

**CLASS ROOM CULTURE AND ACHIEVEMENT  
MOTIVATION OF HIGH SCHOOL STUDENTS**

*Thesis*

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*By*

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## **DECLARATION**

I, do hereby declare that the dissertation entitled “**CLASS ROOM CULTURE AND ACHIEVEMENT MOTIVATION OF HIGH SCHOOL STUDENTS**” has been originally carried out by me under the guidance and supervision of **Dr.SOBHA B.C.** Principal, N. V. K. S. D. College of Education, Attoor and this dissertation has not been submitted for any other degree or diploma.

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## **CERTIFICATE**

This is to certify that the dissertation entitled “**CLASS ROOM CULTURE AND ACHIEVEMENT MOTIVATION OF HIGH SCHOOL STUDENTS**” submitted to Tamilnadu Teachers Education University for the award of Degree of Master of Education, is a record of research work carried work out by **SAJL.M.L.** under my supervision and guidance. It is further certified that the work is an original one free from any kind of duplication.

**Attoor**

**Dr. SOBHA B.C**

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# **CHAPTER - I**

## **INTRODUCTION**

- ❖ *INTRODUCTION*
- ❖ *NEED AND SIGNIFICANCE OF THE STUDY*
- ❖ *CONCEPTUAL FRAME WORK*
- ❖ *STATEMENT OF THE PROBLEM*
- ❖ *DEFINITION OF KEY TERMS*
- ❖ *OBJECTIVES OF THE PRESENT STUDY*
- ❖ *HYPOTHESES*
- ❖ *METHODOLOGY*
- ❖ *ORGANIZATION OF THE STUDY*



Education is never ending. It starts with the birth of an individual and then it goes on till the last day of the individual. Education makes individual real human beings. It is an essential human virtue. Man becomes man through education. He learns something at every moment and on every day. Education is a dynamic process, it is a lifelong process. Education equips the individual with social, moral, cultural and spiritual aspects and thus makes life progressive, cultural and civilized. About education P.O.Bannerjisaid ***“It is the development of the power of adaption to an ever changing social Environment”***.

The culture of a society has its inevitable impact on its educational system. The educational system points to the various needs of the society concerned, because it is towards the fulfilment of the same that education is organised. If the culture of a society is chiefly materialistic, the education system there is based on competition and the efforts of the individual there is disabled towards the achievement of material goals and not towards spiritual or aesthetic ones.

Any action of human beings needs motivation. A motivated person does his activity properly. We need motivation as the central factor in the process of learning. It brings out the interest of an individual to learn. Motivation in the classroom affects learning and the behaviour of students.

Every human being manifests the need for achievement. The achievement of an individual depends upon his talents and the environment. It is the duty of the teacher to provide knowledge and a favourable environment for his high achievement.

Culture is the total behaviour pattern of the group conditioned in part by the physical environment, both natural and manmade, but primarily by the ideas, attitudes, values and habits which have been developed by the group to meet the needs.

### ***1.1 Need and significance of the study:***

Society is very keen that its young members should not lapse into barbarity and ignorance. Whatever it has attained in social, cultural, religious and other fields, it feels its bounden duty to transmit it to the next generation. As the society became more complex and knowledge piled up, it felt the need for formal education and the society started schools and classrooms to educate its members.

A very traceful and healthy classroom culture is essential to achievement and the character development. Researches are necessary to study and understand how far school and classroom culture is responsible for achievement.

One of the goals of high school education is to equip the school leavers with the necessary knowledge and skill-up to participate as adult in the large society. This is the stage of school education which acts as an orientation for higher education.

The present study focuses its attention in this dimension. The purpose of this study is to see whether there is a relationship between classroom culture and achievement motivation. A good classroom culture will help the student to achieve more and also it helps the teachers to create suitable environment to make teaching-learning effective.

## ***1.2 Conceptual frame work:***

### ***Classroom culture:***

Classroom culture is a powerful concept. It goes deeper than what is spoken, deeper, even that what is consciously understand in my classroom probably couldn't articulate exactly why they try so hard at their work and probably haven't even stopped to fully analyse it. Similarly, as member of a larger culture, we rarely stop to think about how many of our personal attitudes and actions are simply reflections of culture norms.

Culture defines how people function, and to some extent, even how they think. If a notion of high standards is not simply included in classroom culture but is actually at the core of this culture, then high standards become the norm.

If the teacher is the locus of all standards, then standards of work can become a game simply to please the teacher, and are not necessarily carried out of the classroom and into life.

### ***Achievement motivation:***

Achievement motivation is the desire to do better, to achieve unique accomplishment to completely which standard of excellence and to involve oneself with long-term achievement goals.

According to Atkinson and Feather (1986) “The achievement motivation is conceived as a latent disposition which is manifested in over striving only when the individual perceives performance as instrumental to a sense of personal accomplishment”.

Achievement motivation is a motive to achieve a person, who is engaged in a task on account of an achievement motive is said to work under the spirit of achievement motivation. Achievement motivation is very essential for anyone to improve his performance at schools.

### ***Techniques of developing achievement motivation:***

The following are the techniques of developing achievement motivation among students.

***i. Linking the motive to the life situation:***

If the learner is able to link the achievement motive with his day-to-day life, his thought and actions will be influenced by achievement motivation.

***ii. Linking the motive to related actions and deeds:***

The individual should be able to link the motive to related actions and deeds so that he can bring change in thought and actions.

***iii. Linking reasons to develop a motive:***

Whenever an individual wants to develop an achievement motive, he should link it with proper reasons.

***iv. Realistic & reasonable motive:***

The realistic and reasonable motive only may be attempted by individual and which will provide effective achievement motivation.

***v. Assignment and ability of the students:***

Assignment given to the students should be suitable to their abilities. If the teacher gives assignment beyond the ability to the students, they will lose motivation in doing it.

***vi. Self commitment:***

The individual should be able to achieve concrete goals in life related to the achievement motive.

**vii. *Knowledge of the results and progress:***

The knowledge that we are progressing satisfactorily gives us proper achievement motive. The knowledge of success or failure changes one's achievement motive.

**viii. *Teacher personality:***

The dynamic personality of a teacher and his affection towards students will increase the achievement motive among them. Teachers should respect the personality of the student and create interest in the lesson.

**ix. *Co-education:***

Co-education will also develop achievement motivation among students.

**x. *Training and Rewarding:***

The Teachers and parents of the students can develop achievement motive in them by providing training and reward to them.

***Types of achievement motivation:***

Achievements are caused by **Intrinsic, Extrinsic, Avoidance and Universal.**

The consensus is that everyone is motivated to achieve, albeit for different reasons. These reasons are collectively called achievement motivation and directly influence everyday actions such as going to work, practising a sport or hobby, studying for an exam, attending college and even shopping.

***Intrinsic:***

Individuals are commonly influenced by intrinsic motives, which come from within based on the incentives. Such incentives include a sense of self-satisfaction achieved by doing a good job, the exhilaration of having completed a challenge and a sense of mastery.

***Extrinsic:***

Extrinsic motives are common and come from outside the individual. Very often, they are the result of a desire to meet society's standard rather than their own.

***Avoidance:***

Avoidance is a kind of motivation with which some people can identify. It offers stability and predictability in return for the performance of boring, rote or unpleasant tasks. Avoidance motivates to complete such tasks to avoid unpleasant consequence.

***Universal:***

The need to achieve is part of the human condition. What motivates achievement differs from individual, depending on factors like personality and self-esteem.

### ***1.3 Statement of the problem:***

The problem selected for the present study is, ” ***CLASSROOM CULTURE AND ACHIEVEMENT MOTIVATION OF HIGH SCHOOL STUDENTS.***”

### ***1.4 Operational definitions of the key terms:***

#### ***Classroom Culture:***

Classroom culture means that the co-operation, involvement, sincerity of the students in their classroom works and the method adopted by the teachers in the classroom to give knowledge and to give guidance to the future life of the students.

#### ***Achievement Motivation:***

Achievement motivation is expectancy of findings satisfaction in mastery of difficult and challenging performances but significantly in the field of education it stands for the pursuit of excellence.

#### ***High school students:***

Students in the age group of 13 to 15 years studying ninth and tenth classes in high schools.



### ***1.5 Objectives of the present study:***

- i. To study the significant difference in the mean scores of classroom culture of high school students with respect to gender, locale, income, religion, community, type of management.
- ii. To study the significant difference in the mean scores of achievement motivation of high school students with respect to gender, locale, income, religion, community, type of management.
- iii. To study the correlation between classroom culture and achievement motivation of high school students.

### ***1.6 Hypotheses:***

On the basis of the objectives the following hypotheses have been formulated for the present study.

- i. There exists no significant difference in the mean scores of classroom culture of high school students based on their, gender, locale, income, religion, community, type of management.
- ii. There exists no significant difference in the mean scores of achievement motivation of high School students based on their, gender, locale, income, religion, community, type of management.
- iii. There exists no significant correlation between classroom culture and achievement motivation of high school students.

## ***1.7 Methodology:***

### ***Method:***

Normative survey method would be employed.

### ***Sample:***

400 students in class ninth and tenth of various schools in kanyakumari district.

### ***Tools used:***

- i. General information sheet.
- ii. Scale to measure classroom culture.

(Prepared by Saji.M.L.&Dr.Sobha.B.C.) .

- iii. Achievement motivation scale.

(Developed by M. JanetGodwinAsha & Mr.P.S.Prasad in the year 2009).

### ***Statistical method:***

- i. Mean
- ii. Standard deviation
- iii. 't'- test.
- iv. ANOVA
- v. Pearson's product moment method.

## ***1.8 Organisation of the study:***

### **Chapter I**

Deals with instruction, need and significance of the study, statement of the problem, operation definition of terms, object of the study, hypotheses framed, organisation of the report.

### **Chapter II**

Gives a detailed look in to the theoretical overview and the related studies in India and Abroad.

### **Chapter III**

Deals with methodology.

### **Chapter IV**

Deals with the analysis and interpretation of the data.

### **Chapter V**

Gives the summary and conclusion that includes a brief restatement of the problem, a description of the procedure used and discussion of findings and conclusions of the study. Finally the references and appendices.

## **CHAPTER – II**

### **REVIEW OF RELATED LITERATURE**

❖ *INTRODUCTION*

❖ *INDIAN STUDIES*

❖ *STUDIES CONDUCTED ABROAD*

For any research study the investigation needs familiarity with the work already available in the area. In this connection one has to acquire up-to date information about what has thought and done in the particular area.

Review of related literature is a very essential aspect of the researches process. It throws light on the development of the problem and to the deviation of an effective approach to the solution. It allows the researcher to acquaint himself with current knowledge in the field or area in which he is going to conduct his research. It helps to avoid unintentional duplication of his field.

Review of related literature is a valuable guide in defining the problem recognizing its significance, suggesting promising data gathering devices, appropriate study design and sources of the data. A careful review of the research journals, books, dissertation, and other sources of information on the problem to be investigated one of the important steps in the planning of any research study.

W. R. Borg Says “The literature in any field the foundation upon which all future work will be built. If we fail to build the foundation of knowledge

provided by the review of literature our work that has already been done better by someone else”.

### **Purpose of survey of related studies:**

- It is the basis of most of the research project in various sciences and humanities. It forms and foundation upon which all future work will be built.
- Main purpose of this review is it enables him to know the means of getting to the frontiers in the field of his research.
- It helps the research worker to find what is already known what others have after to find out, what method of attack have been promising or disappointing, what problems to be solved.
- It provides ideas, theories, explanation hypothesis or method or research, valuable in formulating and studying the problem.

### **Functions:**

#### **Review serves several important functions**

- Knowledge of related research enables investigators to define the frontiers of one's field.
- It helps to find a link between one's study and the accumulated knowledge is one's field of interests.

- It often leads to insight in to the reasons for contradictory results in an area.
- It tells about the methodologies that have proved useful and which seem less promising.
- A thought search through related studies avoids unintentional replication of previous studies.
- It places researchers in better position to interpret the significance of the own result.

## **Need for Review**

One of the early steps in planning a research work is to review the research. It is very essential for every investigator to be up-to-date in the information provided. Review of literature is considered as the most important pre-requisite to actual planning and conducting the study. It avoids the replication of the study of findings to take an advantage from similar or related literature. The review of literature indicates the clear picture of the problem to be solved.

In the present study a sincere attempt was made to collect as much as studies possible relating to classroom culture and achievement motivation.

They are given under two heads.

1. Studies related in India.
2. Studies conducted Abroad.

## **Section – A**

### **2.1 Indian studies**

#### **Studies related to classroom culture**

**Jasmine NirmalaKumari.G (2010)** conducted a study on “classroom culture and achievement in accountancy of higher secondary students”

The objective of the study was, to find the significant difference in classroom culture and achievement in Accountancy on higher secondary students based on their gender, locale.

The findings of the study was, the female students are high classroom culture and achievement in Accountancy than the male students. The urban students are high classroom culture and achievement in Accountancy than the rural students.

**Rekha B. Koul and Darrell Fischer (1998)** examined. “Students teacher interactions and science classroom learning environments in Jammu, India.”

The present study reports on the research findings on associations between students cultural back ground and their Perceptions of their teacher interaction and classroom learning environment as measured by a standard test.

**Rajan Sundara (1992)** made an attempt to study on higher secondary school students’ Physics, classroom climate and their scientific interests.”



The Study aimed to find out the relationship existing between the higher secondary school students Perceived Physics classroom climate and their scientific interests. It also aimed at finding out if there is any significant difference between any two sub samples (Classroom climate and scientific interests) taken at a time.

The tool used for collecting was the physics classroom climate scale. Copies of this scale were administered to the selected sample of 400 higher secondary school students.

This study concluded that significant differences in their scientific interests are caused by the difference in their levels of Perception of the physics classroom climate. An improved physics classroom climate provokes better perceptions of it by the students and improves their interest in science.

**Subramanian B (1992)** made an investigation to study “The effectiveness of different classroom communication patterns of teachers on pupil’s academic achievement in English”.

Tool used were modified version of Flanders interaction analysis categories system to observe teachers classroom behaviour and the academic achievement measure by giving a general achievement test in English developed by the investigator. The teacher sample consists of 8 male and 7 female post graduate teachers in English higher secondary levels in the schools consists of 200 boys 400 girls studying under these teachers.

The findings reveal that classroom communication patterns have a positive impact on academic achievement.

**Pandya (1991)** worked on “Classroom climate in school under different types of management”

A Comparative study by the author examined the impact of school management on the classroom climate.

The main aim of the study is to compare the three types of managements. From this study it was found that the dimensions of classroom climate of students from these three types of schools did not differ significantly from each other. But the students of the municipal schools differed from the students of these schools in different dimensions.

## **Indian Studies**

### **Studies related to achievement motivation**

**Trippati (1986)** conducted a study on achievement motivation of higher school students.

The achievement motivation scores of boys appeared to be significantly related with intelligent, socio-economic conditions and achievement. Achievement motivation of boys and girls are highly correlated with intelligence and achievement. Achievement motivation was a dominant factor correlated to academic achievement.

**Shaheb (1979)** studies about achievement of students in regional language and achievement motivation.

The finding of the study was that there exists a positive relationship between regional language and achievement motivation.

**Gupta (1978)** conducted a study of anxiety and achievement motivation in relation to academic achievement gender and socio economic status.

The study showed that there was a positive and significant correlation between achievement motivation and scholar tic achievements

## **2.2 Related Studies Abroad:**

### **Studies related to classroom culture.**

**MenuchaBirenbaum; Helena Kimron; HanyShilton (2011)** conducted a study of Nested Contexts that Shape Assessment for Learning: School-Based Professional Learning Community and Classroom Culture

The study investigated the relationships between assessment for learning and attributes of two school-related contexts - the classroom assessment culture (CAC) in which AfL is embedded, and the larger context in which CAC is nested, namely the school-based professional learning community. The research design comprised two layers - quantitative and qualitative; the former, attributes of school-based professional learning community and AfL in a sample of in-service teachers. The latter, a multiple

case study, examined AfL practices of six elementary school teachers, the assessment culture in their classrooms, and characteristics of their school-based professional learning community

The findings of both layers pointed to meaningful relationships among AfL, CAC, and school-based professional learning community highlighting similarities between SBPLC and CAC with regard to cultural attributes and to AfL/inquiry practice. Contextual attribute patterns conducive to proper implementation of AfL and those that impede it were discerned and discussed.

**Rob Cavanagh (2003)** conducted a study to apply ,” Rasch model and traditional statistics to construct an interval level unidimensional scale to measure elementary school classroom culture” scale development was based upon a hypothesized model of elementary school classroom culture comprised of two educational outcome factors, two class group factors, one teacher factor and one present factor.

The study shows that the measurement capacity of a scale can be enhanced by application of both Rasch model and traditional statistics in scale development.

**Allord, Andre and Maxine Cooper (2001)** conducted the study, “constructing classroom culture in day-to-day interactions between teacher and teacher education students”.

Result indicated classroom culture practices that work to produce supportive classroom environment as well as problem areas are identified. Examining classroom culture at the micro-political level offers scope for considering how power relations can contribute positively to educational process.

**Myintswekhine and Darrell L. Fischer (2001)** made an investigation to find investigate association between students perceptions of science classroom learning environment their attitudinal outcomes and the cultural backgrounds of their teachers

The results showed that students perceived a more favourable learning environment in the classrooms of the western teachers. The study also found that students in the classrooms of western teachers enjoyed their science lessons more than those students in the other classes.

**Bruce G. Waldip and Darrel L.Fischer (1999)** “The Purpose of this study was to examine.” differences in metropolitan, provincial, rural and mining town students perception of student teacher interactions and then the classroom learning environment”.

Difference were found between metropolitan, provincial, rural and mining town students perception of student teacher interactions and then the classroom learning environment”.

**Judith L. Meece (1992)** University of North Carolina at chapel Hill made a study an “Student perceptions in classroom”.

The objective of the study was to find out the difference exists between the gender differences in relating to the classroom climate and its influence in students Perceptions.

The study revealed that there exists significant difference between the male and Female students perception relating to the classroom climate and their achievement.

### **Studies related to Achievement Motivation:**

**Haiyan Bai; Wei Pan; Astuti Hirumi (2012)** “Assessing the Effectiveness of a 3-D Instructional Game on Improving Mathematics Achievement and Motivation of Middle School Students”.

This research study assessed the effectiveness of a three-dimensional mathematics game, DimensionM, through a pretest–posttest control group quasi-experimental design. Participants consisted of 437 eighth graders. The classrooms were randomly assigned either to the treatment group that utilized DimensionM as a supplement to regular classroom instructions or to the control group that received regular class instructions without any computer activities.

The results of the analysis on the pretest–posttest data revealed that the DimensionM game increased mathematical knowledge acquisition in algebra and maintained student motivation to learn. The findings suggest that the implementation of DimensionM in mathematics education can greatly benefit middle school students learning algebra.

**MansurehKebritchi; AtsusiHirumi; HaiyanBai(2010)**“The Effects of Modern Mathematics Computer Games on Mathematics Achievement and Class Motivation”.

This study examined the effects of a computer game on students' mathematics achievement and motivation, and the role of prior mathematics knowledge, computer skill, and English language skill on their achievement and motivation as they played the game. A total of 193 students and 10 teachers participated in this study. The teachers were randomly assigned to experimental and control groups. A mixed method of quantitative and interviews were used with Multivariate Analysis of Co-Variance to analyze the data.

The results indicated significant improvement of the achievement of the experimental versus control group. No significant improvement was found in the motivation of the groups. Students who played the games in their classrooms and school labs reported greater motivation compared to the ones who played the games only in the school labs. Prior knowledge, computer and English language skill did not play significant roles in achievement and motivation of the experimental group.

**Nelson, Sharon L. (2007)** Conducted a study on “Teacher efficacy and student motivation link to achievement in elementary mathematics.”

The objective of the study were, To investigate the relationship of teacher efficacy to student interest, enjoyment and intrinsic motivation in

academics as well as the potential mediation of these 3 students variables on the relationship between teacher efficacy and student achievement.

The results showed that, the analysis did not provide support for a relationship between general teaching efficacy and student level of interest and enjoyment in academics.

Results demonstrated a negative rather than positive relationship between intrinsic motivations and SAT 10 mathematics scores.

**Hsieh ya-Ping (2006)** made a study on “The interrelationship among goal orientation coping and achievement motivation after perceived academic failures.”

The objective of the study were, To provide a detailed understanding of the relationship among goal orientation and academic failure coping strategies as well as their effects on students achievement motivation.

The important issues regarding the relationship among goal orientation, coping mechanisms and achievement motivation after failures. The results showed that, high stability of goal orientations among college students.

The mediating effect of coping in the relationship between goal orientations and achievement motivation patterns of coping while students pursue multiple goals in the classroom.



**Kristie L. SpeirsNeumeister ; Holmes(2006)**“Perfectionism in High-ability Students: Relational Precursors and Influences on Achievement Motivation”.

The purpose of the present study was to create and test a model that (a) illustrated variables influencing the development of perfectionism, and (b) demonstrated how different types of perfectionism may influence the achievement goals of high-ability students. Using a multiple-groups path analysis, the researchers found that parenting style was related to attachment, with authoritative and permissive parenting associated with secure attachment and authoritarian and uninvolved parenting associated with insecure attachment. Attachment, in turn, was related to perfectionism, with insecure attachment associated with either self-oriented or socially prescribed perfectionism. In addition, the model then illustrated that perfectionism would influence achievement goals, with self-oriented perfectionists more likely to set mastery or performance-approach goals, and socially prescribed perfectionists more likely to set performance-approach or performance-avoidance goals.

The findings of this study are interpreted in the context of the existing literature, and implications for working with high-ability perfectionist students are discussed.

**Koopmanpiet Benjamin (2005)** conduct a study an “learning and achievement motivation of secondary school student in Namibia.” The objective of the study were, To determine the most important intrinsic and extrinsic learning and

achievements motives of groups of secondary school students in Namibia and related factors. Do factors such as family completeness and scholar tic and professional training of parents contribute to the formation of learning motivation? What is the degree of interaction between the interest, study habits and attitudes, self-concept with the learning and achievement motivation of grade 12 students? Can the school contribute to learning motivation.

The results showed that, the intrinsic learning and achievement motives correlate higher in general than their extrinsic learning and achievement motives with scholar tic achievement.

Learners from the higher socio-economic group are more failure oriented than the learners from the middle and low socio-economic groups.

Five of the Right most prominent, learning and achievement motives feature more prominent in the learning behaviour of failure and non-failure in the school.

**Wolters, Christopher A (2004)** “Advancing Achievement Goal Theory: Using Goal Structures and Goal Orientations to Predict Students' Motivation, Cognition, and Achievement”.

The objective of this study was to investigate how different components of achievement goal theory were related to each other and to students' motivation, cognitive engagement, and achievement in mathematics. Junior high school students (N=525) completed a self-report survey that assessed their perceived classroom goal structures; personal goal orientations: and a collection of outcomes that included persistence, procrastination, choice, their use of cognitive and metacognitive learning strategies, and mathematics grade.

Results indicate that mastery structure and mastery orientation were related to adaptive outcomes in all areas. The patterns of relations for performance-approach goal structure, and for performance-approach and performance-avoidance goal orientations were less uniform across outcomes. Implications for achievement goal theory and future research are discussed.

**Brenda carladams (2004)** studied “A study of the relationship between school culture and student achievement.” The objectives for the study were, to determine to what extent elementary bottom 33% on the school culture survey differed on various demographic elements. To determine what difference if any existed between the overall culture of selected Florida schools and students achievement. To determine what relationship, if any existed between each of three key areas of schools culture based on students achievement.

The results showed that, there was a relationship between the overall culture, the collegiality and the Self efficacy of the elementary schools in this study and the reading achievement of students in those schools.

**Yolandara Muriel (2000)** made a study on “The relationship between student achievement per pupil expenditure and other factors in selected Georgia public schools turner.” The objectives of the study were, to determine the relation between fifth grade reading ITBs scores, per pupil expenditure and other factors.

The results showed that, there is moderate correlation between per pupil expenditure and fifth grade reading ITBs scores increased and conversely.

There was a low correlation between district enrolment and fifth grade reading mean scores. As district enrolment increased fifth grade reading scores did also.

There was a high correlation between percentage of students receiving free and reduced lunch and fifth grade reading scores. There was a low correlation between percentage of total budget used for salaries and benefits and fifth grade reading ITBs scores did also and conversely.

There was a moderate correlation between percentage of teacher possessing a master’s degree or higher and fifth grade reading ITBs scores. As the percentage of teachers possessing a master’s degree or higher increased fifth grade reading ITBs scores did also conversely.

**Jin Young Chan (1991)** studies the academic achievement Motivation of chinese high school students.

The purpose of the study was to examine the relationship of social cultural and personality factors of achievement motivation and predicting academic achievement of Chinese senior high school students.

The results of the study were,

- i. Students who have stronger beliefs in internal responsibility for academic success and failure tend to be high in achievement motivation
- ii. Students who do not consider their abilities to be high tend to have a high level of achievement motivation
- iii. Students who emphasize solely higher grades of attainments to be the first priority in school do not have high achievement motivation.

**Wang (1991)** studies the relationship between achievement motivation goal acceptance and the Goal difficulty on Task Performance.

The study used Lock's goal setting theory and Atkinson's achievement motivation theory to examine the effects, achievements motivation. Effects of achievement motivation goal acceptance alone and interactively on task performance were significant.

**Chan (1991)** studied the academic achievement motivation of Chinese high school students. The purpose of the study was to examine the relationship of social actual, and personality factors to achievement motivation in predicting academic achievement of Chinese senior high school students.

The study sought to examine the internal control of success and failure, self concept of ability, family, socio-economic back ground and perceived value of grades which represented respectively the interval psychological, cognitive, cultural and socio motivation factors, predicting academic performance among Chinese high school students. The sample for the study was 49 students from private urban school in koohriung city which is in the southern part of Taiwan. The results of the study were,

- i. Students who have stronger beliefs in internal responsibility for academic success failure tend to be high in achievement motivation.
- ii. Students who do not consider their abilities to be high tend to have a high level of achievement motivation.
- iii. Students who emphasize sololy higher grades of attainment to be the first priority in school do not have achievement motivation.
- iv. Finally socio-economic background is not a valid predictor for achievement motivation.

**Menchaca (1991)** studies achievement motivation and achievement of Mexican and Anglo American Eighth grade students. The purpose of the study was,

- i. To determine whether the academic achievement of Mexican American and Anglo American students were predicted by their achievement motivation.
- ii. To determine whether the achievement motivation of Mexican American students was similar or different from that of the Anglo American Students
- iii. To determine if there was a difference in achievement motivation between Males and Females within or between the two ethnic groups.

**Yeh (1991)** conducted a study to find out the relationship of academic achievement to the variables of achievement motivation. Study habits and intellectual development.

The important findings of the study was that a weak but positive correlation was found between achievement motivation and academic achievement.

The role of achievement motivation in the relationship between athletic participation and academic achievement was studied by Hickey (1992). Athletic Participation and academic achievement was positively correlated. Athletic achievement and academic achievement were not significantly associated, but athletic participation was positively related to

sport motivation and academic motivation. The study related that there exists a positive relationship between achievement motivation and economic achievement.



## **CHAPTER -III**

### **METHODOLOGY**

- ❖ *Introduction*
- ❖ *Normative survey method*
- ❖ *Tools used in the present study*
- ❖ *Description of the tools*
- ❖ *Reliability of the tool*
- ❖ *Population for the study*
- ❖ *Sample selected for the study*
- ❖ *Administration of the tools*
- ❖ *Statistical techniques used*
- ❖ *Delimitations of the study*

Research is the activity of solving problems which leads to new knowledge using methods of inquiry which are currently accepted as adequate by scholars in the field. Educational research, like any social science research uses different methods for studying different kinds of educational phenomena. A preplanned and well described methodology is necessary for arriving at reliable and valid findings. (Mouly1970) "Methodology is logic of scientific investigation". The role of methodology is to carry out research work in a scientific and valid manner. Methodology deals with procedures and techniques for conducting a study. It helps to enhance the efficiency and validity of the research "through research methods a researcher attempts to acquire knowledge and understanding of the problem and make concrete suggestion towards its solution". (Hugher.2002).

The chapter deals with details regarding the method adopted for the study, tool construction, standardization and administration procedure, sample selected and statistical techniques used in the study. The details are put under two sections A & B.

Section- A deals with development.

Section -B includes plan and procedure of the study.

### ***Test development***

The most important step in the research is the collection of relevant data. For this appropriate tool is essential. The tool for the present study prepared by M.L.Saji and Dr.B.C.Sobha is named as classroom culture. The major steps followed in the construction of the tool are,

1. Planning of the test.
2. Item writing.
3. Item editing.
4. Arrangement of the items.
5. Preliminary try out.
6. Draft scale.
7. Final try out.
8. Scoring.
9. Item analysis.
10. Establishing reliability and validity.
11. Final format of the test.
12. Reliability of the test.

### ***1. Planning of the test***

Scale to classroom culture prepared by M.L.Saji and Dr.B.C.Sobha aims at scale to measuring classroom culture of high school students in kanyakumari district.

### ***2. Item Writing***

One of the important steps in the tool construction is the writing of the suitable items. After a through and careful study of the collected materials regarding the students class room culture towards the high school students, prepared positive and negative questions.

### ***3. Item Writing***

Item editing is the process of checking and scrutinizing Items. The items were referred to the experts for modification. The selected items were written in simple and meaningful language.

### ***4. Arrangement of the items***

All the items ordered and located in random manner in order to maintain attention for responding.

### ***5. Preliminary try out***

To find out the weakness and workability of items, preliminary items try out of the test and the estimate of the time limit for responding the items were noted. In the step, the investigator modified the items which are vague, for the purpose, the test given to 100 students.

## **6. Draft scale**

The first draft prepared by printing the item with the provision to mark the responses printed in English and Tamil. Necessary instructions for the respondents were printed.

## **7. Final try out**

The tool was administered to a sample of 400 high school students in kanyakumari district. They were selected randomly from the population.

## **8. Scoring**

The corrected responses sheets were scored with the help of a scoring key prepared by the investigated. The responses sheets were scored by assigning score of 0, 1 for the categories Yes, No respectively for positive question. The score is reversed for negative items.

## **9. Item Analysis**

“The validity and reliability of any test depend up on the characteristics of its items. Items analysis makes it possible to increase the validity and reliability of a test” (Anasthasi, 2003). Item analysis helps to improve tests through the selection, substitution or revision of items.

For the validation of scale to class room culture, the investigator used (Anasthasi) item analysis method. The procedure is listed below,

- i. The total scores for 50 questions for all the items were found at first.
- ii. The questions were divided into three arbitrary defined groups. The response sheets were arranged in the ascending order on the basis of the total score of the component variable. The top 20 response sheets were

taken from the upper group (U). The 20 lowest scores were taken as lower group (L) and the remaining 20 scores in between were taken as a middle group (M).

The number of response who marked the desired response for each item was counted for upper group, middle group and lower group separately and recorded under U, M and L category respectively. Then  $U+M+L$  were calculated for each items,  $U-L$  was also calculate.

**10. The final scale:**

$U+M+L$  is used to find the difficulty index and  $U-L$  is used to find discriminating power. The final format of the test includes a total number of 40 items. These items are arranged in a random order.

**Table 3.1**

**Item wise analysis**

<b>Item No</b>	<b>U</b>	<b>M</b>	<b>L</b>	<b>U+M+L</b>	<b>U-L</b>	<b>Selected items</b>
1	19	17	16	52	3	✓
2	19	18	17	54	2	
3	18	17	15	50	3	✓
4	18	17	16	51	2	
5	15	12	9	36	6	✓

6	16	15	13	44	3	✓
7	15	13	12	40	3	✓
8	18	16	14	48	4	✓
9	15	12	10	37	5	✓
10	18	15	13	46	5	✓
11	10	8	5	23	5	✓
12	10	6	5	23	5	✓
13	17	16	14	47	3	✓
14	16	14	12	42	4	✓
15	16	15	13	44	3	✓
16	15	13	10	38	5	✓
17	16	13	11	40	5	✓
18	13	12	10	35	3	✓
19	19	11	10	40	9	
20	13	12	9	34	4	✓

21	16	15	14	45	2	✓
22	16	16	15	47	1	
23	10	8	6	24	4	✓
24	14	12	10	36	4	✓
25	8	6	6	20	2	
26	9	7	7	23	2	
27	13	12	10	35	3	✓
28	14	14	10	38	4	✓
29	15	14	10	39	5	✓
30	16	14	12	42	4	✓
31	17	16	13	46	4	✓
32	12	8	7	27	5	✓
33	19	16	15	50	4	✓
34	12	11	7	30	5	✓
35	14	13	10	37	4	✓



36	14	13	9	36	5	✓
37	13	12	8	33	5	✓
38	17	15	12	44	5	✓
39	12	12	8	32	4	✓
40	8	7	6	21	2	
41	17	15	14	46	3	✓
42	16	14	12	42	4	✓
43	14	13	11	38	3	✓
44	12	12	10	34	2	✓
45	16	13	12	41	4	✓
46	15	14	13	42	2	✓
47	9	7	7	23	2	
48	15	13	12	40	3	✓
49	18	17	16	51	2	
50	17	16	15	48	2	

### ***11. Selected items.***

Items marked with the (✓) 40 items are selected.

### ***12. Reliability of the test***

Reliability refers to the degree of consistency of score yielded by the test on repeated occasion. In the present investigation the reliability was found by split half method. The score of odd items and even items were taken separately and correlations were calculated. By using Spearman Brown formula of correlation, the reliability of the whole test was found,

$$R = \frac{2r}{1+r}$$

**Table 3.2**

Reliability co-efficient.

Number of samples	100
Number of items	40
Correlation between odd and even half	0.609
Reliability co-efficient	0.756

### ***Establishing validity***

A test is valid when it meets the purpose for which it was designed. The two types of validity established for this tool were face validity and content validity.

### ***Face validity***

Face validity means that the given tools appears or seems to measure what it measure. The tool was submitted to a panel of experts and their opinion weretaken to measure the relevant objective of the tool. A close look on the items of the tool reveals that each and every item is capable of measuring the class room culture. This provided face validity for the test.

### ***Content validity***

Content validity of the test was also established by verifying the comprehensiveness of coverage of the content of the test using authentic literature and opinion of experts. They ascertained that the tool has moderate content validity. Internal validation or internal consistency was ensured through item analysis.

## **Section – B**

### ***Plan and Procedure of the study.***

Research is a process of which a person observes the phenomena again and again and collects the data and on the basis of data he draws conclusions. It is oriented towards the discovery of relationship that exists among phenomena of the world in which we live. The fundamental assumption is that invariant relationship exists between certain antecedents and certain consequents so that under a specific set of conditions certain consequents can be expected to follow the introduction of a given antecedents.

According to Best W.J “Research is considered to be the more formal, systematic intensive process of carrying on the scientific methods of analysis. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedure and a report of result of conclusions”.

The ultimate purpose of all educational research is the discovery of procedure, rules and principles relating of the various aspects of education or to express it in a somewhat different way .The function of educational research is to determine what we should do in educating children and adults.

According to Travers W.M.”Educational research is that activity which is directed towards the development of science of behaviour in educational situation”.

Methodology is the essential part of systematic research. According to Rowntree “Methodology is the investigative practise and technique together with the accompanying ways of formulating problems and criteria for judging interpretations of evidence crafts or profession”.

It enhances the efficiency and validity of the research and to reduce wastage of time and effort. Mouly has classified research method in to three basic types.

1. Historical method.
2. Normative survey method.
3. Experimental method.

In the present study the investigator has selected normative survey method.

### ***3.1 Normative survey method:***

According to Good C.V.(1959) : Survey method may include “Present facts or current conditions concerning the nature of objects or a class or events and may involve the procedure of induction analysis, classification ,enumeration or measurement.” This method helps to solve current practical problems.

#### ***Purpose of survey method***

1. Normative surveys are often carried out as preliminary step to be followed by researches employing more vigorous control and more objective methods.
2. Descriptive surveys or studies also serve as direct sources of valuable knowledge concerning human behaviour.

#### ***Characteristics of normative survey method***

1. It gather data from a relatively large number of cases
2. It is essentially cross-sectional.
3. It is not concerned with the characteristics of individuals but with generalized statistics of the whole population or a represent sample.
4. It is an important type of research involving clearly defined problem and definite objectives.
5. It provides information useful to the solution local problems.
6. Survey may be qualitative or quantitative.

7. It is more realistic.
8. It requires careful analysis and interpretation of the data.
9. It requires expert imaginative planning.
10. It requires logical and skilful reporting of the findings.

### ***3.2 Tools used in the present study:***

The present study aims at studying the relationship between classroom culture and achievement motivation of students in High schools of kanyakumari district.

The researcher used the following tools for collecting data in present study.

1. General data sheet.
2. Scale to measure Classroom culture
3. Scale to measure Achievement motivation.

### ***3.3 Description of the tools:***

#### ***Statements:***

A statement is used when factual information is desired. A statement was prepared to collect general data about the school and personal factual data about the students like students' gender, locale, income, religion, community, type of management.

### ***Scale to measure Classroom culture:***

This was the major tool used in the study. The scale consisting of 50 items measuring various aspects of classroom culture.

### ***Scale to measure Achievement motivation:***

This was the major tool used in the study. The scale consisting of 50 items measuring various aspects of achievement motivation such as success orientation, goal directedness, nature, study habits and expectation etc.

The questions were both in Tamil and English. Then the students were requested to read the questions carefully and asked to put a tick mark (✓) which is most suitable for him/her.

The tool contains a set of questions with two alternative answers namely Yes/No.

### ***Population and sample:***

John W. Best (2003) says that “A population is any group of individuals who has one or more characteristic in common that is of interest to the researcher”. The population of the present study consists of the high school students in kanyakumari district.

### ***Sample:***

According to Deepak Kumar Bhattacharya (2006) “Sample is a subset of a population from which data are collected and then used to estimate parameters of

the total population”. The sample for the study has been selected using stratified random sampling method. The sample for this study consisted of high school students, while selecting the factors such as gender, locale, income, religion, Community, type of management. The sample consists of 400 high school students.

**More details about the sample are given in the following**

**Table 3.3**

***School wise distribution of the sample***

Sl.No	Name of the school.	Type of management	Number of students
1.	Government Higher Secondary School, Kannatuvilai.	Government	50
2.	St.Mary’s Higher Secondary School, kaliyal.	Aided	50
3.	Government Boys Higher Secondary School, Marthandam.	Government	31
4.	Government Girls Higher Secondary School, Marthandam.	Government	26
5.	L.M.S. Boys Higher Secondary School, Marthandam.	Aided	33
6.	L.M.S.Girls Higher Secondary School, Marthandam.	Aided	29
7.	Government Higher Secondary School, Padbanabapuram.	Government	50
8.	N.V.K.S.D. Higher Secondary School, Attoor.	Unaided	39



9.	Carole Higher Secondary School, Thuvarancadu.	Unaided	50
10.	Uma Girls Higher Secondary School, Madavilagam.	Unaided	18
11.	Kottaram Girls Higher Secondary School, Eraniel	Unaided	24
Total			400

### ***Scoring and Tabulation***

The data collected from the students are scored systematically using scoring key (Appendix – B). To score test items, each correct response was given ‘1’ mark and each wrong response received ‘0’ mark. The score of classroom culture is the total scores obtained for all the items. After completion of scoring, the data was organised and tabulated for analysis and interpretation.

*Details about the sample selected for the present study was given below.*

**1. Gender wise distribution of sample:**

The sample consists of male (184) and female (216) students. The percentage corresponding to males and females are given in table 3.4

**Table 3.4**

***Gender wise distribution of sample***

Sl.No	Gender	No. of students	Percentage
1.	Male	184	46
2.	Female	216	54
Total		400	100

**1. Locale wise distribution of sample:**

The sample consists of rural (213) and urban (187) students. The percentage corresponding to rural and urban are given in table 3.5

**Table 3.5**

***Locale wise distribution of sample***

Sl.No	Locale	No. of students	Percentage
1.	Rural	213	46.75
2.	Urban	187	53.25
Total		400	100

## ***2. Religion wise distribution of sample:***

The sample consists of Hindu (246), Christian (124) and Muslim (30) students. The percentage corresponding to Hindu, Christian and Muslim are given in table3.6

**Table 3.6**

### ***Religion wise distribution of sample***

Sl.No	Religion	No. of students	Percentage
1.	Hindu	246	61.5
2.	Christian	124	31
3.	Muslim	30	7.5
Total		400	100

## ***4. Community wise distribution:***

The sample consists of BC (210), FC (98) and SC (92) students. The percentage corresponding to BC , FC and SC are given in table3.7

**Table 3.7**

### ***Community wise distribution of sample***

Sl.No	Community	No. of students	Percentage
1.	BC	210	52.5
2.	FC	98	24.5
3.	SC	92	23
Total		400	100

### ***5. Type of management wise distribution:***

The sample consists of Government (157), Aided (151) and Private (92) students. The percentage corresponding to government, aided and unaided are given in table3.8

**Table 3.8**

#### ***Type of management wise distribution of sample***

Sl.No	Type of management	No. of students	Percentage
1.	Government	157	39.25
2.	Aided	151	37.75
3.	Unaided	92	23
Total		400	100

### ***6. Monthly Income wise distribution:***

The sample consists of below 5000(250) and above 5000 (150) students. The percentage corresponding to below 5000, above 5000 are given in table3.9

**Table 3.9**

#### ***Monthly Income wise distribution of sample***

Sl.No	Monthly Income	No. of students	Percentage
1.	Below 5000	250	62.5
2.	Above 5000	150	37.5
Total		400	100

### ***Administration of the tools:***

The investigator personally visited the schools with the permission of the heads concerned. With the co-operation of the heads of the institutions the investigator met the students and asked them to respond to the questions. The investigator clearly explained the purpose of the study and the tools concerned. Though adequate instructions were given, while answering investigator read the questions to the students and explained how they should mark their opinion.

## ***STATISTICAL TECHNIQUES USED***

The analyse the data the investigator used the following statistics measures.

### ***1. Arithmetic mean:***

Mean is the most reliable and universally used central tendency.

Mean is simplest and can be defined as the s um of all the values of item in a series divided by the number of items.

$$A.M = A + \sum \frac{fd}{N} \times C$$

where,

A = assumed mean of the scores.

f = frequency of each class interval.

d = deviation of the scores from the assumed mean.

N = total frequency.

C = class interval.

### ***2. Standard Deviation:***

Standard deviation is the most stable index of variability. Standard deviation measures the scatterness of the values. It is the defined as the square root of the average of the squares of the deviations of each score from the mean.

$$S.D, \sigma = \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2} \times c$$

where,

$f$  = frequency.

$d$  = deviation of the scores from the assumed mean.

$N$  = total frequency between two means is known.

$C$  = class interval.

### 3. *t* – test:

The test of the significance of the difference between two means is known as a *t* – test.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

where,

$M_1$  = arithmetic mean of the first group.

$M_2$  = arithmetic mean of the second group.

$\sigma_1$  = standard deviation of the first group.

$\sigma_2$  = standard deviation of the second group.

$N_1$  = total number in the first group.

$N_2$  = total number in the second group.

#### **4. ANOVA:**

To find out whether there is any significant difference among the mean of more than two random samples. We use the F- distribution. The analysis of variance leads with variances, rather than with standard deviations and standard error.

$$F = \frac{\text{Mean square variance between groups.}}{\text{Mean square variance within groups.}}$$

#### **5. Coefficient of correlation:**

Coefficient of correlation is the term used to refer to an underlying relation between any two or more variables.

Product moment correlation,

$$r = \frac{N\sum xy - \sum fx \sum fy}{\sqrt{Nfx^2 - (\sum fx)^2 \times Nfy^2 - (\sum fy)^2}}$$

where,

r = the person's product moment correlation coefficient.

N = total number of pairs of X & Y.

X = raw score on the X – variable.

Y = raw score on the Y – variable.



### ***Delimitations of the study:***

The main delimitation of the study are,

1. The investigator used only 400 students as sample for the present study.
2. The study has been delimited to the schools in kanyakumari district only.
3. The investigatory was not able to cover all the schools in kanyakumari district due to lack of time.
4. The investigator could not include sufficient number of studies conducted abroad related to classroom culture as they are few in number.

## **CHAPTER -IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

**❖ *INTRODUCTION***

**❖ *STEPS IN ANALYSIS AND INTERPRETATION***

The analysis and interpretation of data is one of the important steps in the research process. It is the application of the deductive and inductive logic to examine critically the results, obtained in the light of the previous studies. According to Loukeshkoul(1997) interpretation calls for a careful, logical and critical examination of the sample chosen, the tools selected and used in the study.

Analysis of data includes comparison of the outcomes of the various treatments upon the several groups and the making of a decision as to the achievement of the goals of research. Data relevant to each hypothesis must be assembled in quantitative form and tested to determine whether or not there is significant difference in the results obtained from the controlled groups.

The data collected from 400 high school students were subjected to different types of statistical treatment like mean, standard deviation and t-test. The detail of analysis is presented in this chapter.

The statistical techniques used for the analysis of data in this study are,

- i. Arithmetic mean.
- ii. Standard deviation.

- iii. t-test.
- iv. ANOVA
- v. Correlation (Pearson's product moment method)

The details of the analysis are given in the succeeding pages under appropriate headings.

#### ***4.1 Analysis and Interpretation***

**Table 4.1**

**Comparison of mean scores of classroom culture based on Gender.**

<b>Gender</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Remark</b>
Male	36.30	4.68	184	1.67	0.095	NS
Female	35.46	5.36	216			

The calculated value ( $t = 1.67$ ,  $p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, "There exists no significant difference between male and female in high school students in their mean scores on classroom culture" is accepted.

**Table 4.2**

**Comparison of mean scores of classroom culture based on locale.**

<b>Locale</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Remark</b>
Rural	35.73	4.96	213	0.49	0.624	NS
Urban	35.98	5.20	187			

The calculated value ( $t = 0.49$ ,  $p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference between rural and urban in high school students in their mean scores on classroom culture” is accepted.

**Table 4.3**

**Comparison of mean scores of classroom culture based on religion.**

<b>Religion</b>	<b>Mean</b>	<b>SD</b>	<b>Source</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>p</b>	<b>Remark</b>
Hindu	35.78	5.1	Between Gp	4.76	2	2.38	0.09	0.912	NS
Christian	35.88	5	Within Gp	10246.94	397	25.81			
Muslim	36.17	5.21	Total	10251.70	399				

The calculated value ( $F = 0.09$ ,  $p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference among high school students belonging to different religions in their mean scores on classroom culture” is accepted.

**Table 4.4**

**Comparison of mean scores of classroom culture based on community.**

Community	Mean	SD	Source	Sum of Squares	df	Mean Square	F	<i>p</i>	Remark
BC	36.11	4.91	Between Gp	30.4	2	15.18	0.59	0.555	NS
FC	35.55	5.31	Within Gp	10221.3	397	25.75			
SC/ST	35.57	5.19	Total	10251.7	399				

The calculated value ( $F = 0.59$ ,  $p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference among high school students belonging to different communities in their mean scores on classroom culture” is accepted.

**Table 4.5**

**Comparison of mean scores of classroom culture based on type of management.**

Type of Management	Mean	SD	Source	Sum of Squares	df	Mean Square	F	P	Remark
Govt	36.47	4.72	Between Gp	151.79	2	75.90	2.98	0.052	NS
Aided	36.03	5.46	Within Gp	10099.90	397	25.44			
Unaided	35.09	5.1	Total	10251.70	399				

The calculated value ( $F = 2.98, p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference among high school students belonging to different type of management in their mean scores on classroom culture” is accepted.

**Table 4.6**

**Comparison of classroom culture based on monthly income**

<b>Monthly Income</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Remark</b>
Below 5000	35.7	4.98	250	0.73	0.46	NS
Above 5000	36.09	5.23	150			

The calculated value ( $t = 0.73$ ,  $p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference between students from families with income below 5000 and above 5000 in their mean scores on classroom culture” is accepted.



## *Analysis and Interpretation*

**Table 4.7**

**Comparison of mean scores of achievement motivation based on gender.**

<b>Gender</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Remark</b>
Male	29.68	5.10	184	4.01	0.000	<i>Sig. at 0.01 level</i>
Female	27.53	5.62	216			

The calculated value ( $t = 4.01$ ,  $p < 0.01$ ) is significant at 0.01 level.

Therefore the null hypothesis, “There exists no significant difference between male and female in high school students in their mean scores on achievement motivation” is rejected.

**Table 4.8****Comparison of mean scores of achievement motivation based on locale.**

Locale	Mean	SD	N	t	p	Remark
Rural	28.46	5.28	213	0.24	0.81	NS
Urban	28.59	5.72	187			

The calculated value ( $t = 0.24, p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference between rural and urban in high school students in their mean scores on achievement motivation” is accepted.

**Table 4.9****Comparison of mean scores of achievement motivation based on religion.**

Religion	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Remark
Hindu	28.52	5.41	Between Gp	0.32	2	0.16	0.01	0.995	NS
Christian	28.49	5.75	Within Gp	11999.52	397	30.23			
Muslim	28.6	5.18	Total	11999.84	399				

The calculated value ( $F = 0.01$ ,  $p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference among high school students belonging to different religions in their mean scores on achievement motivation” is accepted.

**Table 4.10**

**Comparison of mean scores of achievement motivation based on community.**

Community	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Remark
BC	29.23	5.18	Between Gp	284.8	2	142.42	4.83	0.008	Sig.at 0.01 level
FC	28.28	5.22	Within Gp	11715	397	29.51			
SC/ST	27.15	6.16	Total	11999.84	399				

The calculated value ( $F = 4.83$ ,  $p < 0.01$ ) is significant at 0.01 level. Therefore the null hypothesis,” There exists no significant difference among high school students belonging to different communities in their mean scores on achievement motivation” is rejected.

The result does not help to identify exactly the pairs of group which differ significantly. Hence scheffe’s multiple comparison is used for further analysis.

Community	Mean	SD	N	Pair	Scheffe's p	Remark
BC (A)	29.23	5.18	210	A Vs B	0.361	NS
FC (B)	28.28	5.22	98	B Vs C	0.359	NS
SC/ST (C)	27.15	6.16	92	A Vs C	0.010	<i>Sig. at 0.01 level</i>

The result shows that there exists significant difference between BC and SC/ST high school students in their mean scores on achievement motivation. The mean value shows high school students belonging to BC possess high achievement motivation than FC and SC/ST students.

**Table 4.11**

**Comparison of mean scores of achievement motivation based on type of management.**

Type of Management	Mean	SD	Source	Sum of Squares	df	Mean Square	F	p	Remark
Govt	28.82	5.23	Between Gp	31.2	2	15.61	0.52	0.596	NS
Aided	28.09	5.66	Within Gp	11968.6	397	30.15			
Unaided	28.48	5.65	Total	11999.8	399				

The calculated value ( $F = 0.52, p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference among high school students belonging to different type of management in their mean scores on achievement motivation” is accepted.

**Table 4.12**

**Comparison of mean scores of achievement motivation based on income.**

<b>Monthly Income</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Remark</b>
Below 5000	28.22	5.20	250	1.35	0.18	NS
Above 5000	29.01	5.91	150			

The calculated value ( $t = 1.35, p > 0.05$ ) is not significant at any level. Therefore the null hypothesis,” There exists no significant difference between students from families with income below 5000 and above 5000 in their mean scores on achievement motivation” is accepted.

### ***Correlation technique:***

Correlation is the degree of the relationship between the paired scores. A coefficient of correlation [r] is a single number that tell us to what extent two variables are related, and to what extend variations in one variable go with variations of other variable.

According to Garret (1969) the interpretation of 'r' is stated as below.

<b>Values of ' r '</b>	<b>Verbal Description</b>
0	Zero relationship (n) absolutely no relation
$\pm 0.00$ to $\pm 0.20$	Slight or Negligible relationship
$\pm 0.21$ to $\pm 0.40$	Low correlation
$\pm 0.41$ to $\pm 0.60$	Moderate (or) substantial relationship
$\pm 0.61$ to $\pm 0.80$	High correlation
$\pm 0.81$ to $\pm 0.99$	Very High correlation
$\pm 1$	Perfect correlation

**Pearson's correlation between classroom culture and achievement motivation of high school students based on background characteristics.**

**Null hypothesis:** There is no significant correlation between classroom culture and achievement motivation among high school students of the total sample and subsample.

**Table 4.13**

Background characteristics		Pearson Correlation	<i>p</i>	Remark
Total		0.448	0.000	<i>Sig. at 0.01 level</i>
Gender	Male	0.549	0.000	<i>Sig. at 0.01 level</i>
	Female	0.369	0.000	<i>Sig. at 0.01 level</i>
Locality	Rural	0.388	0.000	<i>Sig. at 0.01 level</i>
	Urban	0.507	0.000	<i>Sig. at 0.01 level</i>
Religion	Hindu	0.379	0.000	<i>Sig. at 0.01 level</i>
	Christian	0.562	0.000	<i>Sig. at 0.01 level</i>
	Muslim	0.510	0.002	<i>Sig. at 0.01 level</i>
Community	BC	0.453	0.000	<i>Sig. at 0.01 level</i>
	FC	0.41	0.000	<i>Sig. at 0.01 level</i>
	SC/ST	0.472	0.000	<i>Sig. at 0.01 level</i>
Type of Management	Govt	0.457	0.000	<i>Sig. at 0.01 level</i>
	Aided	0.405	0.000	<i>Sig. at 0.01 level</i>
	Unaided	0.471	0.000	<i>Sig. at 0.01 level</i>
Monthly Income	Below 5000	0.377	0.000	<i>Sig. at 0.01 level</i>
	Above 5000	0.545	0.000	<i>Sig. at 0.01 level</i>

From the above value the calculated  $r$  value is significant at 0.01 level. Hence there is significant positive relationship between classroom culture and achievement motivation of high school students.

The variables classroom culture and achievement motivation are positively and substantially correlated for the total sample and subsamples.

### ***Tenability of hypothesis***

1. The first hypothesis, “there exists no significant difference in the mean scores of male and female high school students in their classroom culture” is accepted.
2. The second hypothesis, “there exists no significant difference in the mean scores of rural and urban high school students in their classroom culture” is accepted.
3. The third hypothesis, “there exists no significant difference in the mean scores of Hindu, Christian and Muslim high school students in their classroom culture” is accepted.
4. The fourth hypothesis, “there exists no significant difference in the mean scores of BC,FC,SC/ST high school students in their classroom culture” is accepted.



5. The fifth hypothesis, “there exists no significant difference in the mean scores of govt, aided and unaided high school students in their classroom culture” is accepted.
6. The sixth hypothesis, “there exists no significant difference in the mean scores of monthly income below 5000 and above 5000 high school students in their classroom culture” is accepted.
7. The seventh hypothesis, “there exists no significant difference in the mean scores of male and female high school students in their achievement motivation” is rejected.
8. The eighth hypothesis, “there exists no significant difference in the mean scores of rural and urban high school students in their achievement motivation” is accepted.
9. The ninth hypothesis, “there exists no significant difference in the mean scores of Hindu, Christian and Muslim high school students in their achievement motivation” is accepted.
10. The tenth hypothesis, “there exists no significant difference in the mean scores of BC, FC, and SC/ST high school students in their achievement motivation” is accepted.

The pair wise comparison shows that the BC and SC/ST high school students do not differ significantly in their achievement motivation.

11. The eleventh hypothesis, “there exists no significant difference in the mean scores of govt, aided and unaided high school students in their achievement motivation” is accepted.
12. The twelfth hypothesis, “there exists no significant difference in the mean scores of monthly income below 5000 and above 5000 high school students in their achievement motivation” is accepted.
13. There is significant positive correlation between classroom culture and achievement motivation of high school students.

## **CHAPTER – V**

# **SUMMARY, FINDINGS, CONCLUSION, IMPLICATIONS AND SUGGESTIONS**

❖ *RESUME OF THE STUDY*

❖ *MAJOR FINDINGS OF THE STUDY*

❖ *CONCLUSION*

❖ *EDUCATIONAL IMPLICATIONS*

❖ *SUGGESIONS FOR FURTHER RESEARCH*

### ***5.1 Resume of the study***

The study under investigation is entitled as CLASSROOM CULTURE AND ACHIEVEMENT MOTIVATION OF HIGH SCHOOL STUDENTS.

A sample of 400 students who were in the age group of 13 to 15 years were selected from different schools in kanyakumari district of Tamilnadu. Here the investigator used normative survey method. The technique used for selecting the sample was random sampling.

For collecting data the tools employed were scale to measure classroom culture and achievement motivation, personal data sheet.

The data were subjected to statistical analysis like mean, standard deviation, test of significance (t- test), and Pearson product moment method.

### ***Objectives of the present study:***

- i. To study the significant difference in the mean scores of classroom culture of high school students with respect to gender, locale, income, religion, community, type of management.
- ii. To study the significant difference in the mean scores of achievement motivation of high school students with respect to gender locale, income, religion, community, type of management.
- iii. To study the correlation between classroom culture and achievement motivation of high school students.

### ***Hypotheses:***

On the basis of the objectives the following hypotheses have been formulated for the present study.

- i. There exists no significant difference in the mean scores of classroom culture of high school students based on their gender, locale, income, religion, community, type of management.
- ii. There exists no significant difference in the mean scores of achievement motivation of high School students based on their gender, locale, income, religion, community, type of management.
- iii. There exists no significant correlation between classroom culture and achievement motivation of high school students.

## ***5.2 Major findings of the study***

- i. There exists no significant difference between male and female high school students in their mean scores on classroom culture. ( $t = 1.67, p > 0.05$ )
- ii. There exists significant difference between male and female high school students in their mean scores on achievement motivation.  
  
( $t = 4.01, p < 0.01$ )
- iii. There exists no significant difference between rural and urban high school students in their mean scores on classroom culture. ( $t = 0.49, p > 0.05$ )
- iv. There exists no significant difference between rural and urban high school students in their mean scores on achievement motivation. ( $t = 0.24, p > 0.05$ )
- v. There exists no significant difference among Hindu, Christian, Muslim high school students in their mean scores on classroom culture.  
  
( $t = 0.09, p > 0.05$ )
- vi. There exists no significant difference among Hindu, Christian, and Muslim high school students in their mean scores on achievement motivation.  
  
( $t = 0.01, p > 0.05$ )
- vii. There exists no significant difference among BC, FC, SC/ST high school students in their mean scores on classroom culture. ( $t = 0.59, p > 0.05$ )

viii. There exists significant difference among BC, FC, SC/ST high school students in their mean scores on achievement motivation.

( $t = 4.83, p < 0.01$ )

ix. There exists no significant difference among students from govt, aided and unaided schools in their mean scores on classroom culture.

( $t = 2.98, p > 0.05$ )

x. There exists no significant difference among students from govt, aided and unaided schools in their mean scores on achievement motivation.

( $t = 0.52, p < 0.05$ )

xi. There exists no significant difference between students whose monthly income of the parents are below 5000 and above 5000 in their classroom culture. ( $t = 0.73, p > 0.05$ )

xii. There exists no significant difference between students whose monthly income of the parents are below 5000 and above 5000 in their achievement motivation. ( $t = 1.35, p > 0.05$ )

xiii. There exists significant correlation between classroom culture and achievement motivation of high school students.

### ***5.3 Conclusion:***

It can be stated that gender, locale, religion, community, type of management and income of parents have no influence on the classroom culture of high school students.

It can be stated that locale, religion, type of management, parents monthly income have no influence on the achievement motivation of high school students, and gender, community have influence on the achievement motivation of high school students.

### ***5.4 Educational Implications:***

Present investigation finds facts regarding classroom culture and achievement motivation. Classroom culture and achievement motivation are the integral part of the individual growth. Some of the educational implications are given below.

- i. The administrators of the school should provide proper working conditions and learning environment to teachers and students. Proper infrastructure, lab facilities, and co-curricular activities should be arranged in schools.



- ii. Good classroom environment should also simulate growth along all lines.  
The classroom atmosphere must be a setting for living and learning.
- iii. This study reveals that certain factors like gender, locale, religion, community, type of management and income affects classroom culture and achievement motivation.
- iv. Parents – teachers association is also very important to enrich to classroom culture of the students. This study has brought to light a vivid picture about the role of classroom culture and achievement motivation.

### ***5.5 Suggestions for further researches***

Given below are some of the areas where further investigations are contemplated.

1. The present investigation is conducted on high school students only it can be extend to high secondary school students.
2. The geographical area selected was only one educational district namely kanyakumari district of Tamilnadu. This can extended to other district also.
3. Advanced statistical techniques like ANOVA and regression equation could be employed, so that the findings could be more systematic and empirical based.

4. The study may be extended to find out the relationship between the classroom culture and achievement motivation in particular subject.

The investigator hopes that the present investigation will be useful for future researchers in the area and also that the results of the present study will be used to guide students to achieve their motive.

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# APPENDICES



# APPENDIX - A

## N.V.K.S.D COLLEGE OF EDUCATION

### ATTOOR

### KANYAKUMARI DIST

#### Personal Data Sheet

Name :  
Class :  
Name of the School :  
Gender : Male/Female  
Locality : Rural / Urban  
Religion : Hindu /Christian/ Muslim  
Community : Forward caste/ Backward caste/  
Schedule caste  
Type of Management : Government / Private/ Aided  
Parent Monthly income : Below Rs. 5000/- Above Rs. 5000/-

## APPENDIX – B

### N.V.K.S.D COLLEGE OF EDUCATION

#### ATTOOR

#### Draft scale

#### Scale to Measure Classroom Culture

By

M.L. SAJI & Dr. B.C. SOBHA

Read the following statements and provide the required information. You may put a (✓) mark wherever necessary. All information given by you will be kept confidential.

1	I feel happy when I am in the class. ehd; tFg;gpy; ,Uf;Fk;NghJ kfpo;r;rpahf ,Uf;fpNwd;.	Yes Mk;	No ,y;iy
2	All students of the class get equal facilities. tFg;gpy; cs;s midj;J khzth;fSk; rkkhf elj;jg;gLfpwhh;fs;.	Yes Mk;	No ,y;iy
3	There is competition in work among the students. tFg;gpy; khzth;fSf;fpilNa gbg;gpy; Nghl;bfs; Vw;gLfpwJ.	Yes Mk;	No ,y;iy
4	My teachers encourage me to ask questions. vd;Dila Mrphpah;fs; re;Njfq;fis Nfl;FkhW cw;rhfg;gLj;Jfpwhh;fs;.	Yes Mk;	No ,y;iy
5	I cannot miss any class. ve;j tFg;igAk; ehd; jtwtplkhl;Nld;.	Yes Mk;	No ,y;iy
6	My teachers encourage me to express my opinions felt in the classroom. Mrphpah;fs; vd;Dila fUj;Jf;fis tFg;gpy; nrhy;tjw;F cw;rhfg;gLj;Jfpwhh;fs;.	Yes Mk;	No ,y;iy
7	Only a few students have the control over the class. xUrpy khzth;fshy; kl;LNk tFg;G Neu;jpy; ftdkhf nray;gIKbfpwJ.	Yes Mk;	No ,y;iy
8	Class work is very difficult. tFg;gpy; gbg;G Ntiyfs; kpfTk; fbdkhf cs;sJ.	Yes Mk;	No ,y;iy

9	My classmates are co-operative. vd;Dila tFg;G khzth;fs; midtUk; xw;WikAld; ,Ug;ghh;fs;.	Yes Mk;	No ,y;iy
10	I like to guide the slow learners in classroom. vd;Dila tFg;gpy; ,Uf;Fk; jpwd; Fiwe;j khzth;fis Cf;Ftpg;gij ehd; tpUk;GfpNwd;.	Yes Mk;	No ,y;iy
11	I am particular in completing my work while in the particular time. ehd; vd;Dila nfhLf;fg;gl;l Neu;j;ppy; Ntiyia Kbg;gpy; Fwpa hf ,Ug;Ngd;.	Yes Mk;	No ,y;iy
12	Students have to obey strict rules. khzth;fs; gs;sp tpjpKiwfis filg;gpbf;fpwhh;fs;.	Yes Mk;	No ,y;iy
13	Our teachers encourage us to take part in competitions. Mrphpah;fs; vq;fspk; gs;spfs;py; eilngWk; Nghl;bfspy; fye;Jf;nfh;SkhW cw;rhfg;gLj;Jfpwhh;fs;.	Yes Mk;	No ,y;iy
14	I can fully concentrate in my studies. ehd; gbg;gpy; mjpf ftdk; nrYj;JNtd;.	Yes Mk;	No ,y;iy
15	I believe that only hard work leads to success. fbd ciog;Ng ntw;w;pf;F toptFf;Fk; vd ek;GfpNwd;.	Yes Mk;	No ,y;iy
16	My classmates are having different interests. vd;Dila tFg;G khzth;fs; midtUk; ntt;NtW Mh;tKilath;fs;.	Yes Mk;	No ,y;iy
17	There is rivalry among students in the classroom. khzth;fSf;fpilNa Nghl;b kdg;ghd;ik cz;L.	Yes Mk;	No ,y;iy
18	I study regularly all my lessons. ehd; vd;Dila ghlq;fis jpdKk; gbg;Ngd;.	Yes Mk;	No ,y;iy
19	My teachers are friendly and supportive. Mrphpah;fs; NjhoikAIDk;> MjuTIDk; ele;Jf;nfh;fpwhh;fs;.	Yes Mk;	No ,y;iy
20	My teachers clearly express their expectations in the classroom. vd;Dila Mrphpah;fs; tFg;giwapy; mth;fSila vjph;ghh;g;Gfis njspthf ntspg;gLj;Jfpwhh;fs;.	Yes Mk;	No ,y;iy
21	My teachers provide regular and rapid feedback on my performance. gbg;gpy; vdJ Kd;Ndw;wj;jpw;fhf Mrphpah;fs; vg;NghJk; mjpf ftdk; vLj;Jf;nfh;fpwhh;fs;.	Yes Mk;	No ,y;iy
22	Teachers encourage us to read many books. Mrphpah;fs; vq;fspk; mjpfkhf Gj;jfq;fis gbf;FkhW Cf;Ftpf;fpwhh;fs;.	Yes Mk;	No ,y;iy

23	There is dissatisfaction among the students in the absence of competitions. gbg;gpy; Nghl;bfs; ,y;yhjhy; khzth;fSf;F ,ilNa mjpUg;jp Vw;gLfpwJ.	Yes Mk;	No ,y;iy
24	I am afraid of some of my teacher in the class. tFg;gpy; rpy Mrphpah;fis ghh;j;jhy; gak; Vw;gLfpwJ.	Yes Mk;	No ,y;iy
25	The reading material in the class is available in sufficient numbers. gbg;gpw;F cjTk; Gj;jfq;fs; tFg;giwapy; Njitahd msT cs;sJ.	Yes Mk;	No ,y;iy
26	All do the work with combines effort to make class work successful. khzth;fs; midtUk; ,ize;J nray;gl;L gbg;gpy; ntw;wpfukhf ,Ug;gjw;F xj;Jiog;G nfhLf;fpwhh;fs;.	Yes Mk;	No ,y;iy
27	Students do not have time to think about irrelevant matters. tFg;gpy; Njitaw;witfis rpe;jpf;f \$I Neuk; fpilf;fhJ.	Yes Mk;	No ,y;iy
28	Class work is done according to the rules. tFg;G Ntiyfs; tpjpKiwfSf;Fl;gl;L nra;ag;gLfpwJ	Yes Mk;	No ,y;iy
29	I prefer to work individually. ehd; vd;Dila Ntiyia jdpahf nra;a tpUk;GfpNwd;.	Yes Mk;	No ,y;iy
30	There is enough time for class work. tFg;gpy; gbg;gpw;fhd Ntiyfis nra;a NghJkhd fhy mtfhrk; fpilf;fpwJ.	Yes Mk;	No ,y;iy
31	The questions of the intelligent students are replied with much care. Gj;jprhypahd khzth;fs; Nfl;Fk; Nfs;tpfSf;F Mrphpah;fs; kpfTk; mf;fiwahf gjpy; mspf;fpd;wdh;.	Yes Mk;	No ,y;iy
32	Students in the class are grouped according to the grades. ehq;fs; midtUk; mtuth; juj;jpw;F Vw;whw;Nghy FOthf ,Uf;fpNwhk;.	Yes Mk;	No ,y;iy
33	Some students create distraction in the class work. tFg;gpy; rpy khzth;fs; kl;Lk; gbg;G Neu;jjpy; ftdj;ij rpjw tpLfpw nraiy nra;fpwhh;fs;.	Yes Mk;	No ,y;iy
34	Some teachers show practically towards certain students in my class. xUrpy Mrphpah;fs; khzth;fs; midtiuAk; xNu khjphpahf elj;Jtjpy;iy.	Yes Mk;	No ,y;iy
35	I search for in depth details. ehd; Mokhd fUj;Jf;fis mwpa tpUk;GfpNwd;.	Yes Mk;	No ,y;iy
36	Class room culture helps in developing interest in teaching. tFg;giw #oyhdJ fw;Fk; jpwid tsh;g;gjw;F cjtpahf ,Uf;fpd;wJ.	Yes Mk;	No ,y;iy

37	Teacher counsels me when I have problems. Mrphpah;fs; ehd; gpur;ridapy; ,Uf;Fk;NghJ MNyhrid toq;Ffpwhh;fs;.	Yes Mk;	No ,y;iy
38	I am often compared with others. ehd; mbf;fb kw;w khzth;fSld; xg;gpl;L gh;f;fg;gLfpNwd;.	Yes Mk;	No ,y;iy
39	Free hours are occupied by other teachers. Xa;T Neu;jpYk; kw;w Mrphpah;fs; tFg;gpw;F tUth;fs;.	Yes Mk;	No ,y;iy
40	Some of the teachers always criticize others in the classroom. xU rpy Mrphpah;fs; tFg;giwapy; vg;NghJK; mLj;jth;fis Fiw nrhy;ypf;nfhz;NI ,Ug;gh;fs;.	Yes Mk;	No ,y;iy
41	I keep my classroom neat and tidy. tFg;giwia ehd; Rj;jkhfTk; xOq;fhfTk; itj;jpUg;Ngd;.	Yes Mk;	No ,y;iy
42	I used to write when the teacher says the tips. tFg;ghrphpah;fs; nfhLf;Fk; EZf;fq;fis ehd; vOjpf;nfh;Ntd;.	Yes Mk;	No ,y;iy
43	I like to be a leading person in the classroom tFg;giwapy; ehd; Kd;Ndhbahf jpfo;Ntd;.	Yes Mk;	No ,y;iy
44	I listen carefully when the teacher teaches the class. tFg;ghrphpah; ghlk; vLf;Fk;NghJ ehd; \$h;e;J ftdpg;Ngd;.	Yes Mk;	No ,y;iy
45	I learn best viewing information provide in class. ehd; fw;w fUj;ij ey;y Kiwapy; tFg;gpw;F mspf;f tpUk;GfpNwd;.	Yes Mk;	No ,y;iy
46	I like to be calm in the classroom. ehd; tFg;giwapy; mikjpahf ,Ug;gijNa tpUk;GNtd;.	Yes Mk;	No ,y;iy
47	I clarify the doubts of my classmates after discussing with the teacher. tFg;giwapy; khzth;fs; Nfl;Fk; re;Njfq;fis Mrphpahplk; Nfl;L jf;f gjpiy mspg;Ngd;.	Yes Mk;	No ,y;iy
48	I am always punctual in the class. ehd; tFg;gpw;F fhjkhkpd;wp tUNtd;.	Yes Mk;	No ,y;iy
49	I am not worried about the class work. tFg;gpy; gbg;G Ntiyfisg;gw;wp ehd; ftiyg;gLtjpy;iy.	Yes Mk;	No ,y;iy
50	Classroom environment tempt me to come to school happily. tFg;giw #oy; vd;id tpUg;gj;Jld; gs;spf;F tuj;J}z;Lk;.	Yes Mk;	No ,y;iy

## APPENDIX – C

### **N.V.K.S.D COLLEGE OF EDUCATION ATTOOR**

#### **Scale to Measure Achievement Motivation**

**By**

**M. JANET GODWIN ASHA & Mr. P.S.PRASAD**

**(2009)**

Read the following statements and provide the required information. You may put a (✓) mark wherever necessary. All information given by you will be kept confidential.

1	I leave out the lessons which is very difficult to follow. gpd;gw;Wtjw;F fbdkhf cs;s ghlq;fis ehd; tpl;LtpLNtd;.	Yes Mk;	No ,y;iy
2	I am not particular in finishing my work in the stipulated time. ehd; vd;Dila Ntiyia nfhLf;fg;gl;l Neu;j;ppy; Kbg;gppy; Fwpa hf ,Uf;fkhl;Nld;.	Yes Mk;	No ,y;iy
3	Usually I fail to achieve my goal. tof;fkhf ehd; vd;Dila Fw pf;Nfhis miltjpy; Njhy;tp milNtd;.	Yes Mk;	No ,y;iy
4	I believe that I can fulfill my dreams. ehd; vd;Dila fdTfis edthf;FNtd; vd;W epidf;fpNwd;.	Yes Mk;	No ,y;iy
5	I have failed to achieve my ambition in my life. vd;Dila tho;tpd; Fw pf;Nfhis miltjpy; Njhy;tp mile;Js;Nsd;	Yes Mk;	No ,y;iy
6	I never plan things before it is done ehd; vijAk; jpl;lkpl;L nra;akhl;Nld;.	Yes Mk;	No ,y;iy
7	I never leave my things incomplete ehd; vijAk; Kw;W ngwhky; tplkhl;Nld;.	Yes Mk;	No ,y;iy
8	I am worried about my future. ehd; vjph;fhyj;ij gw;wp ftiyg;gLfpNwd;.	Yes Mk;	No ,y;iy

9	I have enough competence to achieve my goal. ehd; vd;Dila tho;tpd; Fwpf;Nfhis miltjpy; kpfTk; cWjpa hf ,Uf;fpNwd;.	Yes Mk;	No ,y;iy
10	I leave things which are difficult ehd; rpukkhd Ntiyfis tpl;LtpLNtd;.	Yes Mk;	No ,y;iy
11	I read a lot of books. ehd; epiwa Gj;jfq;fis thrg;Ngd;.	Yes Mk;	No ,y;iy
12	I like to do things in an innovative way. vr;nraiAk; GJikahd Kiwapy; nra;a tpUk;GfpNwd;.	Yes Mk;	No ,y;iy
13	I am not interested in discovering things. Gj;jhf fz;Lgpbg;gjpy; vdf;F Mh;tk; fpilahJ.	Yes Mk;	No ,y;iy
14	I feel disappointed when the library is closed ehd; E}yfk; %b ,Ug;gij fz;lhy; kpfTk; tUj;jgLNtd;.	Yes Mk;	No ,y;iy
15	a I read a lot about philosophers and their contributions. ehd; epiwa tpQ;QhdpfisAk; mth;fsJ fz;Lgpbg;GfisAk; gbg;Ngd;.	Yes Mk;	No ,y;iy
16	I prefer keen observation of a thing. ehd; vijAk; EZf;fkhf ftdpg;gijNa tpUk;GfpNwd;.	Yes Mk;	No ,y;iy
17	I like to explore new areas of knowledge. mwptpd; gy Gjpa gFjpfis Muha Mirg;gLfpNwd;.	Yes Mk;	No ,y;iy
18	I have the habit of acquiring new words Gjpa nrhw;fis mwpe;Jf;nfhS;Sk; gof;fk; vdf;Fz;L.	Yes Mk;	No ,y;iy
19	I don't like reading books of all kinds vdf;F vy;yhtpjkhD Gj;jfq;fisAk; gbg;gJw;F tpUg;gk; ,y;iy.	Yes Mk;	No ,y;iy
20	I watch daily the News channel. ehd; jpdKk; nra;jp njhiyf;fhl;rpiag; ghg;g;Ngd;.	Yes Mk;	No ,y;iy
21	I won't prepare time table for my study. ehd; vd;Dila gbg;gpw;F fhy ml;ltizia jahhpf;fkhl;Nld;.	Yes Mk;	No ,y;iy
22	I often omit difficult subject. ehd; fbdkhD ghLq;fis jtph;j;JtpLNtd;.	Yes Mk;	No ,y;iy

23	I workout additional problems given in the text ehd; ghlg;Gj;jfj;jpy; nfhLf;fg;gl;Ls;s mjpfkhd gapw;rpfis nra;Ntd;.	Yes Mk;	No ,y;iy
24	I won't fully concentrate in my studies. ehd; gbg;gpy; mjpf ftdk; nrYj;jkhl;Nld;.	Yes Mk;	No ,y;iy
25	I never score good marks in examination. ehd; Njh;tpy; ey;y kjpg;ngz;fis vLf;fkhl;Nld;.	Yes Mk;	No ,y;iy
26	I study regularly all my lessons. ehd; vd;Dila md;whl ghlg;fis gbg;Ngd;.	Yes Mk;	No ,y;iy
27	I wake up early only during examination. ehd; Njh;T Neu;j;jpy; kl;Lk; mjpfhiy vOk;GNtd;.	Yes Mk;	No ,y;iy
28	I clean my day to day doubts. ehd; re;Njfq;fis clDf;FId; eph;j;jpnra;Ntd;.	Yes Mk;	No ,y;iy
29	I won't miss any class. ehd; ve;j tFg;igAk; jtwtpkhl;Nld;.	Yes Mk;	No ,y;iy
30	I never do my homework and assignments ehd; vd;Dila tPl;Lghlg;fis nra;akhl;Nld;.	Yes Mk;	No ,y;iy
31	I participate in all kinds of completions. vy;yhtpjkh Nghl;bfsPYk; fye;Jf;nfhs;Ntd;.	Yes Mk;	No ,y;iy
32	I cannot take decisions. rhpahd KbTfis vd;dhy; vLf;fKbahJ.	Yes Mk;	No ,y;iy
33	Often I feel difficult to achieve my goal in life ehd; vd;Dila FwPf;Nfhis miltjpy; vdf;F ek;gpf;if ,y;iy.	Yes Mk;	No ,y;iy
34	I appear for competitive examination. ehd; Nghl;bNjh;Tfspy; gq;Nfw;Ngd;.	Yes Mk;	No ,y;iy
35	I have confidence in all my activities. ehd; vd;Dila vy;yh nray;fspYk; ek;gpf;if itj;Js;Nsd;.	Yes Mk;	No ,y;iy
36	I always want to be first in the class ehd; vg;NghJk; Kjy; khztdhf ,Uf;ftpUk;GfpNwd;.	Yes Mk;	No ,y;iy



37	I never try to face difficult problems. ehd; gpur;ridfis re;jpf;f tpUk;gkhl;Nld;.	Yes Mk;	No ,y;iy
38	I don't want to be topmost in any activities. ehd; vy;yh nray;fspYk; cah;thd epiyapy; ,Uf;fkh;Nld;.	Yes Mk;	No ,y;iy
39	I am eager to do homework given by the teacher. ehd; Mrphpah; nfhLf;Fk; tPl;Lg;ghlq;fis nra;Ntd;.	Yes Mk;	No ,y;iy
40	I am not interested in reading books. vdf;F Gj;jfk; gbg;gjpy; tpUg;gk; ,y;iy.	Yes Mk;	No ,y;iy
41	I like to start my work without any pre thinking. Kd; Nahrid ,y;yhky; ve;j NtiyiaAk; njhlq;f tpUg;ggLfpNwd;.	Yes Mk;	No ,y;iy
42	Often I indulge in introspection. ehd; xUtiug;gw;wp mjpfkhf Muha tpUk;GfpNwd;.	Yes Mk;	No ,y;iy
43	I wait for my tuition teacher to do homework. ehd; tPl;Lg;ghlq;fis nra;J Kb;j;gpd; Mrphpah; tUiff;fhf fhj;jpUg;Ngd;.	Yes Mk;	No ,y;iy
44	I complete my assignments at the right time. chpa Neu;jjpy; vd;Dila Ntiyia nra;JKbg;Ngd;.	Yes Mk;	No ,y;iy
45	I like to have some adventure during leisure time. Xa;T Neuq;fspy; rpy mhpa nray;fis nra;a Mirg;gLfpNwd;.	Yes Mk;	No ,y;iy
46	I don't have the confidence in the work I do. ehd; nra;Ak; Ntiyapy; vdf;F ek;gpf;if fpilahJ	Yes Mk;	No ,y;iy
47	I don't feel that failure is the stepping stone to success. Njhy;tpNa ntw;wpf;F Kjy;gb vd;gjpy; vdf;F ek;gpf;if cz;L.	Yes Mk;	No ,y;iy
48	Most of the time I cannot reach my goals. gyg;nghOJk; vdJ Fwpf;Nfhis vd;dhy; milaKbtjpy;iy	Yes Mk;	No ,y;iy
49	The opinions of others don't affect my way to success. gpwUila fUj;Jf;fs; vd;Dila ntw;wpapd; ghijia xUNghJk; ghj;jjpy;iy.	Yes Mk;	No ,y;iy
50	I wish to pay more attention to my studies but I cannot do so. vd; gbg;gpy; KO ftdj;ijAk; nrYj;j Mirg;gLfpNwd;> Mdh; vd;dhy; Kbatpy;iy.	Yes Mk;	No ,y;iy

## APPENDIX – D

### N.V.K.S.D COLLEGE OF EDUCATION ATTOOR

#### Final scale

#### Scale to Measure Classroom Culture

By

M.L. SAJI & Dr. B.C. SOBHA

Read the following statements and provide the required information. You may put a (✓) mark wherever necessary. All information given by you will be kept confidential.

1	I feel happy when I am in the class. ehd; tFg;gpy; ,Uf;Fk;NghJ kfpo;r;rpahf ,Uf;fpNwd;.	Yes Mk;	No ,y;iy
2	There is competition in work among the students. tFg;gpy; khzth;fSf;fpilNa gbg;gpy; Nghl;bfs; Vw;gLfpwJ.	Yes Mk;	No ,y;iy
3	I cannot miss any class. ve;j tFg;igAk; ehd; jtwtplkhl;Nld;.	Yes Mk;	No ,y;iy
4	My teachers encourage me to express my opinions felt in the classroom. Mrphpah;fs; vd;Dila fUj;Jf;fis tFg;gpy; nrhy;tjw;F cw;rhfg;gLj;Jfpwhh;fs;.	Yes Mk;	No ,y;iy
5	Only a few students have the control over the class. xUrpy khzth;fshy; kl;LNk tFg;G Neu;jjpy; ftdkhf nray;gIKbfpwJ.	Yes Mk;	No ,y;iy
6	Class work is very difficult. tFg;gpy; gbg;G Ntiyfs; kpfTk; fbdkhf cs;SJ.	Yes Mk;	No ,y;iy
7	My classmates are co-operative. vd;Dila tFg;G khzth;fs; midtUk; xw;WikAld; ,Ug;ghh;fs;.	Yes Mk;	No ,y;iy
8	I like to guide the slow learners in classroom. vd;Dila tFg;gpy; ,Uf;Fk; jpwd; Fiwe;j khzth;fis Cf;Ftpg;gij ehd; tpUk;GfpNwd;.	Yes Mk;	No ,y;iy
9	I am particular in completing my work while in the particular time. ehd; vd;Dila nfhLf;fg;gl;l Neu;jjpy; Ntiyia Kbg;gjpy; Fwpaahf ,Ug;Ngd;.	Yes Mk;	No ,y;iy

10	Students have to obey strict rules. khzth;fs; gs;sp tpjpKiwfis filg;gpbf;fpwhh;fs;.	Yes Mk;	No ,y;iy
11	Our teachers encourage us to take part in competitions. Mrphpah;fs; vq;fsplk; gs;spfs;py; eilngWk; Nghl;bfspy; fye;Jf;nfhs;SkhW cw;rhfg;gLj;Jfpwhh;fs;.	Yes Mk;	No ,y;iy
12	I can fully concentrate in my studies. ehd; gbg;gpy; mjpf ftdk; nrYj;JNtd;.	Yes Mk;	No ,y;iy
13	I believe that only hard work leads to success. fbd ciog;Ng ntw;wpf;F toptFf;Fk; vd ek;GfpNwd;.	Yes Mk;	No ,y;iy
14	My classmates are having different interests. vd;Dila tFg;G khzth;fs; midtUk; ntt;NtW Mh;tKilath;fs;.	Yes Mk;	No ,y;iy
15	There is rivalry among students in the classroom. khzth;fSf;fpilNa Nghl;b kdg;ghd;ik cz;L.	Yes Mk;	No ,y;iy
16	I study regularly all my lessons. ehd; vd;Dila ghlq;fis jpdKk; gbg;Ngd;.	Yes Mk;	No ,y;iy
17	My teachers clearly express their expectations in the classroom. vd;Dila Mrphpah;fs; tFg;giwapy; mth;fSila vjph;ghh;g;Gfis njspthf ntspg;gLj;Jfpwhh;fs;.	Yes Mk;	No ,y;iy
18	My teachers provide regular and rapid feedback on my performance. gbg;gpy; vdJ Kd;Ndw;wj;jpw;fhf Mrphpah;fs; vg;NghJk; mjpf ftdk; vLj;Jf;nfhs;fpwhh;fs;.	Yes Mk;	No ,y;iy
19	There is dissatisfaction among the students in the absence of competitions. gbg;gpy; Nghl;bf; ,y;yhjhy; khzth;fSf;F ,ilNa mjpUg;jp Vw;gLfpwJ.	Yes Mk;	No ,y;iy
20	I am afraid of some of my teacher in the class. tFg;gpy; rpy Mrphpah;fis ghh;j;jhy; gak; Vw;gLfpwJ.	Yes Mk;	No ,y;iy
21	Students do not have time to think about irrelevant matters. tFg;gpy; Njitaw;witfis rpe;jpf;f \$l Neuk; fpilf;fhJ.	Yes Mk;	No ,y;iy
22	Class work is done according to the rules. tFg;G Ntiyfs; tpjpKiwfSf;Fl;gl;L nra;ag;gLfpwJ	Yes Mk;	No ,y;iy
23	I prefer to work individually. ehd; vd;Dila Ntiyia jdpahf nra;a tpUk;GfpNwd;.	Yes Mk;	No ,y;iy
24	There is enough time for class work. tFg;gpy; gbg;gpw;fhd Ntiyfis nra;a NghJkhd fhy mtfhrk; fpilf;fpwJ.	Yes Mk;	No ,y;iy

25	The questions of the intelligent students are replied with much care. Gj;jprhypad khzth;fs; Nfl;Fk; Nfs;tpfSf;F Mrphpah;fs; kpfTk; mf;fiwahf gjpy; mspf;fpd;wdh;.	Yes Mk;	No ,y;iy
26	Students in the class are grouped according to the grades. ehq;fs; midtUk; mtuth; juj;jpw;F Vw;whw;Nghy FOthf ,Uf;fpNwhk;.	Yes Mk;	No ,y;iy
27	Some students create distraction in the class work. tFg;gpy; rpy khzth;fs; kl;Lk; gbg;G Neu;jjpy; ftdj;ij rpjw tpLfpw nrai nra;fpwhh;fs;.	Yes Mk;	No ,y;iy
28	Some teachers show practically towards certain students in my class. xUrpy Mrphpah;fs; khzth;fs; midtiuAk; xNu khjphpahf elj;Jtjpy;iy.	Yes Mk;	No ,y;iy
29	I search for in depth details. ehd; Mokhd fUj;Jf;fis mwpa tpUk;GfpNwd;.	Yes Mk;	No ,y;iy
30	Class room culture helps in developing interest in teaching. tFg;giw #oyhdJ fw;Fk; jpwid tsh;g;gfw;F cjtphf ,Uf;fpd;wJ.	Yes Mk;	No ,y;iy
31	Teacher counsels me when I have problems. Mrphpah;fs; ehd; gpur;ridapy; ,Uf;Fk;NghJ MNyhrd toq;Ffpwhh;fs;.	Yes Mk;	No ,y;iy
32	I am often compared with others. ehd; mbf;fb kw;w khzth;fSld; xg;gpl;L ghh;f;fg;gLfpNwd;.	Yes Mk;	No ,y;iy
33	Free hours are occupied by other teachers. Xa;T Neu;jjpy; kw;w Mrphpah;fs; tFg;gpw;F tUthh;fs;.	Yes Mk;	No ,y;iy
34	I keep my classroom neat and tidy. tFg;giwia ehd; Rj;jkhfTk; xOq;fhfTk; itj;jpUg;Ngd;.	Yes Mk;	No ,y;iy
35	I used to write when the teacher says the tips. tFg;ghrphpah;fs; nfhLf;Fk; EZf;fq;fis ehd; vOjpf;nfh;Ntd;.	Yes Mk;	No ,y;iy
36	I like to be a leading person in the classroom tFg;giwapy; ehd; Kd;Ndhbahf jpfo;Ntd;.	Yes Mk;	No ,y;iy
37	I listen carefully when the teacher teaches the class. tFg;ghrphpah; ghIk; vLf;Fk;NghJ ehd; \$h;e;J ftdpg;Ngd;.	Yes Mk;	No ,y;iy
38	I learn best viewing information provide in class. ehd; fw;w fUj;ij ey;y Kiwapy; tFg;gpw;F mspf;f tpUk;GfpNwd;.	Yes Mk;	No ,y;iy

39	I like to be calm in the classroom. ehd; tFg;giwapy; mikjpahf ,Ug;gijNa tpUk;GNtd;.	Yes Mk;	No ,y;iy
40	I am always punctual in the class. ehd; tFg;gpw;F fhyjhkjkpd;wp tUNtd;.	Yes Mk;	No ,y;iy

