

CHAPTER - I

INTRODUCTION

1.0 Introduction

Education has long been recognized as the central element in the development of human personality. But in the 20th Century, it has acquired a new range of functions. It is no longer merely one of the sectors of national life-like agriculture or industry - but a multi dimensional one that energizes and provides, to all the sectors. Education enables individuals to make the transition to new social orders, by providing self understanding, better knowledge of the choices available and a critical appreciation of the nature of change itself. Thus education in all the stages becomes a kind of feature - shock absorber.

Elementary education constitutes a very important part of the entire structure of education. It is at this stage that the child starts going to a formal institution. The education which the pupil receives at a formal institution, provides the foundation of the physical, mental, emotional, intellectual and social development, and sound elementary education gives an integral element to effective and efficient secondary and higher education.

The primary education is understood as a basic stage of education which is either a self - contained phase or which forms a part of a longer cycle of formal education. In elementary education, the period of formal schooling extends from first standard to the completion at sixth, seventh, or eight grades. Children during the elementary school

period learn to develop respect for others. They learn how to work and play with others. They may acquire freedom from prejudice and develop tolerance.

Elementary education deserves the highest priority, not only on the grounds of social justice and democracy, but also for raising the competence of the average worker and for increasing national productivity and quality of life.

Apart from being a constitutional obligation, the provision of Universal Elementary Education is crucial for spreading mass literacy, which is a basic requirement for economic development, modernization of social structure and the effective functioning of democratic institutions.

Education at any stage is organized keeping in view the learners and the goals of development. And for achieving these goals, teacher organizes the teaching learning programmes in classroom. The development of potentials, abilities and skills are possible, if the learner participates in the classroom activities. The teacher who can motivate the pupils to participate in the learning process plays a significant part in the educative process. At the primary stage the teacher's encouraging behaviour may increase the students' participation due to fresh and plastic period of their life.

Before, discussing about the actual teaching learning process and role of teacher and students in classroom it will be relevant to focus on educational structure policy, objectives and curriculum of primary education stage in the context of cross cultural set up as the investigator hails from Jordan.

1.1.3 Educational Structure in India

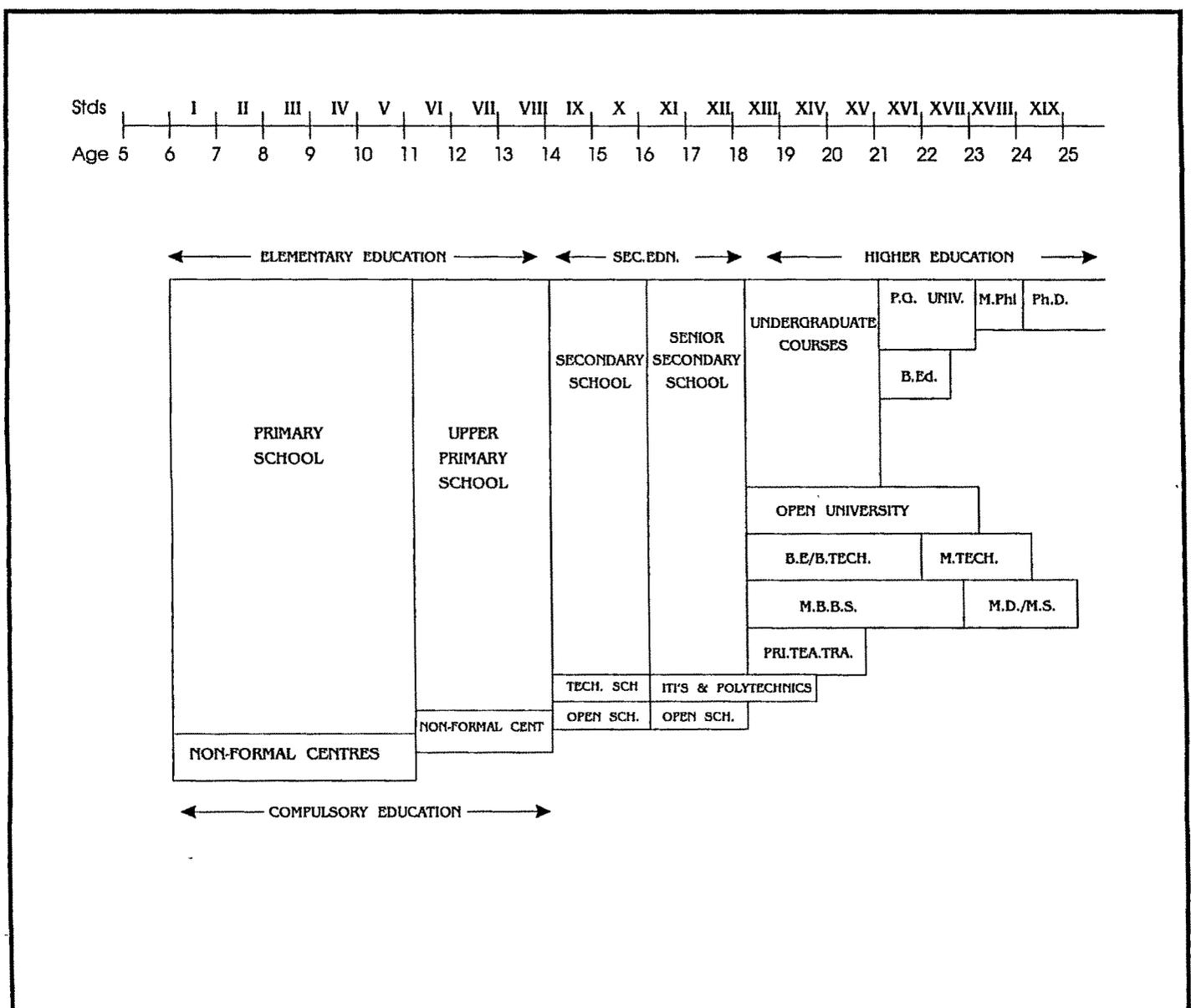
In India all the states/union Territories have accepted to adopt a 10+2+3 pattern of education. Under this it is visualised that children would receive 10 years of general education (including elementary and secondary stages) followed by two years of higher secondary education and three years of collegiate education for obtaining the first degree. (National Report of India 1986-1988).

At present, variations can also be found in educational structure within the school stage. In some states, the primary stage consists of classes 1 to V whereas it is from class I to IV in certain others. Correspondingly, the upper primary stage comprises of either classes VI to VIII or V to VII. The primary and upper primary or middle stages together constitute the elementary stage. The secondary stage consists of two or three years of schooling which marks the completion of the ten years of general education programme.

A child is normally admitted to class 1 at the age of six and is expected to complete class VIII by 14 years of age. This, incidentally, completes the constitutional obligation of providing free compulsory education to all children up to the age of 14. At this point, a child can either join the secondary school providing general education programmes or alternatively can join a vocational school or an Industrial Training Institute which equips him with specialized vocational skills. A person who completes 10 years of general education has similar choice either to take up academic courses at the higher secondary level preparing to join collegial education or opt for vocational stream within the higher secondary programme or through specialized institutions such as polytechnics and industrial training institutes. Completion of higher secondary education

qualifies the individual for entering first degree programmes. Admission to professional courses, at this stage, such as engineering and medicine is highly competitive. Even demand for admission to different programmes in arts, science, and commerce field varies considerably. Figure 1.1 is showing the diagrammatic educational structure in India.

Figure 1.1 : Educational Structure in India.



Source : (National Report of Education India 1986-1988)

1.2 Educational Structure in Jordan

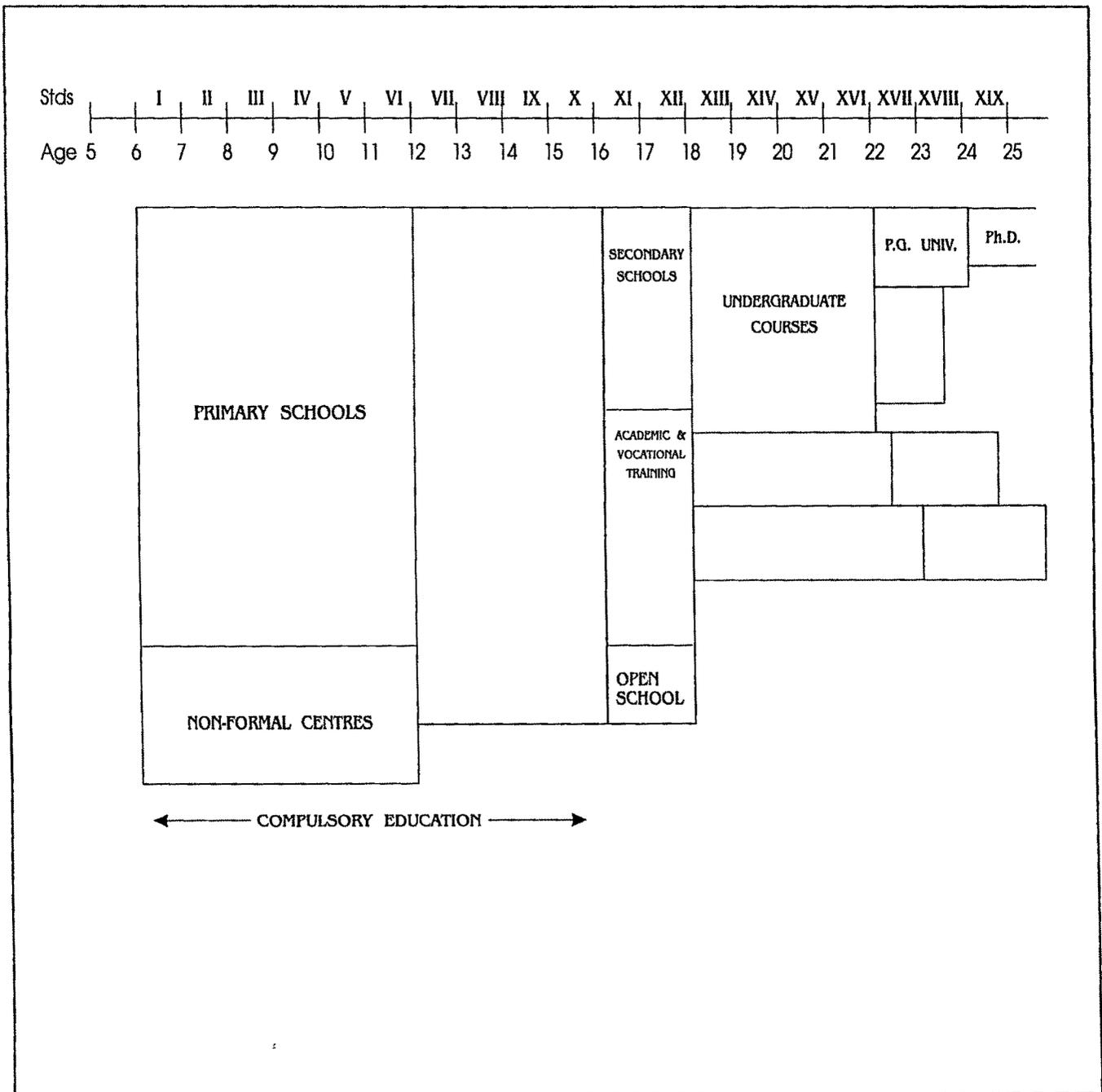
In Jordan, it is visualised that children would receive 10 years of general education (including primary and preparatory stages) followed by two years of secondary education and four years or 8 semesters of collegiate education for obtaining first degree.

At present, the primary stage consists of classes I to VI. The preparatory stage consists of classes VII to X and the secondary stage consists of classes XI and XII.

A child is normally admitted to class I at the age of six and is expected to complete class X by 16 years of age. This, incidentally, completes the constitutional obligation of providing free compulsory education to all pupils upto the age of 16. At this point, pupil who completes 10 years of general education can either join academic courses at the secondary level or vocational stream. Completion of secondary education qualifies the individual for entering first degree programme of college education. Figure 1.2 shows the diagrammatic educational structure in Jordan.

From the above discussion, it is observed that the educational structure at school stage in India and Jordan almost is the same with some minor differences. In India elementary stage consists of seven years i.e., ranging from 1st to 7th standard, while in Jordan it consists of six years i.e., ranging from 1st to 6th standard. The secondary stage in India consists of three years i.e., from 8th to 10th standard, while in Jordan it consists of four years i.e., ranging from 7th to 10th standard. And higher secondary stage consists of two years in both the countries.

Figure 1.2 : Educational Structure in Jordan.



Source (Annual Report Jordan 1994)

1.3 Policy of Elementary Education in India

The central policy measures in India in the field of education is that, education is free and compulsory up to the age of 14.

The idea of compulsory and free education for all children in India in the age group of 6 - 14 has been visualized in 1944, Article 45 of Indian Constitution "The state should provide free and compulsory education to all the children up to the age of 14" (Indian year book of Education 1964).

Further the same report suggests that, "The programme of universalization of elementary education has been accounted the highest priority to fulfil the constitutional directive of providing universal, free and compulsory education to all children upto the age of 14 years. The national Policy on Education resolved that all children who attain the age of 11 years by 1990 will have five years of schooling or its equivalent through non-formal stream likewise by 1995, all children will be provided free and compulsory education upto 14 years. Various centrally sponsored schemes in the elementary education sector have been initiated to supplement the effort of states for achieving this target".

In elementary education the focus shifted from enrollment to retention and achievement. The new policy of education gives a highest concern to solve the problem of children's drop out in the primary schools by formulating strategies based on microplanning to ensure children's retention at school. The focus also shifted from exclusive concern with schooling to a holistic perception which stressed the need of

providing alternative system of education of comparable quality to working children and girls whom the school can't reach.

1.4 Policy of Elementary Education in Jordan

Elementary Education in Jordan has been given a great concern. The educational policy put an effort to enroll all the children who reached the age of six, and to provide qualitative and quantitative educational facilities. The total number of students enrolled at the age group 6-11 in the year of 1993-1994 was 632967 (51% boys and 49% girls) and the percentage of students enrolled at this stage was 95.52. The total number of schools at this stage in the academic year 1993-1994, was 2077 (Risalat Al-Mualim 1994).

From the above discussion it can be observed that, the policy of education at primary stage in India and Jordan is almost the same, with some minor differences. The child is admitted at the age of six in both the countries. Primary education is free and compulsory up to the age of 14 in India, and up to the age of 16 in Jordan. The primary stage in India consists of seven standards i.e., from 1st to 7th, while in Jordan it consists of six standards i.e., from 1st to 6th. The curriculum of elementary education in India and Jordan is almost the same.

The main objectives of elementary education in India and Jordan are to achieve universalisation of elementary education, and to improve the quality of education and student's achievements. In India, children drop out from the school becomes one of the major problems of the educational policy, many steps have been taken to solve the drop out problem. The main focus of the educational policy in India and Jordan is to improve

the quality of education at the primary stage. In the next section the objectives of elementary stage of both the countries are discussed.

1.5 Objectives of Elementary Education in India

The main objective of education is to train children for citizenship in the democratic society that India has adopted it for herself as an ideal. The following are the objectives of education at the elementary stage. (Aggarwal 1992)

1. The pupil acquires ability in fundamental numerical operations and make its use in drawing, reading charts, tables in daily situation.
2. The pupil develops basic skills of language communication like reading, writing, speaking, symbolic skills like signs, symbols etc.
3. The pupil develops understanding of principles, laws, facts, etc. in relation to physical and social environment.
4. The pupil develops observational, manipulative and constructional skills.
5. The pupil develops the ability to observe and appreciate beauty and appreciate cultural heritage of India.
6. The pupil develops qualities of democratic living, sense of national integration and universal brotherhood.
7. The pupil develops scientific attitudes, critical thinking and desire for knowledge.
8. The pupil appreciates universally accepted social, spiritual and moral values.

The above list of objectives at elementary level is suggestive and can be improved depending upon the resources, social and educational needs of child, and the state. The objective determines the quality of primary education directly.

1.6 Objectives of Elementary Stage in Jordan

The most important stage of schooling is the elementary stage. The general objective of this stage is to help different types of development (i.e. physical, mental, emotional, social and spiritual) and to develop the patriotism, unity, nationalism, students ability and personal tendency and to guide students in the light of their objectives.

The main objectives of the elementary stage are as follow : (Annual Report-Jordan 1994)

1. The pupil develops the basic skills of Islam and Practice it.
2. The pupil develops the basic skills of Arabic language.
3. The pupil requires to know the fact related to the history of Jordan.
4. The pupil develops understanding the basic facts of Jordan, Arabian, and international environment.
5. The pupil requires to develop the principles of social behaviour and to consider the tradition of the society.
6. The pupil develops love, feels proud, and loyalty to the country.
7. The pupil develops the responsibility toward his family, society and his country.
8. The pupil requires to learn the basic skills of one foreign language at least.
9. The pupil develops the numerical principles and the basic operational mathematics, and to use it in his daily life.
10. The pupil requires to recognize the facts and the general basic of science.
11. The pupil develops the ability of thinking in a scientific manner by observing and manipulating it in a scientific way.

12. The pupil takes care of his societal environment.
13. The pupil requires to develop, observe and appreciate beauty.
14. The pupil requires to take care of his health.
15. The pupil develops the basic vocational skills.
16. The pupil develops scientific attitudes, critical thinking, and desire for knowledge.
17. The pupil develops his own ability and desire for self education.
18. The pupil requires to accept self and respect others.

From the above discussion, it can be visualized that the objectives of primary stage in India and Jordan are almost similar. These objectives are achieved through the curriculum prescribed for different classes. They are presented in subsequent sections.

1.7 Curriculum of Elementary Education in India

The curriculum of elementary education followed in Gujarat is as follows :
(National report of education in India 1986-1988).

Primary stage (5 years)

- (a) One language - the mother tongue of the regional language.
- (b) Mathematics
- (c) Environmental Studies I and II
- (d) Work Experience
- (e) Art Education
- (f) Health and Physical Education

Upper Primary Stage (2 Years)

- (a) Three languages (Mother tongue, regional language, and English)
- (b) Mathematics
- (c) Science
- (d) Social Science
- (e) Work Experience
- (f) Art Education
- (g) Health Education

The focus of the curriculum of the primary stage is on development of basic skills of literacy and numeracy, study of environment in terms of physical and social phenomena, participation in activities which would develop productive skills, creative expression and habits of healthy living.

1.8 Curriculum of Elementary Education Followed in Jordan.

Table No. 1.1 Standardwise Curriculum of Primary School in Jordan.

No. of Subjects	No. of Standards
1. Arabic Language	Ist to 6th
2. Mathematics	Ist to 6th
3. Natural Science	Ist to 6th
4. Islamic ideology	Ist to 6th
5. Drawing	Ist to 6th
6. Sports	Ist to 6th
7. Social Studies	2nd to 6th
8. English	5th to 6th
9. Vocational education	5th to 6th

The curriculum of the first standard consists of Arabic Language, Mathematics, Natural Science, Islamic ideology, Drawing and Sports. In the second standard up to fourth standard, same subjects of the first standard in addition to social studies is introduced. In the fifth and sixth standards, same subjects of the fourth standard in addition to english and vocational education are introduced as shown in table no. 1.1. The focus of the Curriculum from first to fourth standard is to develop the basic skills literacy and numeracy, study of environment, participation in activities which would develop productive skills and habit of healthy living. The content and the process of curriculum of fifth and sixth standards are directed to the consolidation of knowledge, skills and attitudes.

It seems that the curriculum in both the countries is more or less the same, except that in Jordan religious education is taught, while in India it is not introduced as the educational policy is not favouring the same because India is a secular country.

The objectives of primary education are basically to prepare a child for better living in the society. The basic three R.S, i.e., reading, writing, arithmetic along with the environmental related studies are the main curriculum of primary education, which would develop productive skills, creative expression and habits of healthy living. With the help of the defined objectives, the curriculum has been developed by the authority system, to create among children a healthy attitude and develop necessary confidence to enter the world of work. The prescribed curriculum is being followed in all the primary schools. Education for all is a dream of almost all countries. But till now in India after almost 50 years of independence bulk of school population is out of school. If, as stated

earlier, one desires to achieve the stated objectives, education should attract all those who are out of the school system. In India educational attempts were directed to achieve these goals in many ways, like, adopting schemes and programmes such as Operation Black Board (OBB), Minimum Level of Learning (MLL) and world bank funded District Primary Education Programme, Teachers' (DPEP) Training for Universalisation of Primary education and provision of mid day meals. In spite of the directed efforts universalisation of primary education has remained an elusive goal.

In spite of the implementation, the above stated schemes and programmes, one thing is very obvious that somehow, the schools have failed in attracting the learners to attend and remain with them. School dropouts have remained as a persistent challenge. What makes learners to retain and participate in school activities? There may be number of ways to motivate these students. But it is an obvious and apparent condition which exist in school classrooms which can contribute a lot in improving the present situation. The organization of effective classroom activities and its management in motivating students to participate is the demand of the day. A child should like and love the classroom activities. Continuous interaction between teacher, pupil and curriculum is very significant for quality improvement. No doubt, as primary education is a very formative period of life, even parents' encouraging behaviour, also, may play a significant role in developing positive attitude towards schools programmes.

The curriculum prescribed for different classes at the primary stage can be taught effectively and the educational goals can be achieved through good qualified teachers. Those teachers could be qualified through the different programmes introduced in pre-

service and in-service form. In the next section details regarding teacher education programmes in India and Jordan during pre-service and in-service will be presented.

1.9 Teacher Education in India

The success of any educational reform depends to a greater extent on the quality of innovative teacher education programme and effective manpower planning. The education is a continuous process, lively interactive opportunities for learning, exchange of ideas, innovations and experimentation, learner-centered, activity based, joyful learning experiences provided in the teacher education will enable teachers to acquire the necessary knowledge, skills and inculcate in them the necessary attitudes and values for following method of teaching. The Programme of Action (1992), highlights, "Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down in the ultimate analysis, these have to be interpreted and implemented by teacher, as much through their personal example as through teaching learning process" (Matto 1996).

The centrally sponsored scheme of restructuring and reorganisation of teacher education is being implemented since 1987-1988. Its main objectives are to impart suitable pre-service and in-service training to school teachers, so that they can discharge their role in the context of National Policy on Education and to provide academic and resource support at the grass root level for the success of various strategies and programmes being undertaken in the area of elementary education (Matto 1996).

Pre-Service Teacher Education

The quality of pre-service teacher education is essential for the improvement of teacher effectiveness. The recommendation of Education Commission (1964-1966) is unequivocal in this regards, which envisages 'A sound programme of professional education of teachers is essential for the qualitative improvement of education. Due to the increasing demand of trained teacher, the financial resources required are not enough when it measured against the resulting improvement in the education of millions. In the absence of specific allocation for teacher education, it can be judge when it comes to providing quality inputs in the teacher training institutions, when the funds are woefully inadequate. The Teacher Education Curriculum - A frame work (1978) highlights, since its indeed a question of educating millions, particularly those growing up in the socially and economically deprived communities, a drastic change in the entire existing systme of teacher educaiton is overdue.

The qualifications prescribed for admission to elementary teacher education institutions in most of the states is marticulation/secondary school certificates examination, that is 10 years of schooling.

The quality of staff in the teacher training instituttion at the elementary level is gradually improving. The minimum qualification for the post of an elementary teacher educator is graduation with a degree in education. Though the exact number of persons holding the aforesaid qualification is not available, it has been observed that a good percentage of elementary teacher educators are post graduates with a degree in education with post graduate in education (Singh 1995).

The pre-service teacher education should aim to providing knowledge, skills, attitudes and values necessary to function effectively as teachers and continue to grow professionally. Teacher education curricula should assist teacher in :

- Working with parents
- Develop sensitivity about burning problems
- Teaching oversized and multigrade classes
- Conducting surveys micro-planning and school mapping exercises.
- Organising non formal education classes
- Providing compensatory education for the disadvantaged children
- Identifying the learning difficulties
- Duration of the training should be fixed on the basis of a proper knowledge, skills, values and attitudes to be developed in a good teacher
- Emphasis on language, mathematics, environmental studies should be given due weightage in teacher education curriculums
- Orientation in child-centred approach to the curriculum should be the main pivot of innovative elementary teacher education programme.
- Due emphasis should be given to value orientation of teachers.
- Due emphasis should be given to integration of knowledge and skill development
- Due weightage should be given to the development of social sensitivity through teacher education practical field work. (Matto 1996).

In-service Teacher Education

The need of In-service Teacher Education have been highlighted by the National Policy on Education (1986) and Revised National Policy on Education (1992). The

Programme of Action (1992), envisages, In order to achieve the desirable goal of in-service training of all the teachers within five years, special orientation programme for teacher will be launched covering about 4.5 to 5 lakh teachers per year. Before launching the programme, detailed exercise for management, curriculum, teaching-learning materials etc. will be encouraged in these programmes and all other programmes of in-service training of teachers. Under this programme as well as under the training programmes conducted by the DIETs, the emphasis will be on training the teacher in the use of Operational Black Board materials and orienting them toward the MLL Strategy with a focus on teaching of language, mathematics and environmental studies (Matto 1996).

Several organisations and agencies are engaged in the organisation of in-service training courses for elementary school teachers. At the national level, NCERT organises training course for key personnel and resource personnel engaged in training of in-service teachers. At the regional level, training courses for resource persons and key persons at the state / UT level are also organised by the four Regional Colleges of Education which are run by the NCERT. At the State / UT level, State Council of Education Research and Training / State Institute of Education organise short-term training courses for in-service teachers.

The District Institutes of Education and Training (DIET) are intended to be set up in all the districts of the country by 1997 provides facilities for both pre-service and in-service training to all elementary school teachers.

1.10 Teacher Education in Jordan

Looking upon education as a national concern and a dynamic process necessary for the country's economic and social development. It should be kept abreast of the most recent innovations in all its field in order to improve efficiency. Taking this into consideration, the leadership has assured the necessary for comprehensive reassessment and evaluation of the educational enterprise. The First National Council for Educational Development was held in September, 1987. This conference, with its goals, rationalization, procedures, methodology, recommendations and work-plan would clearly demonstrate the highlights of educational development that Jordan has focussed on, achieved and planned for during the last two years as well as for the year 2000. The ministry of education gave an important issue to undertake the decision of the conference and to achieve its goals to meet the challenges of the 21st century through the development of the out put of general education to keep pace with the changing times and continuously evolve itself to meet the future challenges.

Pre-Service Teacher Education

Teacher and the quality of his teaching have aquired a paramount importance. This is the reason that teacher education is being considered an important part of the educational system and the qualitative improvement of the teacher is the aim of teacher education. The First National Conference held in September, 1987 recommended that the educational policy should depend on better-qualified and more highly trained teacher. To achieve this decisive element, teacher education programmes should be revise and their

academic standard should be raised to the level of the first university degree for those who would like to teach in the basic education.

The qualifications prescribed for admission to the community colleges and universities is higher secondary school certificate examination, that is 12 years of schooling. The prescribed syllabus which introduced at community colleges is general education, methods of teaching and training trips in schools. The students go to school observe the teacher while teaching and after some times of observing and take a part of teaching in the presence of the original teacher. The prescribed syllabus which introduced at the universities is general education in addition to a certificate in method of teaching.

The qualification of teachers in the community colleges for those who teach methods of teaching, Bachelor degree in addition to Master degree specialized in methods of teaching for example, methods of teaching mathematics.

In-service Teacher Education

The reports discussed in the First national Conference was held in September 1987, shows that there is a shortage in the performance of the teachers in the field, because the teacher's qualification is not enough to prepare them for teaching at the elementary stage in the pre-service programmes and not provided the proper training during their in-service to meet the emergence changing. To improve the quality of teaching, the ministry of education decided the following.

1. Upgrading the academic and educational level of the teachers in the primary stage from community college certificate or its equivalent to Bachelor degree.
2. Upgrading the academic and educational level of the supervisors to a Master degree.

Accordingly, the teachers were admitted in the different courses in the academic year 1988-1989 and attended the course in the three institutes in the country as part time in the evening for three days in a week along with their regular service. This programme has to fulfil the purpose in 10 years plan. (General Education development plan 1988-1998).

In 1990 the ministry of education trained a number of supervisors to train the teachers in different places in the country. The training took its place in the year 1991, for one day in a week for four months to each group.

In 1992, a training programme started and its aims to upgrading the skills of educational supervisors and teachers in order to develop educational supervision skills required for training teachers, to improve teacher's performance and enhance efficiency of the teaching and learning process in the classroom.

It seems to be from the above discussion that, India and Jordan had made more and more investment on teacher education programmes at pre-service and in-service level. More investment will lead to better of qualities of education of primary stage. Both the countries has given rise to effort to improve the quality of teacher education. The quality of the programmes followed were adequate, which provides the trainees

knowledge, skills, disposition, habits attitudes, values, norms, etc. which could help the trainees to handle teaching-learning process effectively at the primary stage.

The effective classroom interaction certainly fulfils the objectives of primary education. In the classroom usually the interaction is there always between the students and the teacher with the help of the content of learning. The learning outcome depends on the quality of interactional process in the classroom. The teachers' encouraging behaviour and students' participative behaviour are the two significant variables of the classroom interaction. Apart from these, the parents' encouraging behaviour have a significant role in enhancing students' participation in classroom programme at the elementary stage. Thus, it will be pertinent to explore the concept of teachers' encouraging behaviour, students' participative behaviour and parents' encouraging behaviour. The next section provides such explorations.

1.11 Conceptual Framework of the Present Study

1.11.1 Concept of teacher's encouraging behaviour

Students' learning is the major focus of the educational system. The main factor which could affect students' learning is teaching. Teacher can encourage students to participate in the learning activities.

According to Gage (1965) teaching or instruction means arranging the conditions of learning that are external to the learner. It refers to all the facilities provided by the teacher which could facilitate students' learning and increase their involvement in different classroom activities. These facilities are, such as, providing clear instruction,

obtaining students' attention, arranging materials required, responding to students' needs, explaining clearly, providing feedback, dealing effectively with students' problems.

O'leary and O'leary (1979) stated that "the way teachers attend to their pupils determines in large measures, what the children will do. A teacher's smile, words of encouragement, praise, evaluations, and silence are powerful allies in affecting, how the students behave and change socially and academically. Because of this, teacher's encouraging behaviour is perhaps the most basic of all influences on students' behaviour, and the systematic use of attention should characterize every teacher's classroom repertoire. When a child is not learning or behaving productively, there are many ways of changing the child's behaviour, but systematic teacher attention should be either the first procedure tried or a central component of other procedures. Positive forms of teacher attention, such as praise, is valued by most children. Therefore, when a teacher responds to a desirable behaviour with praise, the frequency of that behaviour usually tends to increase over a time. Similarly, when a teacher ignores a nonproductive behaviour by looking away and remaining silent, that behaviour is likely to occur less frequently in the future".

O'Leary and O'Leary (1979) also stated that the behaviours which the teacher has defined as important for the child's progress will probably include behaviours to be increased in frequency as well as behaviours to be decreased in frequency. Shaping a behaviour requires careful planning. The teacher who sets initial goals which are too high will have nothing to praise; the teacher who expects instant results will be discouraged and may give up. The end result will be the same; the child's behaviour will not improve. By simultaneously praising behaviour which are incompatible with ignored

behaviour, the effect of ignoring will be improved. Effective teachers' attending behaviour requires skills and awareness on the teachers' part. The behaviour of students to be changed, it must be clearly defined by teacher, so that the teacher will know to what he should respond and the procedures to follow. The teacher should be very careful in dealing with student's behaviour in the classroom. He has to understand students' behaviour and accordingly to attend which could affect students' behaviour in a positive form. The teacher has to develop skills in order to increase appropriate behaviour and on the other hand to decrease inappropriate behaviour of the students.

Hall, Lund and Jackson (1968) demonstrated that students' behaviour is subject to teacher attention contingencies. Bushell, Wrobel and Michaelis (1968) modified students' behaviour utilizing a token system and group contingencies. Contingencies means that something may happen but is not intended. The teacher should expect that such unintended activities may occur and he has to develop skills in order to face these activities, i.e., students may be asking questions, coming out of their seats, not paying attention, talking to each other, playing with their things, etc. Teacher has to expect such behaviour and he has to face and treat the different activities without creating any tension in the classroom and to increase students attention toward the educational activities.

Good (1959) defined operant conditioning as a procedure which involves the direct reinforcement or reward of those emergent behaviours which the therapist regards as appropriate with little concern about anxiety extinction.

Skinner (1954) explained operant conditioning as a type of conditioning in which the emitted rather than the elicited behaviour of the organism is manipulated,

concentrated to respondent conditioning, which are used to describe association in elicited behaviour. It referred to the action or activities of an organism that is, anything that an organism does, including overt, physical action, internal physiological and emotional processes, and mental activity.

Hull, Lund and Jackson (1968) stated that operant conditioning techniques can be useful in children's classroom behaviours, and for increasing academic response rate. Operant conditioning refers to the factors which a teacher provides to stimulate students behaviour toward classroom activities and increase their involvement. The teacher has to develop techniques to facilitate students' learning, such as feedback, providing information, examples, clarifying etc.

An important theoretical question involves that part that feedback plays in a successful behaviour programme. Feedback can be defined as information provided by the teacher to the subject about the appropriateness of his response (O'leary and O'leary 1977). Feedback is very effective when it is immediately followed by desired behaviour. It enables students better to understand where they are in relation to achieving goals, the amount of progress they have made toward a goal and what they need to do to continue their progress.

“Another aspect of teacher's attending behaviour is “Flexibility”, which serves as an asset to the students according to their needs. Effective teachers evaluate learning continuously by the use of operational techniques as they move about their classrooms (Brophy and Evercston (1976). They also noted that the more successful teachers maximize their teaching time with children, monitor, individual effort, and provide

immediate feedback information to children". It refers to the effectiveness of teachers' advices for watching or testing how things are working.

Rosenshine and Furst (1973) indicated that the atmosphere of the classroom appears to affect the attitude of the children, with more effective responses and learning gains achieved with warmer and more enthusiastic teachers. Atmosphere here refers to the degree of cohesiveness, which in turn is affected by the communication patterns and by the structure of the group. Cohesiveness must be developed in order, for group organizations to function efficiently and thus to provide satisfactory conditions for members. This means to develop and maintain structural stability and cooperativeness.

Flanders' (1970) stated that teaching behaviour by its very nature, exists a context of social interaction. The act of teaching leads to reciprocal contacts between the teacher and the pupils, and the interchange itself is called teaching. Teacher can analyse their classroom interaction in order to obtain information about the chain of events and especially their own acts of teaching behaviour by conducting systematic observation of classroom behaviour in a coded form. He classified teachers' behaviour into direct and indirect behaviour. Direct behaviour consists of stating the teachers' own opinion or idea, directing the pupils action, criticizing his behaviour or justifying the teacher authority or use of that authority. This concept refers to actions taken by the teacher which restrict students' participation. Indirect behaviour implies teacher's behaviours that expand students' freedom of action in the classroom. It consists of soliciting the opinions or ideas, applying or enlarging the opinions or ideas, praising or encouraging the participation, or clarifying and accepting pupils' statement.

To sum up, teachers' behaviour has been discussed by many educators and it gives the meaning of how the teachers attend, to their students in the classroom in different dimensions. It is observed that teachers' behaviour can highlight the major factors or skills which in turn affects students' behaviour in the classroom. The teacher who can establish an order and facilitate learning and teacher who can develop teacher-student relationship are significantly influencing the behaviour and achievement of students. It is observed from the discussion that students can't reach their potential in school unless teachers invite them to do so. The discription of teachers' behaviour has helped the researcher in formulating the different dimensions of teacher's behaviour in the classroom. These dimensions are related to each other. Teacher's behaviour is conceptualised in nine dimensions for the present study.

1. Management Skill of Teacher :

Classroom Management means maintaining or preserving of order, and it is as a process requiring the selection and use of means appropriate to the nature of the management problem and situation. Management skills of teacher include planning, establishing, maintaining and restoring the system of organization. Johnson and Bany (1970) stated that "classroom management can be understood as a distinct pattern of activities by which teacher establish and maintain conditions whereby individual in the classroom can apply all their rational and creative talents to the challenge of educational task". Classroom management requires the ability of teacher to recognize many things like they have to know how to apply at a given moment and be able to follow through. It refers also to exert a strong influence on the way pupil think and creating conditions

under which pupil can be influenced to accept new ideas and enable the children to do their classwork effectively.

Classroom management skills are important in determining and focused on student's behaviour and learning. Students' learning can not be improved unless teachers develop skills to maintain classroom activities and engage students in the classroom activities. The quality of classroom management is important for pupil achievement and teaching success.

II. Explaining and Teaching Behaviour of Teacher :

Teaching and explaining are the actions of teacher which include arranging the conditions of learning. Teaching refers to the actions of person who interacts or who guides the learning processes of others and explaining refers to what one has to do to get someone to understand something. Bhatt (1995) defined teaching as facilitating an animated discussion firmly but gently guiding the students to develop insight, awareness, self confidence and a heightened ability to think critically. Sanford, Emmer and Clements (1983) stated that teaching includes how the teacher fosters students involvement and cooperation in classroom activities and to establish a productive working environment.

Teaching and explaining means that presenting the information in a way that is appropriate to students abilities. But knowledge of the subject matter is not enough. Teacher has to understand what makes certain topics difficult for students and they can explain these topics in plain terms. In addition teachers have to gauge their students background knowledge, select appropriate teaching methods and materials, device

example and relate one topic to another. It also includes of creating an environment for learning to enable the students to learn what is being taught.

The major concern of teaching is what to teach, how to teach and how to ensure that students do learn what is being taught. Students' learning can be occurred when the teaching and explaining are presented properly by the teacher. Teaching provides the information and explaining the use of the information, therefore it is an important aspect which could help the students to be involved in the classroom activities.

III. Using Instructional Materials by Teacher :

Instructional materials can be extremely effective teaching tool. The use of instructional materials is to assist the students in learning as much as possible in the relatively short period of time. It can be considered as the heart of effective teaching. It also reinforces and enriches what the teacher is teaching and finally it helps students' learning.

Instructional materials can be presented in three ways : real life, symbolic and representational. Real life as instructional materials are things as they really are, such as plants, animals, human being etc. Symbolic are things used as a sign with special meaning related to what has been taught to students such as written material, pictures, flash card, maps, flip books, charts, posters, slides etc. And representational are a typical things represented through films, video tape, and television.

Materials provide the fundamental means of organizing and put new strength into the curriculum. The aim of all materials is to facilitate an easy perceptual assimilation of

the content of instruction and ultimately educate the students. Materials can help to make the learning situation more real, life like and interesting to students.

IV. Teachers' Attending Behaviour :

Students' enthusiasm, involvement and willingness to participate in classroom activities depend upon the way teacher attends to his students. Teachers' attending behaviour includes all things teachers must do to foster student involvement and cooperation in classroom activities and to establish a productive working environment. Effective teachers are skilled in providing clear instruction to all the activities to keep students involved in classroom activities.

Kounin (1970) suggested that the most successful way to handle situation in attention and distraction is to prevent it from happening or, if it does occur, to check it before it spreads and becomes more serious. He suggested several techniques to focus student's attention to a lesson and thereby minimize the frequency of disruptions. These techniques are listed as follows : (i) teachers should establish that they expect each students' full attention to the lessons for all the times; (ii) to be sure to get students attention before beginning a lesson; (iii) to keep lesson moving at a good pace; (iv) to monitor attention during lessons, (v) to show variety and unpredictability in asking questions; and (vi) stimulate attention periodically. These techniques should be used very carefully to present them in a way that avoids threatening the students.

Teachers' attending behaviour is the most basic of all influences on students' behaviour. Teacher with good planning and preparation and good strategies will maximize students' attention to lessons and involvement in productive activities. Teacher

had to establish clear signals to gain students' attention and alert them to the fact that an activity is beginning.

V. Management of Discipline by Teacher :

One of the major goals of classroom is to maintain discipline. It is the major concern of teacher. William Glasser (1965, 1969) stated that there are steps which should be followed by a teacher in dealing with students' problems in classroom. These steps are listed below :

- (1) Be warm, personal and willing to get, emotionally involved
- (2) Deal with specific, current behaviour
- (3) Help the student to make a value judgement about his/her behaviour
- (4) Work out a plan for changing behaviour, and
- (5) Don't punish the students by negative or sarcastic manner.

Kounin (1970) referred to discipline as the practice among successful teachers of continually monitoring and being aware of what is going on in their classroom, then taking prompt action to solve problems before they grow. It referred to teachers' ability to deal with minor disruption before they become major problems and ability of successful teacher to attend to more than one matter at a time without becoming frustrated. Don (1973) stated that discipline is a set of procedures designed to eliminate behaviour that compete with effective learning. Thus, the teacher has to develop and promote satisfying and healthy conditions to keep the system in the classroom functioning smoothly. The process of discipline is to find out what the problem is and

removing the source of the trouble, because with trouble students participation in classroom activities will be disruptive and learning will not occur.

VI. Teachers' Responding Behaviour :

The great emphasis is placed upon having each child feel that he is accepted and liked by teacher in the classroom. It refers to the way in which teacher reacts to the students' response and the way he responds to the students' need. Jones and Jones (1990) stated that, the effectiveness of any teaching strategy or behaviour - change approach is influenced by the degree to which it responds to students' need. Students behave appropriately and learn more effectively in an environment that meet their basic needs. Students learn best when they are comfortable and feel safe and accepted by their teachers.

Students behave appropriately and learn more effectively in environment that meet their basic needs. All students learn best when their teachers respond to their needs in the classroom and it reflects on students feeling. Teacher has to develop skills in how he should respond to the students in the classroom which could increase their participation in classroom activities.

VII. Reinforcement and Rewarding Behaviour of Teacher

It refers to behaviours of the teacher that tend to increase the frequency with which a student emits a behaviour. It is also setting the stage for the desired behaviour to occur, arranging for the occurrence of reinforcing events and weakening the unwanted behaviour. Reinforcement is a teaching tool designed by teacher to call the learner's

attention to the value of an activity in and for itself. It is a system in which students receive immediate rewards in different forms which could increase positive behaviour towards the school work. Good and Brophy (1987) stated that rewards were one proven way to motivate students to put forth effort, especially when the rewards were offered in advance as incentive for striving to reach specified level of performance. Students were most concerned about failing, and most in need of immediate feedback, without it they felt that their performance as unacceptable (Meunier and Rule 1967). Students do care about being successful. It is important that they receive feedback clearly to which they have succeeded at a task.

Rewards influence student's motivation and it helps in building students' self confidence, self esteem and finally affect the quality of students participation in classroom activities.

VIII. Teacher's Personality :

Teachers' personality refers to the way of behaving and interacting in the classroom. It is related to physical and behaviour traits of the individual as they affect the opinions and actions of others. Personality aspects can be described as self control, good workmanship, team work, loyalty. Personality is individuality dressed up for expression and social intercourse. Bush (1954) indicated that "teachers retain their effectiveness as professional person only so long as they remain warmly human, sensitive to the personal needs of children and skillful in establishing effective relationship with them". Students want and need positive teacher behaviour to be associated with firmness, realistic and

competent teaching. Effective teachers do understand the influence they have on students and use this influence positively.

The effectiveness of teachers' personality depends upon the personal qualities of the teacher. Teacher must respect his students in order to have the respect of the students, he must assume responsibility for the students' learning, he must be consistent and he must value and enjoy learning. The teacher has to communicate good personal qualities and model them in his behaviour because students are affected by their teacher.

IX. Teacher's Direction and Checking :

It has been emphasized that the quality of direction is a key factor influencing students' behaviour and achievement John (1984), Johns and Johns (1990) stressed the importance of teachers finding ways to make subject matter relevant to students, to involve students in setting their own goals, to vary the ways of learning to use approaches that employ all of the senses and to be sure that there are opportunities for relating the knowledge to experience or actually using it. Students may learn more and behave better in the classroom when teacher uses directional methods appropriate to the learning goals and students' learning. Doyle (1983) indicated that "it is critical that teachers have to improve skills in providing students with clear direction on academic work. Direction is a teacher control, it obtains students' attention, provides feedback, correct students' mistakes, allows to practice correct responses etc. Direction is helping the students to do their class work in a proper way and enhance them to be involved in classroom activities.

1.11.2 Concept of Student's Participation

Each classroom activity has its own rules for participation. Sometimes these rules are clearly stated by the teacher, but often they are implicit and unstated. Teacher and students may not even be aware that they are following different rules for different activities (Berliner 1983). And the differences are sometimes quite subtle. The rules defining who can talk, what they can talk about, and when, to whom, and how long they can talk are often called participation structures (Erickson and Shultz, 1977). In order to participate successfully in a given activity, students must understand the participation structure. However, understanding is not always easy, since as noted, participation often goes unstated. The participation structures are learnt at home in interactions with siblings, parents and other adults, and it matches with the participation structure of school activities fairly well. For other children what work at home does not match with what is expected in school.

Kaye (1970) defined participation in learning as “a situation in which a teacher allows his pupils, some measures of freedom in deciding upon the content and the approaches to their course of study”. Such participation has two short-terms objectives : firstly, that it will lead in some circumstances to more effective learning than teacher - directed methods ; and secondly, that it fosters a sense of responsibility in the pupils for their own learning. Student's participation can occur when they are encouraged by their teachers to take a part in classroom activities. When the students feel that they are allowed to answer, to ask question, to give comments, etc., and they will not be punished, they will be willing to participate in classroom activities.

Participation is both an ideal method of motivating school learning as well as the most desirable objective in all formal and informal education (Jennings 1956). In a democratic society, it is not only desirable but absolutely essential that every citizen takes an active interest in the welfare of the nation by informing himself on important issues and by casting his ballot accordingly. In short by participating as fully as possible in the life of the community. Participation, then is the goal of all our striving in education. The best training for participation as a citizen is participation as a student. Participation as the ideal mean and end in education is, what is meant by participation through participation.

Jaques (1984) described participation that “at any given moment, every group has a particular participation pattern. It may be all one-way, with the leader talking to the members ; or it may be two-ways with the leader speaking to the members, and the members responding to him ; or it may be multi directional, with all members speaking to one another and to the group as a whole. In a given group this pattern may lead to be quite consistent, or it may vary from time to time. Participation pattern is not always best but it depends upon the requirements of a given situation. But the broader the participation among members of a group, the deeper the interest and involvement will be”.

To sum up, students’ participative behaviour has been described by many educators, and it gives the meaning and the importance of students’ participation in classroom activities. These descriptions have helped the researcher to formulate the different dimensions of student’s participative behaviour in the classroom activities. It can be suggested that (i) Students’ participation in classroom activities is the way to

achieve the educational goals, and (ii) these dimensions are interrelated. Students' participative behaviour is conceptualised in three dimensions for the present study :

I. Students' Responding Behaviour

It refers to those behaviours that the students follow according to the teachers' directions of all the activities in the classroom.

When students feel liked by their teacher and peers and when interactions are characterized by thoughtfulness and helpfulness, and when they feel a sense of safety and security, belongingness and affection, respect of others, all these factors naturally affect students' responding behaviour and as a result they are becoming fully willing to respond to the teacher and to their peers. Students' responding behaviour is a very important aspect. It means following teachers' directions, listening to the teacher and to each other, attending to what is going on in the classroom. Students may not be able to understand what is going on and to participate in classroom activities unless they pay attention to the teachers' direction. Students' responding behaviour is the main factor which could affect students' learning and is a key to engage them in different activities in the classroom.

II. Students' Involvement in Learning Activities

It means carrying out of teaching plans, contributing ideas to register opinion, raising questions, clarifying or interpreting the contribution of the others, adding information, making constructive suggestions.

Students seem naturally enthusiastic and likely to become involved in classroom activities especially when they have a clear goal and fulfil their needs. Students are

becoming more involved in classroom activities when the teacher helps students to understand the goals and objectives, providing clear information about the learning process, selecting instructional activities related to students' abilities, arranging good classroom climate, helping students to attain the goals, etc. These factors contribute in increase of students involvement in learning activities.

Students' involvement in learning activities provides and gives indication to the teacher, the way students behave, upto which extent students learn and about students' progress.

III. Students' Cooperative Behaviour

Cooperation means a tendency to stick together, a complete unity and agreement as to purpose, opinion, interest and feeling and it can be defined also as liking of member for the group itself, belonging to each other, a condition which affects group members and causes them to work harmoniously together and cooperate with one another.

The quality of teacher-student, student-student relationships dramatically affects whether personal needs are met in the classroom or not. Students cooperative behaviour depends upon the way teacher attends to his students. So students want and need positive teacher behaviour to be associated with firmness and warmth. Peer relationship is very important aspect in the classroom which could create a good situation. Positive interpersonal relations between teacher and his students and among students are necessary for classroom activities. Classroom in which students and teacher support one another facilitate students' learning. Cooperative behaviour can help in developing many skills such as : motivation, social interaction, self-confidence, self-esteem, responsibility,

attitudes etc, and finally it can affect students' participative behaviour in the classroom activities.

The above discussion pertaining to students' participative behaviour, focusses on students' participation in different dimensions. It is the part of students behaviour and their engagement in various classroom activities which could help the students to achieve the educational goals.

1.11.3 Concept of Parent's Encouraging Behaviour

For many years, professional educators and some school critics have felt that parent's involvement in school life was the missing link in a child's education. And that a number of our current social problems stemmed from the family's abdication of responsibility during the child's learning years.

In recent years, the alternative school movement attest to the validity of including parents in curriculum planning units, funds raising activities, and even teaching team.

Researches by educators, commentaries by social critics, legislation, and the actions of the day-public affirm that parent's involvement in school is extremely important for the growth and development of children and for the health of our society. Much of the researches suggest that the teacher should be the leader of the team, assuming the responsibility of organizing and coordinating the efforts of others both inside and outside the classroom. Working together, sharing advice and decision making, and as trading partner, teachers and parents begin to develop mutual respect and warmth. Interaction on parents-teacher committees has facilitated healthy, friendly relationship as

parents discover that teachers have family responsibilities away from school and problem similar to their own.

Bany and Johnson (1965) stated that “To fulfil instructional role tasks and to be an effective model of desirable behaviour, the teacher’s professional responsibilities must be broadened to include seeking out others, guiding and coordinating the efforts of others in order to achieve the students’ best interests”. Bronfenbrenner (1970) considered the teachers’ role a potential for social action and theorized that teachers must organize, develop, and coordinate the activities of other appropriate models and reinforcing agents both within the classroom and outside.

The need for parental participation is greatest in low income and minority communities or wherever parents feel a sense of exclusion, low self - esteem and or hopelessness. Staughter (1969) stated that “parents are the first and most important models and teachers of their children. If parents feel excluded, of little value and hopeless, they will be likely to transmit these attitudes to their children. Such attitudes have behavioural consequences that are the opposite of what is necessary for good school learning or the achievement of long range goals”.

Bovard (1956) described that when communication was encouraged, the interaction induced a positive feeling toward the group. Parents can help or hinder a school’s efforts to improve instructions, increase learning, or change social behaviour. School personnel, therefore, must learn to work effectively with parents. Otherwise, they may expend a great deal of energy, only to find that the parents are working at cross-purposes to the objectives of the school. He stated also that Parents can contribute to

constructive efforts to achieve behavioural goals for their children, if school personnel take the time to help them. But if parents are to be truly helpful, they need to be taught the techniques of positive and negative control methods. Home visits by school personnel, classroom observations, and structured parents discussion groups are ways, singly or in combination, in which school - home cooperation can be strengthened and behaviour management improved. School personnel must decide how much they can or must do to enlist full and enlightened parental participation.

The setting of behavioural objectives with parents is important at the outset. The parent may state their goals only vaguely at first, but, with the help of school personnel, specific objectives can be established. Data on behaviour can be taken by parents as well as by school personnel.

Harving (1972) stated that the core problem in working with parents on behavioural objectives for their children is to teach the parents the importance of contingency management. Under a contingency management system the parents' objectives for their child and the child's own objectives can be effectively interwoven. Parents are often too aversive in their efforts to control their child's behaviour, but, if some practical help is given to them, contingency management can usually solve both their problems and the child's problems in one concerted, economical effort.

To sum up it is observed that from the above discussion parent-teacher interaction is very important, because teachers can provide information about their children's progress to the parents and what is needed to be done in order to help their children to do their school work. Also, parents are the one who will look after their

children at home by providing materials needed at school, by teaching their children, by encouraging their children to be involved in classroom activities, by providing atmosphere taken for their children's health. These type of parental caring activities at home will increase students' participation in classroom activities. Parents understand their children behaviour better and without the care of parents, children behaviour can't be improved. These descriptions have helped the researcher to formulate the different dimensions of parent's behaviour at home. These dimentions are interrelated. Parents' encouraging behaviour is described in three dimensions for the present study.

I. Providing Physical Facilities

It means to provide schooling materials for their children at home and serving as teaching assistant. A child spends a part of the day at school. In school, different activities are practiced and at home these activities will be practiced by the child in the form of homework. In order to practice the different activities, a child needs different facilities at home. Parents are responsible to provide what a child needs in order to do home work. Laurel and Henry (1971) indicated that in understanding and working effectively with a child it is helpful to know about the emotional environment at home. Do the parents insist that children take responsibilities and do things on their own ? Do the parents provide a good environment at home ? Do the parents deal effectively with their child to do school work ? If so, the child will be able to participate in school programme very effectively.

II. Taking Care and Interests

Taking Care of the child is that condition that permits optimal functioning of the individual enabling him to live most and serve best in personal and social relationship (Charles and Fred 1940). Parents' care is to provide an atmosphere which could help their children to do their school work effectively.

A child who lives mix with healthy persons is mentally alert and active. He has a happy interested and enthusiastic expression in his face. He has an inquiring and exploring attitude toward the world around him. He can give thoughtful attention to the problems and conditions before him. He is reasonably successful in overcoming his difficulties. When the parents take care of their children and look after them in a good way, the child will be able to be ready to face the situation and will be fully participative in the school programmes. The influence and support by parent may directly affect the behaviour of their children. Teaching can't be in school only. Home is the second part or even the first part. Taking care and interest means that parent plays an educator to their children.

III. Providing First Hand Experience

It refers to the parents providing an opportunity to their children to see for themselves, to touch, to taste, to smell, to hear, or to be close to the things around him, and then to talk about their experience. Also it refers to provide trips and materials by parent to their children experience that helps them understand more fully the life going around them and finally provide a rich knowledge to them. First hand experience is a

very important aspect which could enable the child to observe thing on its nature and gives a refreshment. First hand experience gives the child a good feeling and becoming happy and it will help him to communicate very effectively in the classroom activities.

From the above discussion it is observed that parents may play very important role in their children's life and can encourage their participation in school programmes. Parents are critical factors in childrens' education, the influence and support by the parents, directly affect the behaviour of children in school and their achievement.

Teachers' encouraging behaviour, parents' encouraging behaviour and students' participative in classroom activities are the major variables which affect the classroom interaction in teaching- learning process. The proper coordination between these variables certainly enhance students' learning.

1.12 Significance of the present study

Responsibility for the continuity of the culture of complex modern societies has not been left to chance, but has been given to formal institution, the school. For a long time very few people other than educators expressed active concern about the methods and results of the education enterprise. (Kuthe 1968).

It is a task to study what is known about the teaching - learning process, related to students' participative behaviour in classroom activities.

Teaching is "the art of assisting another to learn". It includes providing of information and of appropriate situations, or activity designed to facilitate learning (English and English 1953). According to smith (1960) "teaching is a system of actions

intended to include learning.” So defined, teaching is observed to be everywhere, the same irrespective of the cultural context in which it occurs. But these actions may be performed differently from culture to culture or from one individual to another within the same culture, depending upon the state of knowledge and skills.

If one looks at teaching from various points of view, it is clear that teaching can be described historically in terms of the developing activities and expectations of teacher over a period of time. It can be described comparatively, in terms of the status and activities of the teachers in various cultures and national systems.

In the present study, students’ participation in school programmes is the major focus. Participation is both an ideal method of motivating school learning as well as the most desirable objective in all formal and informal education. There could be various factors influencing the degree of students’ participation in school programmes. Main factor could be teacher ; which is concerned with fostering students’ attention toward classroom activities. The way teachers attend to their pupils determines in long measure what the children will do. Teacher’s attention is perhaps the most basic of all influences on students’ participative behaviour. Sanford, Emmer and Clements (1983) stated that teaching indicates how the teacher fosters students involvement, and cooperation in classroom activities and establishes a productive working environment. Second factor could be parent’s encouraging behaviour, as parents are the first and most important models and teachers of their own children. Parents can help or hinder a school’s effort to improve instructions, increase learning or change social behaviour. Parents can contribute to constructive efforts to achieve behavioural goals for their children. And, third factor could be students participative behaviour, students learn best when they take

an active role, when they discuss what they are reading, practice what they are learning, and apply concepts and ideas in life situation. Thus, teacher encouraging behaviour and parents' encouraging behaviour could be influencing factors for students' participative behaviour to a great extent is the main assumption of the present study.

School as a formal system of education emphasises more on classroom transactions for enhancing learning. Teacher as a monitor has responsibility in attending the class in an effective way. Teacher motivation and the techniques of sustaining classroom climate are the prior tasks of teaching. Parents involvement in their children's learning is inseparable, and infact they are the key person in bringing all-round development in the children. The effect of parents encouraging behaviour and teachers' encouraging behaviour on the student's participative behaviour in classroom activities is being considered in the present research study.

Thus, students' participation is influenced to a great extant by number of factors independently and sometimes in an integrated way. The investigator during the reading through the literature got more status of these factors and their influence, on students participation as given in the previous sections.

1.13 Rationale of the Study

The researcher is working as a lecturer in a community college in Jordan since eight years. As a part of teaching, the prescribed syllabus for qualifying the students to teach at the elementary stage, the researcher had been deputed to conduct the practical trips alongwith the students who were undergoing the training programmes. During those experiences, the researcher got acquainted himself with the problems the students faced

in the schools especially at the elementary stage in Jordan. During his practical trips the researcher observed that the students' participation in classroom varied and it really made the investigator to think and conduct study of the students' participation in different setting.

Teachers' encouraging behaviour plays a major role in determining students' participation in classroom activities, which could affect pupils' achievement, growth and development. The study of the teacher and his classroom behaviour is, therefore of a paramount importance. The problem of teacher effectiveness is so complex. The ultimate criterion of teachers' effectiveness is usually considered on the effect he can create on the students' participation in classroom activities. Since not a single research has been conducted in Jordan in the field of teachers' effectiveness and students' participation in classroom activities especially at the elementary stage, the researcher was encouraged to find out the relationship between teachers' encouraging behaviour and students' participation in classroom activities. Besides that, to find the effect of parents' encouraging behaviour on their childrens' participation in classroom activities, through observation of classroom interaction in both the countries.

The researcher has selected the observational technique to collect the data required for the present study, because direct observation is considered the most effective technique which provides a real information of teachers' and students' behaviour in the classroom.

As the researcher belongs to Jordan and came to India for doctoral study, on cultural exchange programme he was encouraged to study the problem cross culturally.

For many years educators have been concerned with finding the important determiner of teacher effectiveness in the classroom. The broad general area that have been examined relate to teacher personality, the task and functions of the teacher, the effect of teacher practice upon the behaviour of their class group, motivation to encourage their class group, classroom climate, adjustment in relation to school achievement and parents' encouraging behaviour but, it was found clearly that most of the studies concentrated on teachers' behaviour, and parents behaviour, and little work is found in the field of students' participation in school programmes, especially at the elementary stage. Hence, the researcher was encouraged to conduct his study related to students' participation in school programmes at the elementary stage. While formulating the ideas from the investigator's own experiences and the review of the researches conducted few research questions were posed such as :

1. Does the teacher facilitate classroom environment in order to increase students' attention in classroom activities ?
2. Does the teacher motivate the pupils in the classroom to participate in classroom activities ?
3. Does the teacher call on students who has not indicated their willingness to participate in classroom activities and vice versa ?
4. Does the teacher encourage students' cooperative behaviour?
5. Does the parents encourage their children to participate in school programmes ?

Thus, the present study has been entitled as follows :

1.14 Statement of the Present Study

A study of students' participation in school programmes - A cross cultural study

1.15 Objectives of the study

The study is conducted keeping in view the following objectives :

1. To study teachers' encouraging behaviour in the classroom.
2. To study students' participative behaviour in the classroom.
3. To study parents' encouraging behaviour at home.

1.16 Delimitation of the study

The limitations of the present study are as follow :

1. The present study is confined to a sample of the pupils studying in grade one to grade six in elementary stage.
2. English Medium Schools were selected from India, because the researcher is not well versed with Gujarati and Hindi Languages. And Arabic medium schools were selected from Jordan, because there are only Arabic medium schools in Jordan.
3. The school sample was small as the investigator went for collection of data through classroom observations over a period of time.

1.17 Conclusion

In this chapter the need for this study has been explained in the context of teaching learning process, variables affecting teaching learning process, and parents involvement in relation to students participation in school programmes. This study.

primarily falls in the scope of understanding the nature of teacher's encouraging behaviour, and parent's encouraging behaviour, and its effects on students participative behaviour in school programmes in Indian and Jordan classrooms context especially at primary stage. The present study is a cross cultural study. In the next chapter the researcher is going to focus on the factors which may affect the present quality of education in both countries such as history, culture, life of people. As the investigator hails from foreign country i.e. Jordan, he tried to understand the nature of education and its development in cross cultural set up historically.

Before concluding the chapter the scheme of chapterisation is presented to get an overview of the whole report.

1.18 Scheme of Chapterisation

The study is presented in the following six chapters :

The first chapter provides introduction. It presents the Educational Structure Policy framework, Objectives and Curriculum for Elementary Education in India and Jordan. It also describes Conceptual explorations leading to, Significance of the present study. Rationale of the study, formulation of the research problem, Objectives and Delimitation of the present study.

The second chapter is providing background information of both the countries. It presents National development and education, Demography, Religions, Population and Social Structure of India and Jordan.



The third chapter is presenting review of related studies. It details out : Studies on teachers' encouraging behaviour and parents' encouraging behaviour.

The fourth chapter is of methodology of the present study. It presents the following : Statement of the study, Explanation of the major terms used, Objectives of the Study, Hypotheses, Design of the Study, Tool development descriptions, Scoring Procedures, Procedure of data collection and data analysis.

The fifth chapter is about interpretation and analysis of the data. It presents the analysis of the data and testing of the hypotheses.

The sixth chapter consists of summary and conclusion. This chapter presents the following : Summary of results, description of results, trends of the findings, implications and suggestions for further studies.