

CONTENTS		Page No.
	Certificate	i
	Acknowledgement	ii
	List of tables	X
	List of figures	XVI
	List of maps	XVI
Chapter One : Introduction		1
1.0	Introduction	1
1.1	Educational Structure in India	3
1.2	Educational Structure in Jordan	5
1.3	Policy of Elementary Education in India	7
1.4	Policy of Elementary Education in Jordan	8
1.5	Objectives of Elementary Education in India	8
1.6	Objectives of Elementary Education in Jordan	9
1.7	Curriculum of Elementary Education in India	10
1.8	Curriculum of Elementary Education in Jordan	11
1.9	Teacher education in India	12
1.10	Teacher education in Jordan	15
1.11	Conceptual Framework of the Present Study	19
1.11.1	Concept of Teacher's Encouraging Behaviour	22
1.11.2	Concept of Students' Participation	22
1.11.3	Concept of Parents' Encouraging Behaviour	35
1.12	Significance of the Present Study	39
1.13	Rational of the Study	44
1.14	Statement of the Present Study	46
1.15	Objectives of the Study	49
1.16	Delimitation of the Study	49
1.17	Conclusion	49
1.18	Scheme of chapterisation	50
Chapter Two : Background of the Study		52
2.0	Introduction	52
2.1	Development of Education in India	53
2.1.1	Historical Setting	53
2.1.1.1	Ancient Perio : Socio - Political and cultural life (3000 B.C. - 200 B.C.)	53
2.1.1.2	Education during Ancient period	54
2.1.2.1	Middle Period : Socio - Political and cultural life (200 B.C. - 100 A.D.)	57
2.1.2.2	Education during Middle Period	59

2.1.3.1	British Period : Socio - Political and cultural life (1600 A.D. - 1947 A.D.)	61
2.1.3.2	Education during British Period	61
2.1.4.1	Socio - Political and Cultural life after Independence (1947 A.D. - 1977 A.D.)	63
2.1.4.2	Education after independence	64
2.1.5	India : Land and Boundaries	67
2.1.6	Population	68
2.1.7	Religions	68
2.1.8	Policy structure of India	69
2.1.9	Social Structure in India	70
2.2	Development of education in Jordan	74
2.2.1	Historical setting	74
2.2.1.1	Ancient Period : Socio-Political and Cultural life (333 B.C. - 636 A.D.)	74
2.2.1.2	Education during Ancient period	75
2.2.2.1	Middle Period - Socio - political and Cultural life (636 A.D. - 1916 A.D.)	75
2.2.2.2	Education during middle period	75
2.2.3.1	British Period : Socio - Political and Cultural life (1916 A.D. 1946 A.D.)	76
2.2.3.2	Education during British period	76
2.2.4.1	Socio - Political and Cultural life after Independence (1946 A.D. - 1997 A.D.)	76
2.2.4.2	Education after independence	77
2.2.5	Socio - Political and Cultural Pattern in Jordan	78
2.2.6	Jordan : Land and Boundries	80
2.2.7	Population	82
2.2.8	Social Structure in Jordan	82
2.3	Conclusion	84
Chapter Three : Review of Related Literature and Studies		86
3.0	Introduction	86
3.1	Studies on teacher's encouraging behaviour and students' responding behaviour	86
3.1.1	Background of the studies	86
3.1.2	Major findings of teachers' encouraging behaviour and students' responding behaviour	90
3.1.3	Methodological trends on researches on teachers' encouraging behaviour and students' responding behaviour	114
3.2	Studies on Parent's encouraging behaviour	127
3.2.1	Background of the studies	127
3.2.2	Major research studies on parent's encouraging behaviour and student's responding behaviour	131

3.2.3	Methodological trends in researches on parents' encouraging behaviour and students' responding behaviour	137
3.3	Conclusion	142
Chapter Four : Methodology		145
4.0	Introduction	145
4.1	Methodology of the study	146
4.2	Statement of the Present study	148
4.3	Explanation of the terms used	148
4.4	Objectives of the study	149
4.5	Hypothesis	150
4.5.1	Major Hypothesis	151
4.5.2	Subhypotheses	151
4.6	Sampling procedures	153
4.6.1	Selection of the schools	155
4.6.2	Selection of the students	156
4.6.3	Selection of the teachers	158
4.6.4	Selection of the parents	158
4.7	Tools and techniques of the present study	163
4.7.1	Tools, Description and scoring procedure	159
4.8	Procedure of Data Collection	166
4.9	Data analysis procedure	168
4.10	Summary	171
Chapter Five : Analysis and Interpretation		172
5.0	Introduction	172
5.1	Objective I : To study teacher's encouraging behaviour in the classroom	172
5.1.1	Analysis of teacher's encouraging behaviour subitemwise	173
5.1.2	Subitemwise mean scores of teachers encouraging behaviour	178
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.	189
5.1.3.1	Total number and percentage of mean scores of twenty four teachers observed in Baroda city in the categories of above and below the mean scores.	191
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	193
5.1.4	Subitemwise distribution of percentage in three levels for teacher's encouraging behaviour in two sampled schools of Baroda city.	194

5.15	Subitemwise distribution of percnetage in three levels for teachers encouraging behaviour in two sampled schools of Irbid city.	198
5.2	Objective II : To study students participative behaviour in the classroom	200
5.2.1	Analysis of student's participative behaviour subitemwise	201
5.2.2	Subitemwise mean scores of students' participative behaviour	206
5.2.3	Distribution of total number and percentage of total classes observed having above and below the mean scores of students' participative behaviour in each subitem	210
5.2.3.1	Distribution of total number and percentage of mean scores of twenty four classes observed in Baroda city in the categories at above and below the mean	211
5.2.3.2	Distribution of total number and percentage of mean scores at twenty four classes observed in Irbid city in the categories of above and below the mean	213
5.2.4	Subitemwise distribution of percentage responses for students' participative behaviour in two sampled schools of Baroda city	215
5.2.5	Subitemwise distribution of percentage of responses for students' participative behaviour in two sampled schools of Irbid city	217
5.3	Objective III : To study parent's encouraging behaviour at home.	218
5.3.1	Analysis of parent's encouraging behaviour	219
5.3.1.1	Providing physical facilities by parents of Baroda city schools	220
5.3.1.2	Taking care and interests by parents of Baroda city schools	223
5.3.1.3	Providing first hand experience by parents of Baorda city schools	225
5.3.1.4	Providing physical facilities by parents of Irbid city schools	228
5.3.1.5	Taking care and interests by parents of Irbid city schools	230
5.3.1.6	Providing first hand experience by parents of Irbid city schools	232
5.4	Objective IV	233
5.4.0	Testing the hypotheses	233
5.4.1	Subhypothesis 1 : There will be no relationship between managment skill of teacher and student's responding behaviour (a) Baroda city (b) Irbid city	234
5.4.2	Subhypothesis 2 : There will be no relaitonship between management skill of teacher and student's involement in learning avtivities (a) Baroda city (b) Irbid city	237
5.4.3	Subhypothesis 3 : There will be relationship between management skill of teacher and student's cooperative behaviour (a) Baroda city (b) Irbid city	240

5.4.4	Subhypothesis 4 : There will be no relationship between explaining and teaching behaviour of teacher and student's responding behaviour (a) Baroda city (b) Irbid city	243
5.4.5	Subhypothesis 5 : There will be relationship between explaining and teaching behaviour of teacher and student's involvement in learning activities. (a) Baroda city (b) Irbid city.	246
5.4.6	Subhypothesis 6 : There will be no relationship between explaining and teaching behaviour of teacher and student's cooperative behaviour (a) Baroda city (b) Irbid city	250
5.4.7	Subhypothesis 7 : There will be no relationship between using instructional materials by teacher and student's responding behaviour (a) Baroda city (b) Irbid city.	253
5.4.8	Subhypothesis 8 : There will be no relationship between using instructional materials by teacher and student's involvement in learning activities (a) Baroda city (b) Irbid city	256
5.4.9	Subhypothesis 9 : There will be relationship between using instructional materials by teacher and student's cooperative behaviour (a) Baroda city (b) Irbid city.	259
5.4.10	Subhypothesis 10 : There will be no relationship between teacher's attending behaviour and student's responding behaviour (a) Baroda city (b) Irbid city	262
5.4.11	Subhypothesis 11 : There will be no relationship between teacher's attending behaviour and student's involvement in learning activities (a) Baroda city (b) Irbid city.	265
5.4.12	Subhypothesis 12 : There will be no relationship between teacher's attending behaviour and students' cooperative behaviour (a) Baroda city (b) Irbid city	268
5.4.13	Subhypothesis 13 : There will be no relationship between management of discipline by teacher and student's responding behaviour (a) Baroda city (b) Irbid city.	271
5.4.14	Subhypothesis 14 : There will be no relationship between management of discipline by teacher and student's involvement in learning activities (a) Baroda city (b) Irbid city	274
5.4.15	Subhypothesis 15 : There will be no relationship between management of discipline by teacher and student's cooperative behaviour (a) Baroda city (b) Irbid city	277
5.4.16	Subhypothesis 16 : There will be no relationship between teacher's responding behaviour and student's responding behaviour (a) Baroda city (b) Irbid city	280
5.4.17	Subhypothesis 17 : There will be no relationship between teacher's responding behaviour and student's involvement in learning activities (a) Baroda city (b) Irbid city	283

5.4.18	Subhypothesis 18 : There will be no relationship between teacher's responding behaviour and student's cooperative behaviour (a) Baroda city (b) Irbid city	286
5.4.19	Subhypothesis 19 : There will be no relationship between reinforcement and rewarding behaviour by teacher and student's responding behaviour (a) Baroda city (b) Irbid city	289
5.4.20	Subhypothesis 20 : There will be no relationship between reinforcement and rewarding behaviour by teacher and student's involvement in learning activities (a) Baroda city (b) Irbid city	293
5.4.21	Subhypothesis 21 : There will be no relationship between reinforcement and rewarding behaviour by teacher and student's cooperative behaviour (a) Baroda city (b) Irbid city.	296
5.4.22	Subhypothesis 22 : There will be no relationship between teacher's personality and student's responding behaviour (a) Baroda city (b) Irbid city	299
5.4.23	Subhypothesis 23 : There will be no relationship between teacher's personality and student's involvement in learning activities (a) Baroda city (b) Irbid city	302
5.4.24	Subhypothesis 24 : There will be no relationship between teacher's personality and student's cooperative behaviour (a) Baroda city (b) Irbid city	305
5.4.25	Subhypothesis 25 : There will be no relationship between teacher's direction and checking behaviour and student's responding behaviour (a) Baroda city (b) Irbid city	308
5.4.26	Subhypothesis 26 : There will be no relationship between teacher's direction and checking behaviour and student's involvement in learning activities (a) Baroda city (b) Irbid city.	311
5.4.27	Subhypothesis 27 : There will be no relationship between teacher's direction and checking behaviour and student's cooperative behaviour (a) Baroda city (b) Irbid city.	314
5.5	Conclusion	317
Chapter Six : Conclusion, Discussion and Suggestions		322
6.0	Introduction	322
6.1	Summary of the findings	322
6.2	Summary of the findings hypotheses wise	329
6.3	Profile of teacher's encouraging behaviour based on mean scores	333
6.4	Profile of student's participative behaviour based on mean scores	337
6.5	Discussion of results	340

6.6	Suggestions	376
6.7	Suggestions for further studies	378
6.8	Conclusion.	380
	References	381
	Appendix	