

Chapter - Five

Data Analysis

- Introduction

Part one: Results related to answering and discussing the questions of the study:-

- Firstly: results related to the first question
- Secondly: results related to the second question

Part two: Results related to the examining of the hypotheses

- Results related to the examining of the first hypothesis
- Results related to the examining of the second hypothesis
- Results related to the examining of the third hypothesis
- Results related to the examining of the fourth hypothesis
- Results related to the examining of the fifth hypothesis
- Results related to the examining of the sixth hypothesis
- Results related to the examining of the seventh hypothesis
- Results related to the examining of the eighth hypothesis
- Results related to the examining of the ninth hypothesis
- Results related to the examining of the tenth hypothesis
- Results related to the examining of the eleventh hypothesis
- Results related to the examining of the twelfth hypothesis
- Results related to the examining of the thirteenth hypothesis
- Results related to the examining of the fourteenth hypothesis
- Results related to the examining of the fifteenth hypothesis
- Results related to the examining of the sixteenth hypothesis
- Results related to the examining of the seventeenth hypothesis
- Results related to the examining of the eighteenth hypothesis
- Results related to the examining of the nineteenth hypothesis

Introduction

This chapter includes detailed results of the findings the study has revealed about the role of open education system on developing women in Palestinian and Indian communities, through Al-Quds Open University in Palestine and Indira Gandhi National Open University in India.

This study had also tried to find if the effects of the role of which would differ according to the following variables: country, age, marital status, place of residence, education, specialization, family size, family structure, occupation and salary.

To simplify the results the study assumed the role effect to be high if the mean was 3.66 or over that. To be medium, if the mean was more than 2.33 but less than 3.66. It will be considered small, if the mean was less than 2.33.

After collecting data through the interview schedule, this data was analyzed by using the (Software Package for Social Sciences). (SPSS), after transfer of the sample responses of five-degree to crude degrees. Then, means were calculated and the calculation of standard deviations, in order to answer the questions of the study and to examine the hypotheses of the study, the researcher used T-test and One Way ANOVA test and LSD test for comparisons of post-study.

Part one

Results related to answering and discussing the questions of the study:-

Firstly: results related to the first question which is :-

- 1- What is the role of open learning program in Palestine (al-Quds Open University) in developing Palestinian women?

To answer this question, mean and standard deviation were calculated for each item, specific field, and the tool (interview schedule). See appendix No: 1

Items' level:

Mean and standard deviation were calculated for each item separately, regardless the domain in which, the item belongs to. Following table illustrates the highest 10 items QOU had a role in developing Palestinian women. The items were arranged from the highest to the lowest, according to the mean, the study achieved.

Table No.(5.1) mean, standard deviations and the degree of the role's effect of QOU in socio- development and empowerment of Palestinian women for the highest ten items, regardless the domains of these items.

No	Item	Mean	Std Deviation	Degree
10/I	I feel more confident as a person.	4.65	.50000	High
17/I	I feel that I am a human being with dignity and self respect and manage my life independently.	4.45	.70173	High
23/I	I accept new and constructive ideas.	4.45	.64157	High

Contd...

21/I	I respect people as human beings even, if I disagree with them.	4.42	.58913	High
21/Co	Traditional roles of woman change as a result of her education.	4.40	.66667	High
14/I	There should be no differentiation between sons and daughters.	4.39	.88643	High
13/I	I appreciate daughters in the same way as sons.	4.38	.67838	High
16/Co	Woman working outside the house improve her status	4.38	.67838	High
9/I	I take pride in the work I do.	4.36	.79798	High
2/I	Today I am better positioned and trained to assist my children in school..	4.36	.79798	High

- I: Individual and Household Level.
- Co: Community & Civic Participation.

From the previous table it can be concluded that the highest mean was concentrated in the individual and household level, then in the community & civic participation, as 8 items out of ten were for the individual and household level & two items were for the community & Civic Participation. This result seems reasonable as Individual and household Level witnesses changes and development before other domains do so. It can also be noticed that the role Al-Quds Open University plays in the field of Palestinian women development, was high in all the items.

Domains and Total Degree:

In order to know the role that Al-Quds Open University plays in the field of Palestinian women development and empowerment in all domains and the ultimate degree, the mean and the standard deviation for

every domain of the study was calculated and the tool's ultimate degree. The following is a table that clarifies the order of domains, and the ultimate degree according to the mean:

Table No.(5.2) mean, standard deviation and the degree of the role's effect of QOU in socio- development and empowerment of Palestinian women for each domain and ultimate degree.

No	Domain	Mean	Std. Deviation	Degree
1-	Individual and Household Level	4.0542	.30844	High
2-	Community &Civic Participation	3.8248	.41080	High
3-	National and Political Awareness	3.4911	.58766	Medium
	All Questions	3.7900	.36081	High

It is clear from the previous table that, the highest mean was for the individual and household level as it reached to 4.0542. Hence, this means that Al-Quds Open University is highly participating in socio-development and empowerment of women at individual and household level and on the community level as the mean reached for this level to 3.8248. For the national and political awareness level the results were intermediate as the mean reached to 3.4911. But if it is looked to the ultimate degree for Al-Quds Open University, in the field of Palestinian

women development and empowerment, it is noticed that it was high as the mean for the ultimate degree was 3.7900. By noticing the series of the means for all the fields, we find harmony of these means with the logical saying which says that the circles of impression start from the individual and household level. Then it expands until it reaches the local community and expands more at the national and political awareness level.

This result agrees with the study of Kanwar and Taplin, 2001 under the title: "Brave New Women Of Asia: How Distance Education Changed Their Lives. ". Which pointed great advantages could be achieved by open learning. It also agrees with the studies of -Miller, 2002, Al-Eleh, 2004, Gaba, 2007, Barakat, 2008 Tikkanen, 2005 and Hamdan, 2004 which emphasized the importance of open learning system in developing human resources and disagreed with Pem 1989, Sebeeni 2008 and Janaki, 2006.

Secondly: results related to the second question which is:-

What is the role of open learning programs in India (Indira Gandhi National Open University) in developing Indian women?

To answer this question, mean and standard deviation has been calculated for each item, specific field, and the ultimate degree for the tool (interview schedule).

Following table illustrates the 10 highest items that Indira Gandhi National Open University had a role in developing Indian women. The items are arranged from the highest to the lowest, according to the mean the study achieved.

Table No. (5.3) means, standard deviations and the degree of the role's effect of IGNOU in socio- development and empowerment of Indian women for the highest ten items regardless the domains of these items.

No	Item	Mean	Std Deviation	Degree
21/CO	Traditional roles of woman change as a result of her education.	4.45	.50000	High
16/CO	Woman working outside the house improve her status	4.36	.50292	High
10/I	I feel more confident as a person.	4.23	.54781	High
14/I	There should be no differentiation between sons and daughters.	4.22	.64479	High
9/I	I take pride in the work I do.	4.18	.51991	High
23/I	I accept new and constructive ideas.	4.14	.49278	High
21/I	I respect people as human beings even, if I disagree with them.	4.13	.39325	High
13/I	I appreciate daughters in the same way as sons.	4.12	.70036	High
15/CO	Many social habits and traditions are gender biased in favor of men.	4.08	.58049	High
19/I	I am convinced of my equality with men.	4.08	.59764	High

- I: Individual and Household Level.
- Co: Community & Civic Participation.

It is clear from the previous table that, the highest mean was on the individual and household level as seven out of 10 items belong to this domain, followed by community & civic level which had three high items. This table also clarifies the high role that Indira Gandhi National Open University plays in socio- development and empowerment of Indian women at the individual and household level.

These results go hand by hand with the results from Palestine also.

Domains and Total Degree:

In order to know the role that Indira Gandhi National Open University plays in the field of Indian women development in each domain and the ultimate degree, the mean and standard deviation for every domain of the study was calculated and the tool's ultimate degree. The following is a table that clarifies the order of domains and the ultimate degree according to the mean:

Table No. (5.4) mean, standard deviation and the degree of the role's effect IGNOU in socio- development and empowerment of Indian women for each domain and ultimate degree.

No	Domain	Mean	Std. Deviation	Degree
1-	Individual and Household Level	3.7733	.48077	High
2-	Community & Civic Participation	3.5738	.52725	Medium
3-	National and Political Awareness	3.2106	.58828	Medium
	All Questions	3.5192	.50377	Medium

This table shows that, the highest mean was in the individual and household level as it reached to 3.7733. This means that Andira Gandhi National Open University is highly participating in socio- development and empowerment of women at the individual and household level. But for community & Civic Participation level, the mean reached 3.5738 only, which was considered as medium role. As for the national and political awareness level, the results were intermediate also as the mean reached to 3.2106.

While looking at the ultimate degree for the Indira Gandhi National Open University in the field of Indian women development it was noticed that it was Intermediate as the mean for the ultimate degree was 3.5192.

By noticing series of the means for all the fields, one can find the harmony of these means which starts from the individual and household level. Then it expands until it reaches the local community level. It was the same series that obtained from studying the Palestinian case. These results goes with the study of Kanwar and Taplin, 2001 under the title: “ Brave New Women Of Asia: How Distance Education Changed Their Lives. “ It pointed great advantages could be achieved by open learning. It also agrees with the studies of -Miller, 2002, Al-Eleh, 2004, Gaba, 2007, Tikkannen, 2005 and Hamdan, 2004 which emphasized the importance of open learning system in developing human resources.

These results disagreed with Pem 1989 and Janaki, 2006 results which assured the role of Indira Gandhi National Open University at low degree level.

Part two

Results related to the examining of the hypotheses of the study:

Results related to the examining of the first hypothesis which was: -

There are no significant differences of the role of open learning program in developing women due to **country** variable (Palestine-India).

To test this hypothesis, researcher used T-test for independent samples to check the difference between the two samples (Palestine Vs India). The results were summarized in the following table.

Table No. (5.5)t-test results of the independent variables to examine level of differences in the role of open learning in socio-development and empowerment of women according to country variable.

Domain	Country	N	Mean	t-test	df	Sig.
Individual and Household Level	Palestine	100	4.0542	4.916	198	.000
	India	100	3.7733			
Community & Civic Participation	Palestine	100	3.8248	3.755	198	.000
	India	100	3.5738			
National and Political Awareness	Palestine	100	3.4911	3.374	198	.001
	India	100	3.2106			
All Questions	Palestine	100	3.7900	4.370	198	.000
	India	100	3.5192			

This table clearly states that, there was a statistical difference at Alfa 0.05 between the Palestinian and Indian samples, at all domains and at ultimate degree. In the Indian sample the mean was 3.7733 at the individual level while in Palestinian sample the mean was 4.0542 for the same domain.

As for the community & civic participation level, the Indian sample scored a mean of 3.5738, while in Palestine it did reach 3.8348.

Finally the national and political awareness level for Indian sample scored 3.2106 while Palestinian sample reached 3.4911.

When the ultimate mean was checked, one can find that it was emphasizing what came in the individual sectors results. Indira Gandhi National Open University, scored a Medium score of (3.5192), while its counter part. Al-Quds Open University scored a high degree of (3.7900).

Therefore role of open learning system in Palestine was higher than its counter part in India and that leads to reject the first null hypothesis which indicated that there is no significant difference at Alfa 0.05. Then one can modify the hypothesis:

There are significant differences of role of open learning program in developing women due to **country** variable, in favor of Palestine.

These results go with Miller, 2002, Kanwar and Taplin, 2001 May, 2004 and disagree with Rabayaa, 2007.

Results related to the examining of the second hypothesis which was:-

There are no significant differences of the role of open learning program in developing Palestinian women due to **age** variable.

To test this hypothesis, the study inspected the mean and standard deviation for the Palestinian sample, considering age as the studied variable. The following table represents what was found.

Table No (5.6) Illustrates means and standard deviation to the answers of the respondents in Palestine according to age variable.

Domain	Age	N	Mean	Std. Deviation
Individual and household Level	Less than 25	47	3.9371	.24953
	25-30	24	4.1076	.28787
	More than 30	29	4.1997	.34438
	Total	100	4.0542	.30844
Community & Civic Participation	Less than 25	47	3.7720	.41358
	25-30	24	3.7262	.39224
	More than 30	29	3.9918	.38393
	Total	100	3.8248	.41080
National and Political Awareness	Less than 25	47	3.4374	.61206
	25-30	24	3.4167	.51049
	More than 30	29	3.6398	.59920
	Total	100	3.4911	.58766
All Questions	Less than 25	47	3.7155	.34525
	25-30	24	3.7502	.33446
	More than 30	29	3.9438	.37068
	Total	100	3.7900	.36081

This table shows that the highest mean at all of the three domains or for the ultimate degree in the Palestinian sample, were for the group (more

than30 years) as it reached 3.9438, followed immediately by the (25-30 years) group, as it's mean was 3.7502. Finally, the group (less than 25) the mean was 3.7155.

These results can be explained if it is considered that Palestinian women at age groups got to appreciate the opportunity that open education provided them with, knowing that many reasons prevented them from getting their higher education (This topic has been discussed in previous chapters).

To test, if there were any statistical significant differences at Alfa 0.05 in this hypothesis, we had to use One Way ANOVA-test to check the Palestinian women, statistical average differences for all aspects of these study categories and also for ultimate degree as well. The following table presents the findings.

Table No.(5.7)ANOVA-test to examine level of differences in the role of (QOU) in socio-development and empowerment of Palestinian women according to age variable

Domain	Source variance	Sum of Squares	Df	Mean Square	F	Sig.
Individual and household Level	Between Groups	1.328	2	.664	7.958	.001
	Within Groups	8.091	97	.083		
	Total	9.418	99			
Community & Civic Participation	Between Groups	1.173	2	.586	3.662	.029
	Within Groups	15.534	97	.160		
	Total	16.707	99			

Contd...

National and Political Awareness	Between Groups	.910	2	.455	1.327	.270
	Within Groups	33.279	97	.343		
	Total	34.190	99			
All Questions	Between Groups	.985	2	.492	4.013	.021
	Within Groups	11.903	97	.123		
	Total	12.888	99			

It is quite clear from the data in the previous table that there were statistical significant differences at (0.05) in the role of Al-Quds Open University in socio-development and empowerment of Palestinian women, that was due to the age variable on the level of ultimate degree, as the value of significance was less than (Alpha = 0.05) where the significant value for the ultimate degree was (0.021). It means that there were significant differences on the level of ultimate degree. This led to reject the null hypothesis, and to explore the differences on the whole level, a test of Least Source Deviation was carried out (LSD).

Table No. (5.8) LSD-test results to show the differences and their direction for the ultimate level for Palestinian respondents, according to the age variable.

Age	Less than 25 mean (3.7155)	25-30 mean (3.7502)	More than 30 mean (3.9438)
Less than 25 mean (3.7155)	-----	-.0347	-.2283*
25-30 mean (3.7502)	-----	-----	-.1936*
More than 30 mean (3.9438)	-----	-----	-----

It is clear from the previous table that there were significant differences among women (less than 25 years old) in the Palestinian sample on one side and the group of (above 30 years old) on the other side, in favor of latter and also between age group (25-30) from one side and (above 30 years old) group from the other side which is also in favor of later, so one can modify the second hypothesis: There are significant differences of the role of open learning program in developing Palestinian women due to **age** variable, in favor of old category. This can be explained as this age group feels the importance of open education more as it gave this group a chance for education at an advanced stage relatively compared to what was usual which was difficult for any conventional educational system To give. Also, it was expected from these women in this age to be aware more of what they are doing, especially that educational choice chance had passed to achieve. This was clear in the descriptive table as an elder woman who is enrolling in the open education system, their feelings of the role of this system in their development was bigger. These results go with Manikyamba, 1989 and disagree with Rabayaa, 2007.

Results related to the examining of the third hypothesis which was:-

There are no significant differences of the role of open learning program in developing Indian women due to **age** variable.

To test this hypothesis, the study inspected mean and standard deviation for the Indian sample, considering age as the studied variable. The following table represents what was found.

Table No (5.9) Illustrates mean and standard deviation to the answers of the respondents in India, according to age variable.

Domain	Age	N	Mean	Std. Deviation
Individual and household Level	Less than 25	59	3.6335	.46293
	25-30	32	3.9362	.45274
	More than 30	9	4.1111	.36562
	Total	100	3.7733	.48077
Community & Civic Participation	Less than 25	59	3.4778	.54959
	25-30	32	3.6696	.45223
	More than 30	9	3.8624	.50924
	Total	100	3.5738	.52725
National and Political Awareness	Less than 25	59	3.0951	.58459
	25-30	32	3.3351	.55421
	More than 30	9	3.5247	.58605
	Total	100	3.2106	.58828
All Questions	Less than 25	59	3.40121	.51203
	25-30	32	3.6470	.43849
	More than 30	9	3.8327	.46661
	Total	100	3.5192	.50377

It is clear from the previous table that, the means of the age group, (more than 30 years) for the Indian sample got the highest mean on all levels. As for the ultimate degree, the mean was for the age group above 30 = 3.8327 then age group (25-30) with a mean = 3.6470 then age

group less than 25 with a mean = 3.4012. This comes with the result of Palestinian sample for the same variable, but with a difference in the role degree, this is significant as the role of al-Quds Open University in socio-development and empowerment of women in Palestine recorded a higher degree than the role of Indira Gandhi National Open University in Indian women development according to age variable.

To test if there were statistical significant differences at $\alpha=0.05$ in this hypothesis, we had to use (One Way ANOVA-test) to check the Indian women statistical average differences for, all aspects of this study categories and also for ultimate degree as well. The following table presents the findings.

Table No.(5.10)ANOVA-test to examine level of differences in the role of (IGNOU) in socio-development and empowerment of Indian women according age variable

Domain	Source variance	Sum of Squares	df	Mean Square	F	Sig.
Individual and household Level	Between Groups	3.030	2	1.515	7.401	.001
	Within Groups	19.853	97	.205		
	Total	22.883	99			
Community & Civic Participation	Between Groups	1.587	2	.794	2.969	.056
	Within Groups	25.934	97	.267		
	Total	27.521	99			
National and Political Awareness	Between Groups	2.171	2	1.085	3.281	.042
	Within Groups	32.090	97	.331		
	Total	34.261	99			

Contd...

All Questions	Between Groups	2.216	2	1.108	4.691	.011
	Within Groups	22.909	97	.236		
	Total	25.124	99			

It is clear from the previous data that there were statistical significant differences, at Alpha = 0.05 in the role of Indira Gandhi National Open University in socio-development and empowerment of women in India. This is referred to age variable on the level of ultimate degree. As it was less than alpha = 0.05 as it reached for the ultimate level (0.011) this means that there were significant differences on the ultimate level. This led to reject the null hypothesis and to explore the differences on the whole level; a test of Least Source Deviation was done (LSD).

Table No.(5.11)LSD-test results to show the differences and its direction for the ultimate level for Indian respondents according to age variable.

Age	Less than 25 mean (3.4021)	25-30 mean (3.6470)	More than 30 mean (3.8327)
Less than 25 mean (3.4021)	-----	-.2448*	-.4306*
25-30 mean (3.6470)	-----	-----	-.1858
More than 30 mean (3.8327)	-----	-----	-----

It was clear from the previous table that there were significant differences among women (less than 25 years old) in Indian sample on one side and the groups of (more 30 years old) and (25- 30) on the other side in favor of latter two categories. Hence, the third hypothesis can be modified. : There are significant differences of the role of open learning

program in developing Indian women due to **age** variable in favor of old category. This can be explained as these age groups felt the importance of open education more, as it gave this group a chance for education in an advanced stage, relatively compared to what was usual which was difficult for any conventional educational system to give. Also it is expected from these women at this age to be more aware of what they are doing especially their chance in education had passed to be achieved. This was clear in the descriptive table as elder women who are enrolling in the open education system achieved higher mean. Also, this comes with the result of Palestinian sample. These results go with Manikyamba, 1989 and disagree with Rabayaa, 2007.

Results related to the examining of the fourth hypothesis which was:-

There are no significant differences of the role of open learning program in developing Palestinian women due to **marital status** variable.

To test this hypothesis, researcher used t-test for independent samples to check the average difference between the two groups' answers. The results were summarized in the following table.

Table No. (5.12) t-test results of the independent variables to examine level of differences in the role of (QOU) in socio-development and empowerment of Palestinian women according to marital status variable

Domain	Marital Status	N	Mean	t-test	df	Sig.
Individual and household Level	Single	47	3.95874	-3.450	95	.001
	Married	50	4.1617			
Community & Civic Participation	Single	47	3.8723	.757	95	.451
	Married	50	3.8105			
National and Political Awareness	Single	47	3.5567	.821	95	.414
	Married	50	3.4633			
All Questions	Single	47	3.7955	-.232	95	.817
	Married	50	3.8118			

From the previous data one can find that there was no statistical significant differences at Alfa 0.05 in the role of Al-Quds Open University role in socio- development and empowerment of the Palestinian women in the marital status variable specially for ultimate degree where it reached 0 .817 which was higher than 0.05.

At Alfa 0.05 one can not find any difference for the second and third domains (Community and National), while it did exist for the first domain (Individual) where it was .001 for the married women. But for the

ultimate degree there were no significant differences which led to accept the null hypothesis. This means that single and married Palestinian women had close view for the role of Al-Quds Open University in developing them. This led to accept the hypothesis, this may refer to the important role for QOU that opened the opportunity for married and single women to achieve their higher education. This result goes with Rabayaa, 2007 and disagreed with Shaheen and Banat, 2004.

Results related to the examining of the fifth hypothesis which was:-

There are no significant differences of role of open learning program in developing Indian women due to **marital status** variable.

To test this hypothesis, researcher used t-test for independent samples. The results are summarized in the following table.

Table No. (5.13) T-test results of the independent variables to examine level of differences in the role of (IGNOU) in socio-development and empowerment of Indian women, according to marital status variable.

Domain	Marital Status	N	Mean	T-test	Df	Sig.
Individual and household Level	Single	75	3.6589	-4.939	96	.000
	Married	23	4.1685			
Community & Civic Participation	Single	75	3.4940	-3.023	96	.003
	Married	23	3.8613			
National and Political Awareness	Single	75	3.1215	-3.071	96	.003
	Married	23	3.5362			
All Questions	Single	75	3.4248	-3.808	96	.000
	Married	23	3.8553			

From the previous data, one can find that there were statistical significant differences at Alfa 0.05 in the role of Indira Gandhi National Open University in socio- development and empowerment of the Indian women due to marital status variable especially for ultimate degree which was (0.000) which was less than 0.05.

Also at Alfa 0.05, there were significant differences for all domains so the null hypothesis was rejected. That means there were significant differences between single and married women in the Indian sample in their view to the role of Indira Gandhi National Open University, in developing them in favor of married women. This result may be explained by the advantages and facilities that the open learning provides which suits married women as flexibility in time, attendance and speed. This result agrees with Shaheen and Banat, 2004 and disagrees with Rabayaa, 2007.

Results related to the examining of the sixth hypothesis which was:-

There are no significant differences of the role of open learning program in developing Palestinian women due to **place of residence** variable.

To test this hypothesis, the study checked the mean and standard deviation for the Palestinian sample, considering place of residence as the variable. The following table represents findings of this hypothesis.

Table No (5.14) illustrates means and standard deviation to the answers of the respondents in Palestine according to place of residence variable.

Domain	Place of residence	N	Mean	Std. Deviation
Individual and household Level	City	28	4.1577	.29904
	Village	59	4.0198	.27837
	Camp	13	3.9872	.41645
	Total	100	4.0542	.30844
Community & Civic Participation	City	28	3.9422	.38103
	Village	59	3.7514	.42270
	Camp	13	3.9048	.36937
	Total	100	3.8248	.41080
National and Political Awareness	City	28	3.6528	.59310
	Village	59	3.4313	.54884
	Camp	13	3.4145	.71887
	Total	100	3.4911	.58766
All Questions	City	28	3.9176	.34958
	Village	59	3.7341	.34582
	Camp	13	3.7688	.40896
	Total	100	3.7900	.36081

Looking at the ultimate degree, one can see from the above table that, the mean for women in city category in Palestine took the highest mean = 3.9176, whereas women in the villages and refugee camps mean was = 3.3741 and 3.37688 respectively.

To test if there were statistical significant differences at $\alpha = 0.05$ in this hypothesis researcher used (One Way ANOVA-test) to test the level of differences, among the Means of Palestinian women, in every

category of the study and on the ultimate tool and the results are in the following table :

Table No.(5.15)ANOVA-test to examine level of differences in the role of (QOU) in socio-development and empowerment of Palestinian women according place of residence variable.

Domain	Source variance	Sum of Squares	Df	Mean Square	F	Sig.
Individual and household Level	Between Groups	.428	2	.214	2.312	.105
	Within Groups	8.990	97	.093		
	Total	9.418	99			
Community & Civic Participation	Between Groups	.787	2	.393	2.396	.096
	Within Groups	15.920	97	.164		
	Total	16.707	99			
National and Political Awareness	Between Groups	1.019	2	.510	1.491	.230
	Within Groups	33.170	97	.342		
	Total	34.190	99			
All Questions	Between Groups	.646	2	.323	2.557	.083
	Within Groups	12.243	97	.126		
	Total	12.888	99			

It is clear from the table that there were no statistical differences at $\alpha = 0.05$ in the rôle of Al-Quds Open University in the socio-development and empowerment of Palestinian woman. It refers to the variable residence of place at the level of ultimate degree. As it reached 0.083 which mean that there were no statistical differences at the ultimate

degree. This led to accept the null hypothesis. This result agrees with the studies of Nada, 2005 and Rabayaa, 2007 and disagrees with Siddiqui 2006.

Results related to the examining of the seventh hypothesis which was:-

There are no significant differences of the role of open learning program in developing Indian women due to **place of residence** variable.

To test this hypothesis of this study, t- test was carried out for two separate samples to test the level of differences among the Means of women living in the city and women living in the villages at the level of ultimate tool. The results were as follows:

Table No.(5.16)t-test results of the independent variables to examine level of differences in the role of (IGNOU) in socio-development and empowerment of Indian women according to place of residence variable.

Domain	Place of residence	N	Mean	t-test	df	Sig.
Individual and household Level	City	77	3.8750	4.178	98	.000
	Village	23	3.4330			
Community & Civic Participation	City	77	3.7062	5.156	98	.000
	Village	23	3.1304			
National and Political Awareness	City	77	3.3449	4.580	98	.000
	Village	23	2.7609			
All Questions	City	77	3.6420	4.965	98	.000
	Village	23	3.1081			

It is clear from the previous data that there are statistical significant differences at $\alpha = 0.05$ in the role of Indira Gandhi National Open

University in socio-development and empowerment of Indian women refers to the residence of place variable. That's on the level of the ultimate degree and the rest domains' level, and thus the null hypothesis was rejected which means that there were statistical significant differences among Indian women who were living in the city and those living in the villages in the sample of Indian women, which was in favor of women living in the city. This result disagrees with the studies of Nada,2005 and Rabayaa,2007 and agrees with Siddiqui, 2006. This may be explained that urban women seek to improve their qualifications more than rural women because the nature of their life gives them more mobility and that encourages and motivates them to improve their qualifications so they found the opportunity in Open Learning since rural women may have opportunities in other working aspects like an agriculture.

Results related to the examining of the eighth hypothesis which was:-

There are no significant differences of the role of open learning program in developing Palestinian women due to **education** variable. (Student/graduated)

To test this hypothesis of this study, t-test was carried out for two separate samples for the means of women graduated from the university and those who were still students at the level of ultimate tool, and the results were as follows:

Table No. (5.17) shows t-test results of the independent variables to examine level of differences in the role of (QOU) in socio-development and empowerment of Palestinian women according education variable.

Domain	Education	N	Mean	t-test	df	Sig.
Individual and household Level	Graduated	38	4.1566	2.685	98	.009
	Student	62	3.9913			
Community & Civic Participation	Graduated	38	3.8271	.044	98	.965
	Student	62	3.8233			
National and Political Awareness	Graduated	38	3.4868	-.057	98	.955
	Student	62	3.4937			
All Questions	Graduated	38	3.8236	.726	98	.469
	Student	62	3.7694			

It is clear from the previous table that, there were no statistical significant differences at $\alpha = 0.05$ in the role of Al-Quds Open University in socio- development and empowerment of Palestinian woman, referring to the education variable (student/graduate), at the level of ultimate degree, as it reached 0.469, which was higher than 0.05. This means that there were no statistical significant differences at $\alpha = 0.05$. There was no statistical differences at $\alpha = 0.05$ for the second category (Community & Civic Participation) and the third category (National and Political Awareness) but there was a noticeable statistical significant difference at the Individual and household Level at $\alpha = 0.05$, as the value was 0.009 in favor of graduated women but at the level of ultimate degree. No significant differences, means accepting the null

hypothesis. As the estimation of graduated and non graduate Palestinian women in Al-Quds Open University sample were almost the same. This result agrees with (Demetra 2003) according to this variable.

Results related to the examining of the ninth hypothesis which was:-

There are no significant differences of the role of open learning program in developing Indian women due to **education** variable (student /graduated)

To test this hypothesis, t-test was done for two separate samples, to test the differences among the means of graduated women and students at the level of ultimate tool. The results were as follows:

Table No. (5.18) t-test results of the independent variables to examine level of differences in the role of (IGNOU) in socio-development and empowerment of Indian women according to education variable.

Domain	Education	N	Mean	t-test	df	Sig.
Individual and household Level	Graduated	29	4.1753	6.302	98	.000
	Student	71	3.6092			
Community & Civic Participation	Graduated	29	3.9918	5.857	98	.000
	Student	71	3.4031			
National and Political Awareness	Graduated	29	3.7395	7.003	98	.000
	Student	71	2.9945			
All Questions	Graduated	29	3.9688	6.926	98	.000
	Student	71	3.3356			

It is clear from the data in the previous table that, there were statistical significant differences at $\alpha = 0.05$ in the role of Indira Gandhi National Open University in socio- development and empowerment of Indian women due to the education variable at all levels(domains and the ultimate degree). As it reached(0.000) for the ultimate degree and all the domains, this led researcher to reject the null hypothesis which meant that there were statistical significant differences among the education variable of graduated and non-graduated Indian women in the sample, in favor of the graduated women. This result disagrees with Demetra, 2003.This result may be explained because graduated women aware the benefit of education more than students specially if they got a job another reason that they felt that they were happy in graduation as an achievement.

Results related to the examining of the tenth hypothesis which was:

There are no significant differences of role of open learning program in developing Palestinian women due to **specialization** variable.

To test this hypothesis, researcher calculated means and the standard deviations for the sample participants in Palestine according to specialization variable. Following table represents what was found.

Table No (5.19) illustrates means and standard deviation to the answers of the respondents in Palestine, according to specialization variable.

Domain	specialization	N	Mean	Std. Deviation
Individual and household Level	Education	55	4.0114	.31350
	Social Work	20	4.1625	.31411
	Administration	7	3.9286	.15160
	Computer	10	4.1167	.32914
	Any Other	8	4.1094	.29625
	Total	100	4.0542	.30844
Community & Civic Participation	Education	55	3.7835	.44594
	Social Work	20	3.7929	.42515
	Administration	7	3.8571	.32297
	Computer	10	3.9619	.27291
	Any Other	8	3.9881	.31969
	Total	100	3.8248	.41080
National and Political Awareness	Education	55	3.5343	.64065
	Social Work	20	3.3667	.60036
	Administration	7	3.5079	.44378
	Computer	10	3.3611	.38244
	Any Other	8	3.6528	.51925
	Total	100	3.4911	.58766
All Questions	Education	55	3.7764	.39181
	Social Work	20	3.7740	.37949
	Administration	7	3.7646	.28205
	Computer	10	3.8132	.26483
	Any Other	8	3.9167	.29275
	Total	100	3.7900	.36081

It is clear from the table that all the means of the specialization variable were in high degree that all means were more than 3.66. It is noticed according to the table that women from the category (any other) reached the highest mean which was 3.9167 and that might refer to that, these women joined untraditional specializations and this might give comfort and appreciation to the role of QOU in developing them. This went by the category of computer specialization which reached mean of 3.8132. As it

was a new field in Palestine which increased job opportunities, in addition, job opportunities were opened, this meant an increasing need to employ them. However other specializations achieved close results as they were traditional specializations in Palestinian society.

To test, if there were statistical significant differences at $\alpha=0.05$ researcher used (One Way ANOVA-test) to test the level of differences, among the Means of Palestinian women, in every category of the study and on the ultimate tool and the results are as follow:

Table No.(5.20)ANOVA-test results to examine level of differences in the role of (QOU) in socio-development and empowerment of Palestinian women according specialization variable.

Domain	Source variance	Sum of Squares	df	Mean Square	F	Sig.
Individual and household Level	Between Groups	.509	4	.127	1.358	.254
	Within Groups	8.909	95	.094		
	Total	9.418	99			
Community & Civic Participation	Between Groups	.523	4	.131	.767	.549
	Within Groups	16.184	95	.170		
	Total	16.707	99			
National and Political Awareness	Between Groups	.793	4	.198	.564	.690
	Within Groups	33.397	95	.352		
	Total	34.190	99			
All Questions	Between Groups	.154	4	.038	.287	.886
	Within Groups	12.734	95	.134		
	Total	12.888	99			

It is clear from the data in the previous table that, there were no statistical differences at $\alpha=0.05$ in the role of Al-Quds Open University in socio- development and empowerment of Palestinian women, due to the specialization variable and at the ultimate degree, since it was bigger than 0.05 and reached 0.886. It means there are no

significant differences in the ultimate degree which leads to adapt the null hypothesis. This result disagrees with the studies of Rabayaa, 2007, Barakat, 2009 and Barakat, 2008 and agrees with Shaheen & Banat, 2004 and Sebeeni, 2008.

Results related to the examining of the eleventh hypothesis which was:-

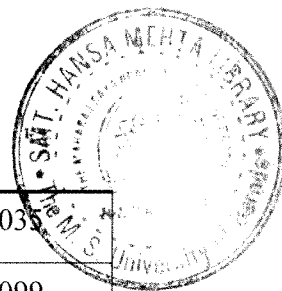
There are no significant differences of the role of open learning program in developing Indian women due to **specialization** variable.

To test this hypothesis, researcher calculated means and the standard deviations for the sample participants in India according to specialization variable. The following table represents what was found.

Table No(5.21) illustrates means and standard deviation to the answers of the respondents in India according to specialization variable.

Domain	specialization	N	Mean	Std. Deviation
Individual and household Level	Education	33	3.8270	.42811
	Social Work	12	3.4167	.37563
	Administration	11	3.8333	.46098
	Computer	23	3.8478	.54044
	Any Other	21	3.7798	.50624
	Total	100	3.7733	.48077
Community & Civic Participation	Education	33	3.6407	.50199
	Social Work	12	3.2976	.41320
	Administration	11	3.5368	.56307
	Computer	23	3.6315	.56036
	Any Other	21	3.5828	.56322
	Total	100	3.5738	.52725

Contd...



National and Political Awareness	Education	33	3.2172	.57035
	Social Work	12	3.9352	.42099
	Administration	11	3.2828	.48078
	Computer	23	3.2971	.61354
	Any Other	21	3.2249	.71286
	Total	100	3.2106	.58828
All Questions	Education	33	3.5616	.46934
	Social Work	12	3.2165	.39004
	Administration	11	3.5510	.48289
	Computer	23	3.5921	.53507
	Any Other	21	3.5291	.56907
	Total	100	3.5192	.50377

It is clear from the table that all the means of the specialization variable were on an average degree. As all of them were below 3.66 and above than 2.33, it is also noticeable from the table that, women studying education, management, computer, and (any other) had relative Means, while women from social work field had means less than others = 3.2165.

To test, if there were statistical significant differences at $\alpha=0.05$ in this hypothesis , researcher used (One Way ANOVA-test) to test the level of differences, among the Means of Indian women, in every category of the study and on the ultimate tool and the results are as follow:

Table No.(5.22)ANOVA-test results to examine level of differences in the role of (IGNOU) in socio-development and empowerment of Indian women according to specialization variable.

Domain	Source variance	Sum of Squares	df	Mean Square	F	Sig.
Individual and household Level	Between Groups	1.790	4	.447	2.015	.099
	Within Groups	21.093	95	.222		
	Total	22.883	99			
Community & Civic Participation	Between Groups	1.156	4	.289	1.042	.390
	Within Groups	26.365	95	.278		
	Total	27.521	99			
National and Political Awareness	Between Groups	1.145	4	.286	.821	.515
	Within Groups	33.116	95	.349		
	Total	34.261	99			
All Questions	Between Groups	1.295	4	.324	1.290	.279
	Within Groups	23.830	95	.251		
	Total	25.124	99			

It is clear from the data in the table that there were no statistical significant differences at $\alpha=0.05$ in the role of Indira Gandhi National Open University in socio- development and empowerment of Indian women, referring to the specialization variable and at the ultimate degree. Since it was higher than 0.05 and reached to 0.279 which leads to accept the null hypothesis. This result agrees with the studies of Rabayaa,2007,

Barakat, 2009 and Barakat,2008, and disagrees with Shaheen & Banat, 2004.

Results related to the examining of the twelfth hypothesis which was:-

There are no significant differences of the role of open learning program in developing Palestinian women due to **family size** variable.

To test this hypothesis, the means and standard deviations were calculated for the study sample in Palestine according to the family size variable. The following table clarifies that.

Table No (5.23) illustrates means and standard deviation to the answers of the respondents in Palestine according to family size variable.

Domain	Family Size	N	Mean	Std. Deviation
Individual and household Level	Less than(5)	43	4.0930	.27934
	(5-7)	39	4.0694	.35373
	More than(7)	18	3.9282	.24580
	Total	100	4.0542	.30844
Community & Civic Participation	Less than(5)	43	3.8206	.46237
	(5-7)	39	3.8645	.37694
	More than(7)	18	3.7487	.35665
	Total	100	3.8248	.41080
National and Political Awareness	Less than(5)	43	3.4419	.65274
	(5-7)	39	3.6368	.53117
	More than(7)	18	3.2932	.48124
	Total	100	3.4911	.58766
All Questions	Less than(5)	43	3.7852	.39794
	(5-7)	39	3.8569	.34063
	More than(7)	18	3.6567	.28001
	Total	100	3.7900	.36081

It is clear from the table that the means for family size variable were near to each other according to the Palestinian sample as the families formed from (5-7) members had the highest mean at the ultimate degree level reaching to (3.8569), the category (less than 5) members which reached (3.7852), then the families (more than 7) members with a mean (3.6567). to test if there were statistical significant differences at $\alpha = 0.05$, researcher used (One Way ANOVA-test) to see the level of differences among the Means of Palestinian women, in every domain of the study and on the ultimate tool, the following table contains the results.

Table No. (5.24)ANOVA-test to examine level of differences in the role of (QOU) in socio-development and empowerment of Palestinian women according to family size variable.

Domain	Source variance	Sum of Squares	f	Mean Square	F	Sig.
Individual and household Level	Between Groups	.359	2	.80	1.924	.151
	Within Groups	9.059	97	.093		
	Total	9.418	99			
Community & Civic Participation	Between Groups	.166	2	.083	.488	.615
	Within Groups	16.541	97	.171		
	Total	16.707	99			
National and Political Awareness	Between Groups	1.637	2	.818	2.438	.093
	Within Groups	32.553	97	.336		
	Total	34.190	99			
All Questions	Between Groups	495	2	.248	1.938	.149
	Within Groups	12.393	97	.128		
	Total	12.888	99			

It is clear that there were no statistical significant differences at $\alpha=0.05$, in the role of Al-Quds Open University due to the variable of family size at all domains and at the ultimate degree level. As they all were more than $\alpha=0.05$ and the ultimate degree = 0.149, it led to adapt the null hypothesis.

Results related to the examining of the thirteenth hypothesis which was:-

There are no significant differences of the role of open learning program in developing Indian women due to **family size** variable.

To test this hypothesis of this study, t- test was employed for two separate samples, to test the level of differences among the Means of women in two categories (less than 5) and (5-7) according to the family size variable at the level of ultimate tool. The results are as follows:

Table No.(5.25)t-test results of the independent variables to examine level of differences in the role of (IGNOU) in socio-development and empowerment of Indian women, according to family size variable.

Domain	Family Size	N	Mean	t-test	df	Sig.
Individual and household Level	Less than(5)	72	3.8420	2.342	98	.021
	(5-7)	28	3.5967			
Community & Civic Participation	Less than(5)	72	3.6607	2.728	98	.008
	(5-7)	28	3.3503			
National and Political Awareness	Less than(5)	72	3.3071	2.715	98	.008
	(5-7)	28	2.9623			
All Questions	Less than(5)	72	3.6033	2.763	98	.007
	(5-7)	28	3.3031			

It is clear from the data in the previous table that there were statistical significant differences at $\alpha = 0.05$ in the role of Indira Gandhi National Open University in socio-development and empowerment Indian women due to the family size variable at all levels(domains and the ultimate degree). As it reached (0.007) at the ultimate degree and all the domains were less than $\alpha = (0.05)$. It led to reject the null hypothesis. It means that there were statistical significant differences among the estimation of the two categories (less than 5) and (5-7) in Indian sample in favor of the (less than 5) category. Since the mean at ultimate degree level reached (3.6033) in (less than 5) category and (3.3031) in (5-7) category.

Results related to the examining of the fourteenth hypothesis which was:-

There are no significant differences of the role of open learning program in developing Palestinian women due to **family structure** variable.

To test this hypothesis of the study, t-test was employed for two separate samples, to test the differences among the means of joint family and nuclear one at the level of ultimate tool, and the results are as follows:

Table No.(5.26)T-test results of the independent variables to examine level of differences in the role of (QOU) in socio-development and empowerment of Palestinian women according to family structure variable.

Domain	Family Structure	N	Mean	T-test	df	Sig.
Individual and household Level	Joint	33	4.0492	-.111	98	.911
	Nuclear	67	4.0566			
Community & Civic Participation	Joint	33	3.8658	.699	98	.486
	Nuclear	67	3.8045			
National and Political Awareness	Joint	33	3.4310	-.716	98	.475
	Nuclear	67	3.5207			
All Questions	Joint	33	3.7820	-.155	98	.877
	Nuclear	67	3.7940			

It is clear from the previous data that there were no statistical significant differences at 0.05 in the role of Al- Quds Open University in socio- development and empowerment of Palestinian women due to the variable of family structure (nuclear or joint) that in all domains and on the ultimate degree, as the value of ultimate degree reached 0.877 which is more than 0.05. This led to accept the null hypothesis. It means that women's awareness from nuclear families and those from joint families in the sample of A- Quds Open University and its role in scio- development of women were close to each other.

Results related to the examining of the fifteenth hypothesis which was:-

There are no significant differences 'of the role of open learning program in developing Indian women due to **family structure** variable.

To test this hypothesis of the study, t-test was employed for two separate samples, to test the differences among the means of joint family and nuclear one, at the level of ultimate tool and the results were as follows:

Table No.(5.27)t-test results of the independent variables to examine level of differences in the role of (IGNOU) in socio-development and empowerment of Indian women according to family structure variable.

t- test						
Domain	Family Structure	N	Mean	t-test	df	Sig.
Individual and household Level	Joint	40	3.7312	-.713	98	.478
	Nuclear	60	3.8014			
Community & Civic Participation	Joint	40	3.4381	-2.139	98	.035
	Nuclear	60	3.6643			
National and Political Awareness	Joint	40	3.1097	-1.406	98	.163
	Nuclear	60	3.2778			
All Questions	Joint	40	3.4264	-1.515	98	.133
	Nuclear	60	3.5812			

It is clear from the previous data that there were no statistical differences at 0.05 in the role of Indira Gandhi National Open University in socio- development and empowerment of Indian women due to the variable namely family structure (nuclear or joint) that at the ultimate degree, as the value of ultimate degree reached 0.133 which is more than 0.05. This led to the acceptance of null hypothesis. This means that women's evaluation from nuclear families and those from joint families in the sample of Indira Gandhi National Open University and its role of socio-development and empowerment values were close to each other.

Results related to the examining of the sixteenth hypothesis which was:

There are no significant differences of the role of open learning program in developing Palestinian women due to **occupation** variable.

To test this hypothesis, the Means and standard deviation were calculated for the sample according to the variable of occupation. The following table clarifies that:

Table No (5.28) illustrates means and standard deviation to the answers of the respondents in Palestine according to occupation variable.

Domain	Occupation	N	Mean	Std. Deviation
Individual and household Level	Full Time Work	29	4.1925	.32167
	Part Time Work	9	4.0787	.27039
	Don't Work	62	3.9859	.28877
	Total	100	4.0542	.30844
Community & Civic Participation	Full Time Work	29	3.8949	.42236
	Part Time Work	9	4.0370	.49703
	Don't Work	62	3.7611	.38275
	Total	100	3.8248	.41080
National and Political Awareness	Full Time Work	29	3.4751	.71387
	Part Time Work	9	3.5309	.63167
	Don't Work	62	3.4928	.52334
	Total	100	3.4911	.58766
All Question	Full Time Work	29	3.8542	.42839
	Part Time Work	9	3.8822	.40978
	Don't Work	62	3.7466	.31606
	Total	100	3.7900	.36081

By looking at the data above, it can be noticed that the Means of the sample are close at the ultimate level for women who are working full time and those who work part time or don't work at all.

To test if there were any statistical significant differences at $\alpha=0.05$ in this hypothesis the (One Way ANOVA-test) was employed. The following table contains the results.

Table No. (5.29)ANOVA-test to examine level of differences in the role of (QOU) in socio-development and empowerment of Palestinian women according to occupation variable

Domain	Source variance	Sum of Squares	df	Mean Square	F	Sig.
Individual and household Level	Between Groups	.850	2	.425	4.809	.010
	Within Groups	8.569	95	.088		
	Total	9.418	99			
Community & Civic Participation	Between Groups	.799	2	.400	2.437	.093
	Within Groups	15.908	95	.164		
	Total	16.707	99			
National and Political Awareness	Between Groups	.022	2	.011	.013	.969
	Within Groups	34.168	95	.352		
	Total	34.190	99			
All Questions	Between Groups	.313	2	.156	1.206	.304
	Within Groups	12.576	95	.130		
	Total	12.888	99			

It is clear that there were no statistical significant differences at 0.05 in the role of Al-Quds Open University in Palestinian women development due to the variable of occupation at the ultimate degree, as the value was more than $\alpha=0.05$ and reached to 0.304. This means no statistical significant differences at the ultimate level, which leads to the acceptance of the null hypothesis. This result agrees with Rabayaa, 2007 and disagrees with Nada, 2005.

Results related to the examining of the seventeenth hypothesis which was:-

There were no significant differences of the role of open learning program in developing Indian women due to **occupation** variable.

To test this hypothesis, the means and standard deviations of the sample were calculated, according to the variable of occupation. The following table shows the results:

Table No (5.30) illustrates mean and standard deviation to the answers of the respondents in India, according to occupation variable.

Domain	Occupation	N	Mean	Std. Deviation
Individual and household Level	Full Time Work	21	4.1865	.33193
	Part Time Work	29	3.9124	.28091
	Don't Work	50	3.5192	.47583
	Total	100	3.7733	.48077
Community & Civic Participation	Full Time Work	21	3.9615	.35303
	Part Time Work	29	3.7635	.38212
	Don't Work	50	3.3010	.51543
	Total	100	3.5738	.52725
National and Political Awareness	Full Time Work	21	3.6085	.45422
	Part Time Work	29	3.3008	.45584
	Don't Work	50	2.9911	.61192
	Total	100	3.2106	.58828
All Questions	Full Time Work	21	3.9188	.33159
	Part Time Work	29	3.6589	.33120
	Don't Work	50	3.2704	.51190
	Total	100	3.5192	.50377

It is clear from the table that, the means for the category (full time work) for the Indian group got the highest mean in all levels and the ultimate degree level. As it reached for the ultimate degree 3.9188 then the part time work category with a mean of 3.6589 then the non working category with a mean of 3.2704 and to test this hypothesis, (One Way ANOVA-test) was employed to test the differences among the Means of Indian women:

Table No. (5.31)ANOVA-test to examine level of differences in the role of (IGNOU) in socio-development and empowerment of Indian women according to occupation variable.

Domain	Source variance	Sum of Squares	df	Mean Square	F	Sig.
Individual and household Level	Between Groups	7.376	2	3.688	23.067	.000
	Within Groups	15.508	97	.160		
	Total	22.883	99			
Community & Civic Participation	Between Groups	7.922	2	3.961	19.604	.000
	Within Groups	19.599	97	.202		
	Total	27.521	99			
National and Political Awareness	Between Groups	5.969	2	2.984	10.232	.000
	Within Groups	28.262	97	.292		
	Total	34.261	99			
All Questions	Between Groups	7.014	2	3.507	18.784	.000
	Within Groups	18.110	97	.187		
	Total	25.124	99			

It is clear from the previous data that there were statistical significant differences at 0.05 in the role of Indira Gandhi National Open University in Indian women development, due to the variable of occupation for all domains as the value was 0.000 for all domains, thus, the null hypothesis was rejected and to explore the differences on the whole level, a test of Least Source Deviation was done (LSD).

Table No. (5.32)LSD-test results to show the differences and its direction
for the ultimate level for Indian respondents
According to occupation variable

Occupation	Full Time Work mean(3.9188)	Part Time Work mean(3.6589)	Don't Work mean(3.2704)
Full Time Work Mean(3.9188)	-----	-.2599*	.6484*
Part Time Work Mean(3.6589)	-----	-----	.3885*
Don't Work Mean(3.2704)	-----	-----	-----

It is clear from the previous data that, there were significant differences among women who were not working and those who were working in a part time or full time job, in favor of the later. It can be noticed differences among part time and full time working women on the other side in favor of those with a full time job. Hence, the hypothesis can be modified. : There are significant differences of the role of open learning program in developing Indian women due to **occupation** variable in favor of women who

work full time. This result disagrees with the studies of Rabayaa, 2007) and agrees with Nada, 2005.

Results related to the examining of the eighteenth hypothesis which was:

There are no significant differences of the role of open learning program in developing Palestinian women due to **salary** variable.

To test this hypothesis Means and standard deviations were calculated for the sample according to the variable of salary level.

Table No (5.33) illustrates mean and standard deviation to the answers of the respondents in Palestine, according to salary variable.

Domain	Salary level	N	Mean	Std. Deviation
Individual and household Level	Low	8	4.0885	.28473
	Mid	21	4.1369	.31627
	High	8	4.3177	.32804
	Total	37	4.1655	.31496
Community & Civic Participation	Low	8	4.1726	.29677
	Mid	21	3.7732	.47878
	High	8	4.0714	.32397
	Total	37	3.9241	.44352
National and Political Awareness	Low	8	3.5972	.50896
	Mid	21	3.3175	.80816
	High	8	3.7500	.37090
	Total	37	3.4715	.68888
All Questions	Low	8	3.9528	.31759
	Mid	21	3.7425	.47975
	High	8	4.4064	.25958
	Total	37	3.8537	.42216

It is clear from the table that, the Means of women of high salary level according to the Palestinian sample, got the higher Mean at the ultimate degree and reached = 4.4064 then the mean of those of low salary level

with a mean = 3.9528 then the mid salary level with a mean = 3.7425, and to test if there were statistical differences at $\alpha = 0.05$ in that hypothesis (One Way ANOVA-test) was employed, the following table represents what was found.

Table No. (5.34) ANOVA-test to examine level of differences in the role of (QOU) in socio-development and empowerment of Palestinian women, according to salary variable

Domain	Source variance	Sum of Squares	df	Mean Square	F	Sig.
Individual and household Level	Between Groups	.250	2	.125	1.279	.291
	Within Groups	3.321	34	.098		
	Total	3.571	36			
Community & Civic Participation	Between Groups	1.146	2	.573	3.281	.050
	Within Groups	5.936	34	.175		
	Total	7.081	36			
National and Political Awareness	Between Groups	1.245	2	.623	1.337	.276
	Within Groups	15.839	34	.466		
	Total	17.084	36			
All Questions	Between Groups	.635	2	.318	1.868	.170
	Within Groups	5.781	34	.170		
	Total	6.416	36			

It was clear from the previous table that there were no statistical significant differences at 0.05 in the role of Al-Quds Open University in the socio- development and empowerment of Palestinian women, due to the variable of salary level, as the value was more than 0.05 reaching at the ultimate degree to 0.170. It means there were no statistical significant

differences at the ultimate degree which led to the acceptance of null hypothesis. This result disagrees with the studies of Siddiqui, 2006 and Gowanad and others, 1996.

Results related to the examining of the nineteenth hypothesis which was:-

There are no significant differences of the role of open learning program IGNOU in developing Indian women due to **salary** variable.

To test this hypothesis the Means and Standard deviations from the Indian sample were calculated according to the variable of salary level the following table shows these results:

Table No (5.35) illustrates mean and standard deviation to the answers of the respondents in India according to salary variable.

Domain	Salary level	N	Mean	Std. Deviation
Individual and household Level	Low	23	3.8587	.23993
	Mid	17	4.1152	.35555
	High	10	4.2667	.27513
	Total	50	4.0275	.32977
Community & Civic Participation	Low	23	3.7226	.30648
	Mid	17	3.8936	.40460
	High	10	4.0524	.41601
	Total	50	3.8467	.37953
National and Political Awareness	Low	23	3.2319	.39874
	Mid	17	3.5588	.49980
	High	10	3.6667	.45436
	Total	50	3.4300	.47590
All Questions	Low	23	3.6044	.26975
	Mid	17	3.8559	.36717
	High	10	3.9952	.34513
	Total	50	3.7681	.35264

It is clear from the previous table that, the means of high salary category in India got the highest mean at all levels as on the ultimate

degree the mean was 3.9952 then the mid salary level with a mean of 3.8559 then the low salary level with a mean reached 3.6044 and to test if there were statistical significant differences at $\alpha = 0.05$ in this hypothesis, (One Way ANOVA-test) was carried out. The following table represents what was found.

Table No. (5.36) ANOVA-test to examine level of differences in the role of (IGNOU) in socio-development and empowerment of Indian women according to salary variable

Domain	Source variance	Sum of Squares	df	Mean Square	F	Sig.
Individual and household Level	Between Groups	1.358	2	.679	8.039	.001
	Within Groups	3.970	47	.084		
	Total	5.329	49			
Community & Civic Participation	Between Groups	.815	2	.407	3.067	.056
	Within Groups	6.243	47	.133		
	Total	7.058	49			
National and Political Awareness	Between Groups	1.745	2	.872	4.385	.018
	Within Groups	9.353	47	.199		
	Total	11.098	49			
All Questions	Between Groups	1.263	2	.632	6.147	.004
	Within Groups	4.830	47	.103		
	Total	6.093	49			

It is clear from the previous data that, there were statistical significant differences at 0.05 in the role of Indira Gandhi National Open University in socio-development and empowerment of Indian women due to the

salary level variable at the ultimate degree as it was .004. Thus, the null hypothesis was rejected.

To explore the differences on the whole level, a test of Least Source of Deviation was done (LSD).

Table No. (5.37)LSD-test results to show the differences and its direction for the ultimate level for Indian respondents according to salary variable

Salary level	Low mean(3.6044)	Mid mean(3.8559)	High mean (3.9952)
Low mean (3.6044)	-----	-.2515*	-.3909*
Mid mean (3.8559)	-----	-----	-.1394
High mean (3.9952)	-----	-----	-----

From the previous table it can be seen that there were statistical significant differences among women, with low salary level in Indian group from one side and women with mid and high salary level from the other side in the favor of latter. Hence, the hypothesis can be modified. There are significant differences of the role of open learning program in developing Indian women due to **salary** variable in favor of mid and high salary. This result agrees with the studies of Siddiqui, 2006 and Gowanad and others, 1996.