that parents of students who were highly participative were providing good first hand experience and their children also were highly participative in classroom activities. It was also observed that most of the parents of students who were moderately participative were providing good first hand experience but their children were moderately participative in Baroda and Irbid city schools. It means that the parents needed to know of how to provide first hand experience which could help their children to improve the quality of their knowledge and reflect on their participation in classroom activities. And also, it was observed that most of the parents of students who were lowly participative were provided good and moderate first hand experience, while their children were lowly participative in classroom activities.

The students participative behaviour and parent's providing first hand experience may not show a strong association as the sample is too small. However, more number of parent's encouraging behaviour can be studied for any conclusive observation. It is difficult to show any conclusive trend in the above cases.

Moreover, the interview with the parents revealed that some of them were not in a position to, select a library books relatd to their children standard, how to explain the things when they visit Zoo and Museum which could help their children learning and increase their participation in classroom activities.

IV. Discussion of results related to teacher's encouraging behaviour in relation to student's participative behaviour based on findings of hypotheses :

Table No. 6.12 Management skill of teacher and all three subitems of student's participative behaviour in the sampled schools of Baroda and Irbid city

Students group	Management skill of teacher							
	Baroda city				Irbid city			
	HH	HL	LH	LL	HH	HL	LH	LL
1. Student's responding behaviour	9	1	3	11	10	3	1	10
2. Student's involvement in learning activities	8	2	1	13	12	1	3	8
3. Student's cooperative behaviour	9	1	3	11	11	2	2	9

1. Management skill of teacher and student's participative behaviour in the four sampled schools :

The various entries in the cells of table No. 6.12 show the combinations of the levels based on management skill of teacher and all the subitems of student's participative behaviour, namely; student's responding behaviour, student's involvement in learning activities and student's cooperative behaviour. Management skill of teacher emerged as a significant correlate of all items of student's participative behaviour. The table shows that when there is a high level of management skill of teacher (i.e. when the teacher comes to the class in time, prepares his/her daily lesson plan, examines classroom environment, organises seating arrangement etc.), there is a high level of participative behaviour on the part of the student (i.e. the students follow teacher's direction, listen to teacher explanation, pay attention to teacher's reading, prepare to the lesson, attend to the

learning activities in the classroom, bring materials required for instruction, ask questions, listen to each other, comes out of their seats with permission etc.) And when there is a low level of management skill of teacher (i.e. the teacher neglects to prepare lesson plan properly, forgets to give proper directions, does not explain the objectives of the lesson etc.) there is a low level of participative behaviour on the part of the students (i.e. the student's don't respond to teacher's directions properly, don't follow the teacher reading properly, may not answer willingly, willing to participate in classroom discussion, don't listen to each other etc.)

During the classroom observation, the researcher would like to describe how the observations reflected that the detailed management skills used by the teacher. It was supported from the feedback from student's and teacher. Students responded to questions like whether teacher comes to class in time or not. They said that most of the time teacher comes to classroom in time. Another question was asked by the researcher to the teacher, that if she/he prepares daily lesson plans or not, the teacher responded by saying that generally we don't prepare daily lesson plan. As soon as the teacher entered in the classroom, directions to the students were given mostly about every thing related to the lesson. The students followed the directions of the teacher. Then the teacher used to take over the classroom and used to ask one student to open the window, the student did so, Also the teacher used to take a look over the student's seats and checked that all the students were seated in their places properly or not. But when she noticed that one of the students was not in a proper position, even then she didn't ask him to sit properly. The researcher observed that bulletin board almost was arranged. Most of the student's seemed to be ready for the lesson. The conclusion of this classroom observation case is

that, the students were influenced by the management skill of teacher. it indicated a strong association between management skill of teacher and all items of student's participative behaviour in the sampled schools of Baroda and Irbid city.

It can be concluded that when the teacher managed the classroom in a good way, there was more participation on the part of the students. And when the teacher poorly managed the classroom , the students also poorly participated in classroom activities.

From the related studies and literature, the researcher found that, understanding the content of teaching, being able to form objectives, providing the proper classroom management and instruction and construct units and lesson plans are all essential managemnt skill of teacher. Being able to implement that lesson plans through teaching is also useful skill in teaching. A well managed classroom can be a pre-requisite to learning. Thoughtful planning and organization in terms of classroom management lay the foundation for teacher's success. The findings are supported by Rosenshine and Frust (1971), Hunts (1975) Rozenholtz (1981), Good (1986), Anderson, Kyan and Shapiro (1989), Ming (1994), and Ayers (1994).

Table No. 6.13 Explaining and teaching behaviour of teacher and the three subitems of student's participative behaviour in the sampled schools of Baroda and Irbid city

Student's group	Explaining and teaching behaviour of teacher							
	Baroda city				Irbid city			
	HH	HL	LH	LL	HH	HL	LH	LL
1. Student's responding behaviour	9	0	3	12	10	4	1	9
2. Student's involvement in learning activities	9	0	0	15	12	2	3	7
3. Student's cooperative behaviour	8	1	4	11	11	3	2	8

2. Explaining and teaching behaviour of teacher and student's participative behaviour in the four sampled schools :

The various entries in the cells of the table 6.13 show the combinations based on explaining and teaching behaviour of teacher and all the subitems of student's participative behaviour namely; student's responding behaviour, student's involvement in learning activities and student's cooperative behaviour. Explaining and teaching behaviour of teacher emerged as a significant correlate of all items of student's participative behaviour. The table shows that, when there is a high level of explaining and teaching behaviour of teacher (i.e. the teacher introduces the lesson properly, asks questions for each teaching points, explains with appropriate examples, reads and explains in the manner the students could follow, provide immediate feedbacks to student's responses etc.) there is a high level of participative behaviour on the part of the students (i.e. the students follow teacher' explanation, listen to teacher's directions, raise their hands to ask question, listen to the teacher, come to class with full preperation, bring materials required etc.). And when there is a low level of explaining and teaching behaviour of teacher (i.e. the teacher doesn't introduce the lesson properly, doesn't provide example for each point, docsn't provide feedback etc.) there is a low level of participative behaviour on the part of students (i.e. the students don't follow teacher's explanation, don't listen to teacher's direction properly, dont raise their hands to answer or ask questions, don't bring materials required etc.).

During the classroom observation, the researcher observed that the teacher asked a question about the previous lesson, the studetns raised their hands, the teacher called

student to answer the question, the question was answered by the student then he asked, do you understand what it means now ? the students said yes. The teacher wrote two words on the blackboard and asked the students to give the meaning, most of the students raised their hands and one was called to answer the question, then the teacher asked the students to give an example, and most of the students raised their hands. One student was called upon and he answered the question. The teacher started explaining the first step in a clear way, and asked a question about it to find out if the students understood it or not, some students failed to answer the question, the teacher tried to help the students to answer the question, and always the students succeeded to answer, the teacher asked only one question about the first step, and the main point was written on the blackboard in this way the teacher continued explaining the lesson. At the end of the lesson, she asked the students to write the main points in their diaries. the students did so. In this case it was observed that, the students were influenced almost by the same level of explaining and teaching behaviour of teacher. The results indicated a strong association between explaining and teaching behaviour of teacher and students participative behaviour in the sampled schools of Baroda and Irbid city. It can be concluded that, when the teacher explained and taught in a good way, there was a more participation on the part of students. But when the teacher poorly explained and taught , the students also poorly participated in classroom activities.

From the related literature and studies, the researcher found which reflected to what teachers said or did to ensure that whether students understood what they had to learn about a subject in a given amount of time or not. it included that the teacher should use many effective strategies, successful methods and ways to implement new ideas and

presentation of subject matter in a valid and enthusiastic manner to improve student's learning and behaviour. The findings are supported by Raijiwala (1976), Peak (1976), Grinstead (1982), Marie (1982), Hans (1986), Baker (1993) and Ming (1994).

Table No. 6.14 Using instructional materials by teacher and the three subitems of student's participative behaviour in the sampled schools of Baroda and Irbid city :

Student's group	Using instructional materials by teacher							
	Baroda city				Irbid city			
	HH	HL	LH	LL	HH	HL	LH	LL
1. Student's responding behaviour	10	2	2	10	11	3	0	10
2. Student's involvement in learning activities	7	5	2	10	13	1	2	8
3. Student's cooperative behaviour	9	3	3	9	11	3	2	8

3. Using instructional materials by teacher and student's participative behaviour in the four sampled schools :

The various entries in the cells of the table No. 6.14 show the combinations based on using instructional materials by teacher and all the subitems of student's participative behaviour namely : Student's responding behaviour, Student's involvement in learning activities and Student's cooperative behaviour. Using instructional materials by teacher emerged as a significant correlate of all the subitems of student's participative behaviour except in case of using instructional materials by teacher which don't show significant relationship with student's involvement in learning activities in the sampled schools of Baroda city. The table shows that when there high level of using instructional materials by teacher (i.e. the teacher uses pictures/charts, uses natural things, draws on the blackboard, uses flash card, relates learning experiences of the school to the practical life situations etc.) there is high level of responding and cooperative behaviour on the part of

the student's (i.e. the students approach the blackboard, answer willingly, bring materials required for instructions, seem very energetic, asks questions, follow teacher's direction, show home work etc.), but in case of student's involvement in learning activities in the sampled school of Baroda city the students show a low level of involvement in learning activities (i.e. the student's don't raise their hands to ask question, don't approach the blackboard, don't bring materials required for instruction, don't ask for assistance in classroom instruction, don't seem very energetic, etc.). And when there is a low level of using instructional materials by teacher (i.e. the teacher doesn't use pictures/charts, doesn't use natural things, doesn't draw on blackboard, doesn't use flash cards, etc.) there is a low level of responding and cooperative behaviour on the part of the students (i.e. the students don't approach the blackboard regularly, don't bring materials required, don't seem very energetic, don't raise their hands, don't ask for assistance etc.).

During the classroom observation the researcher observed that some times the teacher used pictures, charts, natural things, specimens, draws on the blackboard. The researcher observed that the teacher most of the time used flash card, and always related learning experiences of the school to the practical life situations. The researcher observed that when the teacher used instructional materials, the student's used to be involved in the classroom interaction effectively. And when there is no use of instructional materials by teacher, the students were not engaged effectively in the classroom activities. The conclusion of this classroom observation case, is that the students were influenced by using instructional materials by teacher. It indicated a strong association between using instructional materials by teacher and all the subitems of student's participative behaviour.

It can be concluded that, when the teacher used instructional materials, there was more participation on the part of students, but in case of student's involvement in learning activities in the sampled schools of Baroda city, there was a poor involvement in learning activities on the part of the students. And when the teacher poorly used instructional materials the student's also poorly participated in classroom activities.

From the review of related literature and studies, the researcher found that the heart of effective teaching is the instructor understood how to use, monitor, provides the instructional materials. Good teacher could explain the topics in plain and comprehensive terms. In addition they are able to gauge their student's background knowledge and experience, identify reasonable expectations for student's progress, select appropriate teaching methods and materials. These findings are supported by Hodges (1978), Forest (1978), Tennyson (1978), Feldman (1980), Anderson, Ryan and Shapiro (1989) and Morgan (1989).

Table No. 6.15 **Teacher's attending behaviour and the three subitems of student's participative behaviour in the sampled schools of Baroda and Irbid city.**

Students' group	Teachers' attending behaviour							
	Baroda city				Irbid city			
	III	IIL	LII	LL	III	IIL	LII	LL
1. Students' responding behaviour	8	2	4	10	11	3	0	10
2. Student's involvement in learning activities	8	2	1	13	13	1	2	8
3. Student's cooperative behaviour	9	1	3	11	11	3	2	8

4. Teacher's attending behaviour and student's participative behaviour in the four sampled schools :

The various entries in the cells of the table No. 6.15 show the combinations based on teacher's attending behaviour and all the items of student's participative behaviour namely, students' responding behaviour, students' involvement in learning activities and student's cooperative behaviour. Teachers' attending behaviour emerged as a significant correlate of all items of student's participative behaviour in the sampled schools of Baroda and Irbid city. The table shows that, when there is a high level of teacher's attending behaviour (i.e the teacher listens patiently, respects the students, recognises and calls students by their name, maintains student's attention encourages the students to ask questions, consider students needs, asks students to give complete answers etc.) there is a high participative behaviour on the part of the students (i.e. the students answer when they are called, listen to teachers' explanation, follow teacher's reading, raise their hands to answer or ask questions, ask for assistance in classroom instruction, participate in classroom discussion etc.). And when there is a low level of teacher's attending behaviour (i.e. the teacher doesn't listen patiently, doesn't respect the students, doesn't call students by their names, doesn't encourage the students to ask questions, doesn't ask students' to give complete and correct answers etc.) there is a low level of participative behaviour on the part of the students (i.e. the students don't listen to teachers explanation don't follow teacher's reading, don't raise their hands to ask or answer question, don't ask for assistance in classroom instrucion, don't participative in classroom discussion etc.).

During the classroom observation, the researcher observed that the teacher always listens patiently to the students, accepts students' feelings, deals with fair and just manner, respect the students, trusts the students, asks questions to all the students, maintain students' attentions, encourages students to ask questions. The researcher also observed most of the time the teacher initiates the student's responses, recognises and calls students by their names, considers student's needs and some time the teacher encourages students to repeat the correct answers. The researcher observed that the students always answers when they are called, attended to learning activities in the classroom, shows home work, writes from the blackboard according to instruction and times listens to the teacher direction, raises their hands, approaches the blackboard, tells the truth etc. The conclusion of this classroom observation case is that when the teacher attends to students in a good way the students responses comes at the same level of teacher's attending behaviour.

It can be concluded that when the teacher was highly attentive to the classroom activities there was more participation on the part of the students and when the teacher was poorly attended to classroom activities, the students also poorly participated in classroom activities. The results of these cases indicated a strong association between teacher's attending behaviour and all items of students participative behaviour in the sampled schools of Baroda and Irbid city.

From the related literature and studies, the researcher found that the teacher must communicate interactive cues verbally or non verbally. The teacher should keep in touch with all the activities going on in the classroom in order to keep students involved and willing to participate in classroom activities. The findings are supported by Madsen,

Becker and Themas (1968), Patel (1974), Maheshwari (1976), Baker (1977) and Sanders (1987).

Table No. 6.16 Management of discipline by teacher and the three subitems of students' participative behaviour in the sampled schools of Baroda and Irbid city

Students' group	Management of discipline by teacher							
	Baroda city				Irbid city			
	HH	HL	LH	LL	HH	HL	LH	LL
1. Students' responding behaviour	10	2	2	10	10	4	1	9
2. Student's involvement in learning activities	8	4	1	11	12	2	3	7
3. Student's cooperative behaviour	10	2	2	10	11	3	2	8

5. Management of discipline by teacher and students' participative behaviour in the four sampled schools :

The various entries in the cells of the table No. 6.16 show the combinations based on management of discipline by teacher and all the items of students' participative behaviour namely, student's responding behaviour, student's involvement in learning activities and student's cooperative behaviour. Management of discipline by teacher emerged as a significant correlate of all items of students' participative behaviour in the sampled schools of Baroda and Irbid city. The table shows that when there is a high level of management of discipline by teacher (i.e. the teacher maintains student's attention, calls attention to negative behaviour, moves around the class to keep students involved, asks students to keep things that are not related to instruction in their bags etc.), there is high

level of participative behaviour on the part of students (i.e. the students follow teachers' directions, follow teachers' explanation, respond to teacher's reading, listen to each other, come out of their seats with permission, answer when they are called, attend to classroom activities, ask questions, raise their hands to answer the questions etc.). And when there is a low level of management of discipline by teacher (i.e. the teacher doesn't maintain student's attention, doesn't call attention to negative behaviour, doesn't move around the class to keep students involved etc.), there is a low level of participative behaviour on the part of the students (i.e. the students don't follow teacher's directions, don't follow teachers' explanation, don't respond to teacher's reading, don't listen to each other, don't participate in classroom activities, don't raise their hands to ask and answer questions etc.).

During the classroom observation, the researcher observed that, the teacher always maintained students' attention, called attention to negative behaviour, moved around the class to keep students involved. The students in these cases were found attending to classroom activities and to teachers direction. The researcher also observed that the teacher some time used to ask student's to keep things not related to instruction in their bags. The students in this case most of the time kept the things not related to instruction in front of them. It can be concluded from the observations of this classroom case that the level of management of discipline by the teacher affected student's attention at the same level.

It can be concluded that when the teacher used management of discipline in an effective way there was more participation on the part of the students, and when the teacher was poorly in management of discipline, the student's also were poorly

participated in classroom activities. The results of these cases indicated a strong association between management of discipline by teacher and all subitems of student's participative behaviour in the sampled schools of Baroda and Irbid city.

From the related literature and studies the researcher found that, teachers are responsible to prevent and deal with minor students misbehaviour in the classroom effectively and they must have assistance in dealing with serious or persistant behaviour problems. The positive momentum of a lesson can be lost if students are disturbed. The findings are supported by Becker (1967), Kounin (1970), Good and Prophy (1974), Hiatt (1977), Lemlech (1979) and Harris (1993).

Table No. 6.17 Teacher's responding behaviour and the three subitems of studetns' participative behaviour in the sampled schools of Baroda and Irbid city

Students' group	Teacher's respondin behaviour							
	Baroda city				Irbid city			
	HH	HL	LH	LL	HH	HL	LH	LL
1. Students' responding behaviour	8	1	4	11	10	4	1	9
2. Student's involvement in learning activities	8	1	1	14	13	1	2	8
3. Student's cooperative behaviour	9	0	3	12	13	1	0	10

6. Teacher's responding behaviour and student's participative behaviour in the four sampled schools :

The various entries in the cells of the table No. 6.17 show the combinations based on teacher's responding behaviour and all the subitems of student's participative behaviour namely; students' responding behaviour, students' involvement in learning activities, and students' cooperative behaviour. Teacher's responding behaviour emerged as a significant correlate of all the subitems of students' participative behaviour. The table shows that when there is a high level of teachers' responding behaviour (i.e. the teacher accepts students questions, assists students' to answer the questions, listens to students' suggestions, allows to discuss student's learning problems, pays attention to the low achievers, answers student's questions properly etc.), there is a high level of participation behaviour on the part of students (i.e. the students listen to teacher explanation, answer when they are called, follow teacher's reading, approach the blackboard, take down the answers in the notebook, show home work, takes care of ones own things, respect each other etc.). And when there is a low level of teacher's responding behaviour (i.e. the teacher doesn't accept students' questions, doesn't assist students' to answer, doesn't listen to students' suggestions, doesn't allow to discuss student's learning problems, doesn't pay attention to the low achievers, doesn't answer students' questions etc.), there is a low level of participative behaviour on the part of students (i.e. the students don't follow teachers' directions, don't listen to teacher's explanation, don't follow teachers' reading, don't approach the blackboard don't answer willingly, don't raise their hands etc.).

During the classroom observation, the researcher observed that the teacher always accepted students questions, assisted student to answer the questions, allowed to discuss student's learning problems, answered students' questions properly. The researcher also observed that most of the time, the teacher provided emotional and academic support to student when they needed and some time paid attention to low achievers. In this case, the researcher observed that the students responded to their teacher at the same level. It can be concluded that teacher's responding behaviour affected students behaviour at the same level.

It can be concluded that when the teacher responded to students' activities in an effective way, there was more participation on the part of the students, and when the teacher poorly responded to student's activities the students also poorly participated in classroom activities. The results of these cases indicated a strong association between teacher's responding behaviour and all the items of students' participative behaviour in the sampled schools of Baroda and Irbid city.

From the related literature and studies the researcher found that teacher's responding behaviour is one of the most important items which could encourage the students to participate in classroom activities. The students should feel acceptance through teacher's responding behaviour and they should feel that, the classroom is a place to gain knowledge. The findings are supported by Lulla (1974), Hunt (1975), Vasishtha (1976), Desai (1976), Hiatt (1977) and Harris (1993).

Table No. 6.18 Reinforcement and rewarding behaviour by teacher and the three subitems of student's participative behaviour in the sampled schools of Baroda and Irbid city.

Students' group	Reinforcement and rewarding behaviour by teacher							
	Baroda city				Irbid city			
	HH	HL	LH	LL	HH	HL	LH	LL
1. Students' responding behaviour	7	1	5	11	9	3	2	10
2. Student's involvement in learning activities	7	1	2	14	11	1	4	8
3. Student's cooperative behaviour	7	1	5	11	10	2	3	9

7. Reinforcement and rewarding behaviour by teacher and student's participative behaviour in the four sampled schools :

The various entries in the cells of the table No, 6.18 show the combinations based on reinforcement and rewarding behaviour by teacher and all the subitems of students' participative behaviour namely; students repsonding behaviour, students' involvement in learning activities and student's cooperative behaviour. Reinforcement and rewarding behaviour by teacher emerged as a significant correlate in case of all subitems of students paricipative behaviour. The table shows that when there is a high level of reinforcement and rewarding behaviur by teacher (i.e. the teacher rewards students verbally and nonverbally, moves quitely around the class to encourage students' work, asks the students to show their works to their peers, shows cheerfullness doesn't criticize the students, avoide corporal punishment etc.) there is a high level of participative behaviour on the part of the students (i.e the students follow teacher's directions, listen to teachers'

explanation, follow teacher's reading, raises their hands to answer teacher's questions, raises their hands to ask questions, bring materials required etc.). And when there is a low level of reinforcement and rewarding behaviour of teacher (i.e. the teacher doesn't reward students verbally and nonverbally, doesn't move quietly around the class to encourage students work, doesn't ask the students to show their works to their peers, doesn't show cheerfulness, criticize the students, uses corporal punishment etc.), there is a low level of participative behaviour on the part of the students (i.e. the students don't follow teacher's directions, don't listen to teachers explanations, don't follow the teacher's reading , don't raise their hands to ask and answer teacher's questions etc.).

During the classroom observation, the researcher observed that the teacher always rewarded students verbally, moves quietly around the class to encourag students work, praised the attempt of student to respond, didnt shout at the student's, showed cheefrullness, avoided corporal punishment, avoided sarcasm with students. The teacher most of the time gave reward without bias, gave warm reward for good answer, asked the student to show their work to their peers, didnt punish the studetns by keeping them standing infront of the class. And the teacher never rewarded studdents nonverbally. The researcehr observed that when the students rewarded, they responded to the teacher effectively and cooperated with teacher. It can be concluded from this class observation case, that rewarding behaviour by teacher affected students' activities at the same level.

It can be concluded that when the teacher used reinforcement and rewarding behaviour very effectively there was more participation on the part of the students and when the teacher didn't reinforced and rewarded the students' activities, the students also poorly participated in classroom activities. The results of these cases indicated a stroong

association between reinforcement and rewarding behaviour by teacher and all the subitems of students' participative behaviour in the sampled schools of Baroda and Irbid city.

From the related literatue and studies, the researcher found that reinforcement and rewarding is the most potential technique for modifying voluntary behaviour. Reinforcement and rewarding facilitate the acquisition of desired behaviours and maintain behaviour once they are acquired. It is also encouraged the students to be very active in classroom aactivities. The findngs are supported by Becker (1967), Bandura (1969), Peak (1976), Goel (1977), Powel (1979), Hans (1986), Morgan (1989) and Harris (1993).

Table No 6.19 Teacher's personality and the three subitems of students' participative behaviour in the sampled schools of Baroda and Irbid city

Students' group	Teacher's Personality							
	Baroda city				Irbid city			
	HH	HL	LH	LL	HH	HL	LH	LL
1. Students' responding behaviour	9	0	3	12	11	3	0	10
2. Student's involvement in learning activities	8	1	1	14	13	1	2	8
3. Student's cooperative behaviour	8	1	4	11	11	2	2	9

8. Teacher's personality and student's participative behaviour in the four sampled schools.

The various entries in the cells of the table No. 6.19 show the combinations based on teachers' personality and all the subitems of students' participative behaviour namely;

students' responding behaviour, students' involvement in learning activities and student's cooperative behaviour. Teachers' personality emerged as a significant correlate of all the subitems of students' participative behaviour. The table shows that when there is a high level of traits of teachers' personality (i.e. the teacher deals with open mind, seems very energetic, has pleasing personality, joyful, shows interests in teaching etc.), there is a high level of participative behaviour on the part of the students (i.e. the students listen to the teachers' explanations, answer when they are called, answer willingly, ask for assistance in classroom instruction, take care of ones own things, seem very energetic, prepare for the lesson, listen to each other etc.). And when there is a low level of traits of teachers' personality (i.e. the teacher doesn't deal with open mind, doesn't seem very energetic, doesn't show interest in teaching, doesn't have pleasing personality doesn't show joyful etc.) there is a low level of traits of participative behaviour on the part of the students (i.e. the students don't listen to teacher's explanation, don't answer willingly, don't ask for assistance in classroom activities, don't seem very energetic, don't prepare for the lesson etc.)

During the classroom observation the researcher observed that the teacher always seems very energetic had pleasing personality, joyful and showed interest in teaching also most of the time dealt with open mind and practiced what she preached. The researcher observed that the level of traits found in teachers personality affected students behaviour at the same level.

It can be concluded that when the traits of teacher's personality were at higher degree there was more participation on the part of students and when the teacher had poor personality traits, students also poorly participated in classroom activities. The

results of these cases indicated a strong association between teacher's personality and all the subitems of students' participative behaviour in the sampled schools of Baroda and Irbid city.

From the related literature and studies, the researcher found that an effective teacher is possessing cheerful disposition, friendliness, emotional security, good mental health and high degree of personal adjustment. The findings are supported by Hialt (1977), Thompson (1978), Emilia (1981), and Doyle (1986).

Table No. 6.20 Teacher's direction and checking behaviour and the three subitems of students' participative behaviour in the sampled schools of Baroda and Irbid city

Students' group	Teacher's direction and checking behaviour							
	Baroda city				Irbid city			
	HH	HL	LH	LL	HH	HL	LH	LL
1. Students' responding behaviour	9	1	3	11	10	5	1	8
2. Student's involvement in learning activities	8	2	1	13	13	2	2	7
3. Student's cooperative behaviour	10	0	2	12	10	5	3	6

9. Teacher's direction and checking behaviour and student's participative behaviour of the four sampled schools :

The various entries in the cells of the tabel No 6.20 show the combinations based on teacher's direction and checking behaviour and the three subitems of students' participative behaviour namely ; students' responding behaviour, students' involvement in

learning activities and students' cooperative behaviour. Teachers' direction and checking behaviour emerged as a significant correlate of the three subitems of student's participative behaviour in the sampled schools of Baroda and Irbid city except in case of teacher's direction and checking behaviour which don't show significant relationship with students' cooperative behaviour in the sampled schools of Irbid city. The table shows that when there is high level of teachers' direction and checking behaviour (i.e. the teacher checks home work, asks questions in order to find that the students learn what they have been taught, checks that each student opened his book before reading etc.), there is high level of participative behaviour on the part of the students (i.e. the students prepare for the lesson, answer willingly, show home work, answer teacher's questions, raise their hands to ask questions etc.), but in case of student's cooperative behaviour in the sampled schools of Irbid city there is a low level of cooperative behaviour (i.e. the students don't prepare for the lesson, don't answer willingly, don't answer teacher's questions properly, don't raise their hands to ask questions etc.). And when there is a low level of teacher's direction and checking behaviour (i.e. the teacher doesn't check home work, doesn't ask question in order to find that the students learn what they have been taught, doesn't check that each student brought his text etc.), there is a low level of participative behaviour on the part of the students (i.e. the students don't prepare for the lesson, don't answer readily, don't show home work, don't raise their hands to answer or to ask questions etc.).

During the classroom observation, the researcher observed that the teacher always checked home work, asked questions in order to find that the students learned what they had been taught, checked that each student opened their books before reading, checked written classwork of students. The researcher observed that the teacher sometimes had

brought the text book or not and never asked the students to keep books closed during explaining. The researcher observed that the students did their home works, answered teacher's questions opened their books according to instruction, did their class work and they kept their books open during explanation. It can be concluded in this classroom observation case is that, the teacher's directions and checking behaviour affected student's behaviour at the same level.

It can be concluded that, when the teacher checked and directed students activities in a good way, there was more participation on the part of the students, but in case of students cooperative behaviour in the sampled schools of Irbid city there was a poor cooperative behaviour on the part of students. And when the teacher didn't check and directed student's activities, the students also were poorly participated in classroom activities.

From the related studies and literature, the researcher found that effective direction and checking provide the foundation for effective teaching. Teacher who provides direction to the classroom activities, pays attention to students work, provides feedback, checks student's work appears to have more participative behaviour on the part of student in classroom activities. The findings are supported by Loucks (1975), Barker (1977), Ruthmatz (1978), Grinstead (1982), Doyle (1984), Good (1986) and Ming (1994).

6.6 Suggestions :

Based on the findings of the present study, the investigator has tried to cull out programme for reorganizing the programmes of schools, training institutions of preservice and inservice and the relation of parents - teachers association to bring out effective

changes in teacher's encouraging behaviour, student's participative behaviour and parent's encouraging behaviour.

1. It was observed that most of the teachers at elementary stage in the sampled schools of Irbid city were having either diploma or Bachelor degree which provides them with methods for teaching, taking into consideration the elementary stage age group. And in the sampled schools of Baroda city, the teachers were having either B.Ed. degree, which qualified them to teach at secondary and higher secondary stages only. In this regards the preservice programme, the trainees should be equipped regarding theory and methadology of enhancing students active participation in the classroom. This can be achieved through some theory inputs as well as practical training. Regarding theory inputs, it is necessary that the trainees should get knowledge, different methods and techniques related to elementary stage age group, which could increase student's participation, where by students feel involved and interested in classroom. Hence its not only the knowledge, techniques and methods but also the knowledge about classroom interactions, classroom climate, students motivation and finally classroom management.
2. Once the teachers get trained through pre service programme, its necessary that the teachers should be aware of the latest ^{trends} trains in the field regarding methadology of teaching and techniques to deal with students or theories of students motivation an classroom interaction. The new knowledge gets generated through new conceptual literature as well as researches conducted at various levels. Therefore, inservice teachers have to be equipt with all of this during

in-service programmes. Teachers can get in-service training either through programmes, workshop or even in summer vacation or correspondence courses.

3. Majority of the students centred and group centred, teaching methods enhance student's participation and involvement in classroom activities. But one of the major hurdles is the number of students in one classroom especially at the elementary stage. If the number is very large even large, task of teacher becomes very difficult to implement such methods as well as to manage the classroom effectively. Therefore, it's desirable if the number of students in the classroom doesn't exceed a particular limit.
4. The interview with the parents revealed that they were not competent and knowledgeable of dealing with their children. Therefore the development of the child is a joint responsibility of parents and teachers. For a joint strategy, parents-teachers association should be formulated in a way that helps the parents to deal effectively with their children which could enhance students to participate in classroom teaching learning process.

6.7 Suggestions for further studies :

1. The present study was confined on student's participation in classroom setting at the primary stage. It would be worthwhile to conduct research on similar lines taking sample from other stages also.
2. Studies are needed to be undertaken in classes of primary schools with regards to studying the relationship between teacher's encouraging behaviour and student's

participative behaviour with the help of audio visual media like video camera. This will help in recording verbal as well as nonverbal dimensions of teachers' behaviour and students' behaviour.

3. Researches are needed to be conducted to study the effect of parent's sharing of responsibilities for their children's development with school and mutual respects on the part of teachers and parents on students participation in school programmes.
4. Studies are needed to be conducted in finding out the relationship between teacher's encouraging behaviour and student's participation behaviour in longitudinal form for different stages of school system
5. A comparative study between stages is needed to be conducted in the same line of the present study.
6. Qualitative observations of classroom interactions can help in conducting indepth study of the Teacher Behaviour and student behaviour.
7. Studies are needed to be conducted to find out the effects of students background on their participation in school programmes.
8. Studies are needed to be conducted to find out the effects of teacher's background on student's participation in school programmes.

6.8 Conclusion

In this chapter, summary of findings, discussion of results, and suggestions for schools and training colleges and suggestions for further research studies needed were presented on the basis of the appropriate findings of this study.

The investigator with his limited scope and resources faithfully and adequately explored new facts and tried his best in illuminating those to the world of academicians.