**PERCEIVED COMFORT OF CLASSROOM CLIMATE AND ACADEMIC STRESS OF HIGHER SECONDARY
SCHOOL STUDENTS IN MALABAR**

**NISHA. P.**

**Dissertation**

**submitted to the University of Calicut**

**in partial fulfillment of the requirement for the degree of**

**MASTER OF EDUCATION**

**FAROOK TRAINING COLLEGE**

**UNIVERSITY OF CALICUT**

**2007**

#### DECLARATION

I NISHA. P, do hereby declare that this dissertation, "**PERCEIVED COMFORT OF CLASSROOM CLIMATE AND ACADEMIC STRESS OF HIGHER SECONDARY SCHOOL STUDENTS IN MALABAR"** has not been submitted by me for the award of any Degree, Diploma, Title or Recognition before.

Farook Training College

 . . 2007 **NISHA. P.**

###### **C E R T I F I C A T E**

I, **ABDUL HAMEED MUKTAR MAHAL,** do hereby certify that this dissertation**, "PERCEIVED COMFORT OF CLASSROOM CLIMATE AND ACADEMIC STRESS OF HIGHER SECONDARY SCHOOL STUDENTS IN MALABAR"** is a record of bonafide study and research carried out by NISHA.P, under my supervision and guidance. The report has not been submitted by him for the award of any Degree, Diploma, Title or Recognition before.

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The investigator wishes to express his deep indebtedness to
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**INTRODUCTION**

 "Education is the deliberate and systematic influence created by the mature person upon the immature through instruction, discipline and harmonious development of the physical, intellectual, social and spiritual power of human being according to the individual and social needs and directed towards the union of the educated with the creator as the final end" (Reddon). One of the foremost objective of any educational system is to tone up the individual according to the needs of the society.

 School is the first organizational setting to which the man, during his socialization, is exposed. The institutional pattern of school and peer group are opposing to familiar ones although both of them are primary groups. The family is supposed to provide comfort and conveniences during this period while the school and peer group are activity grounds for new challenges and problems.

 Students actually spent most of their school time within classrooms. Classroom is the place where formal education is imparted. The physical, social and educational components together constitute classroom climate. A good deal of work suggest that classroom environment is very important in influencing students attitude towards school as well as their achievement and that the classroom environment can mediate between more macro level influences, such as the school and the community and individual student outcomes. The effectiveness of classroom teaching will depend not only on the efficiency of teachers and nature of the learning materials, but also the classroom environment and special characteristics of learners.

 Hawes *et al.,* (1984) defines classroom climate as "The atmosphere and general environment in the classroom that may help or hinder the learning process. It includes physical and material resources, emotional tone and attitude of teacher, social attitude of peers and rules and regulations".

 Creating a conducive classroom climate is in the hands of the teacher who mould the young minds and prepare them to meet the challenges in life. Learning takes place only in the non-threatening conducive environment. Learners are more stimulated by the environment to gain learning Individual involvement in classroom is a result of his readiness such as physical, intellectual and emotional aspects. A teacher is an instrument to provide the need based academic setting for the different kinds of learner in the classroom.

 According to Averback, (1996) stress is one of the most pervasive phenomena of the modern world and it affects people from all walks of life. Right from the time of birth till the last breath drawn, an individual is invariably exposed to various stressful situations. In the part, the term 'stress' designated both a stimulus (a force of pressure) and a response adversity, affliction). More recently, it has usually been used to denote a set of changes that people undergo in situations that they appraise as threatening to their well being .

 Stress is a fact of life, it is a state of total organism under exhausting circumstances produced by a great variety of environmental conditions. Stress exists when the demand on a person are perceived as taxing or exceeding that person's adjustive capacity (Lazarus, 1966).

 According to Lazarus (1961) stress is the internal response of the individual to pressure when the pressure experienced is greater than normal ability. In the school college situation this pressure may be accountable for individual's success and failures. Hence this kind of stress (Academic Stress ) is an important factor accounting for variation in academic success.

 From the time of admission to school to the time of leaving, the child is viewed as an achiever. Thus the process of education itself creates in the student educational stress.

 Academic Stress means the adjustive demand caused by academic factors placed on the organism. It emerges as a significant mental health problem in recent years. It is a mental distress with respect to some anticipated frustration associated with academic failure, anticipation of such failure, or even an awareness of the possibility of such failure (Gupta and Khan, 1987). In the context of school, Academic Stress means a pervasive sense of urgency to learn all these things which are related to or prescribed by the school (Shah, 1988).

**A. NEED AND SIGNIFICANCE**

 "Education is a process of development from infancy to maturity, the process by which he adopts himself gradually in various ways of his spiritual and physical environment" (Raymont, 1969). In this process usually two persons are involved, the educator and the educant. But in the modern concept the process of education has three dimensions, the educator, the educant and the classroom climate. According to Ratter *et al*. (1979) for the completion of secondary school education, a student takes about 15,000 hours. In fact it is the classroom instruction alone that influences the behavioural change of the child, various factors that are related to classroom also influences the child's social and educational development. For the active participation a good classroom climate is necessary.

 The effectiveness of classroom teaching will depend not only on the efficiency of teachers and nature of the learning materials, but also the classroom environment and special characteristics of learners.

 The environment, climate, atmosphere, tone, ethos or ambience of a classroom is believed to exert a powerful influence on student behaviour, attitudes and achievement.

 Research studies involving the use of classroom environment as a criterion variable have identified how the classroom environment varies with such factors as teacher personality, class size, grade level, subject matter, the nature of the school level environment and the type of school.

 From an early age a sense of achievement is a source of good motivation and low self esteem and failure is a source of anger and frustration. When the learner faces failure, not only feels frustrated but also feels ridiculed by others and is more prone to stress.

 It is widely acknowledged that a students academic achievement and academic ability depends on both internal and external factors such as proper study habits, intelligence, educational aspirations of self and parents, medium of instruction, socio economic status of the family and so on. If these situations are not conducive for learning it may lead to Academic Stress.

 Facing an examination is stressful but it serves to test the adequacy and competitiveness of a person. Out of the number of stressors faced by late adolescents during young adults, Academic Stress emerges as a significant mental health problem in the recent years. Anxiety about examination is due to high expectation and competition. Very high academic achievement is the need of the day to secure admission to desired course.

 Fear of facing examination or avoiding to face examination in most of these cases is due to the doubt that one may not get desired or the required percentage of marks which could secure them entry into professional or prestigious courses. This has become an important mental health problem for some of the adolescents and young adults.

 Personal vulnerability, poor stress tolerances doubt about their own ability over expectation and undue demand from others, fear of failure etc. cause a stress in the students. These students experience a threat to their self esteem and become panic leading to avoidance behaviour. It is associated with anxiety or mood disorders and has important educational and psychological implications. Banerjee (2001) reported that every year about 25,000 students in the age group of 18 to 20 years commit suicide during the examination month (i.e., March to June). This is substantiated with district central records bureau of Dharwad that every year at least 4 to 5 students have committed suicide.

 The management of this problem require studying all the dimensions of Classroom Climate and Academic Stress in detail to plan strategies for prevention of these problem. Hence there is a need to understand the factors that lead to Academic Stress especially in Higher Secondary Classes.

 The investigator assumes that it is the discomfort of Classroom Climate that causes Academic Stress to students. Besides, the investigator could hear from her interactions with Higher Secondary School teachers that they failed to create congenial atmosphere in the classroom.

 From the review of related studies she could found that the studies to test the relationship between these two are very few. Hence the investigator felt an urgent need to conduct the study.

 Literature on Academic Stress reveals that there is some urgent need to find out the factors causing this hazard and to take necessary steps to reduce it. For this, the variables which are related to Academic Stress and which can be manipulated should be identified. If the variable Perceived Comfort of Classroom Climate is found significantly related to Academic Stress steps can be taken to create a healthy climate in classrooms. To find out if there exists a significant relationship between Perceived Classroom Climate and Academic Stress studies should be conducted. This signifies the study.

**B. STATEMENT OF THE PROBLEM**

 The present study is stated as "PERCEIVED COMFORT OF CLASSROOM CLIMATE AND ACADEMIC STRESS OF HIGHER SECONDARY SCHOOL STUDENTS IN MALABAR".

**C. DEFINITION OF KEY TERMS**

 The definitions of important terms used in the statement of the problem are presented in this section.

**Perceived Comfort of Classroom Climate**

 It refers to the atmosphere and general environment in the classroom that may help or hinder the learning process includes physical and material resources, emotional tone and attitude of teacher, social attitudes of peers, and rules and regulations (Mehndirata, 1997). The comfort perceived by the students in the classroom is called Perceived Comfort of Classroom Climate.

**Academic Stress**

 Academic Stress is a mental distress with respect to some anticipated frustration associated with academic failure, anticipation of such failure, or even an awareness of the possibility of such failure (Gupta and Khan, 1987).

**Higher Secondary School Students**

 The term refers to students studying for plus one and plus two of recognized schools in Kerala.

**Malabar**

 Malabar refers to North Kerala comprising of districts Malappuram, Kozhikode, Kannur, Kasargode, Wayanad and Palakkad.

**D. VARIABLES OF THE STUDY**

 The variables selected for the study are the following:

**Independent Variable**

 Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate are treated as Independent Variables.

**Dependent Variable**

Perceived Comfort Of Classroom Climate and Academic Stress are considered as dependent variables. Classroom Climate is treated as Independent variable to study one aspect and as dependent variable to study another aspect.

**E. OBJECTIVES**

1. To find out if there exists any significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary SchoolStudents.

2. To find out whether there exists any significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary Students between the relevant subsamples based on

 a. Gender

 b. Faculty

 c. Type of Management of School.

3. To find out whether there exists any significant difference in the mean scores of Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students between the subsamples based on

a. Gender

 b. Faculty

 c. Type of Management of School.

4. To find out whether Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate have any significant main and interaction effect on Academic Stress of Higher Secondary School Students..

**F. HYPOTHESES**

 The present study is designed to test the following hypotheses:

1. There exists significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students.

2. There exists significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students in the subsamples based on

a. Gender

 b. Faculty

 c. Type of Management of School

3. There exists significant difference the means scores of in Perceived Comfort Classroom Climate of relationship between and Academic Stress of Higher Secondary School Students in the relevant subsamples based on

a. Gender

 b. Faculty

 c. Type of Management of School.

4. Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate have significant main and interaction effect on Academic Stress of Higher Secondary School Students.

**G. METHODOLOGY**

 It deals with the precise description of the samples used for the study, tools and statistical techniques used.

**Sample**

 The study was conducted on a sample of 1170 Higher Secondary School Students studying in various Higher Secondary Schools of Malabar area.

**Tools used for the study**

 Tools used for the collection of data were Perceived Comfort of Classroom Climate Inventory and Academic Stress Inventory.

**Statistical Techniques Used for the Analysis of Data**

 The following statistical techniques were used for the analysis of data in the present study.

1. Preliminary Analysis – Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis.

2. Pearson's Product Moment Coefficient of Correlation (r).

3. Test of Significance of Difference between means for different categories – 't' test for large independent sample.

4. Analysis of variance – ANOVA.

**H. SCOPE AND LIMITATIONS OF THE STUDY**

 The present study was an attempt to find out the relation between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students of Malabar. It investigates the Perceived Comfort of Classroom Climate and Academic Stress of Boys and Girls students, Science, Commerce and Humanities Students and Government, Aided and Unaided Higher Secondary School Students. Appropriate and standardised tools were used for collection of data, from a sample of 1170 Higher Secondary School Students. Therefore, the investigator hopes that the study will yield reliable result which can be generalised. The results of the present study will help educationists to reform teaching-learning situations.

 To conduct the study the investigator prepared two tools – Perceived Comfort of Classroom Climate Inventory and Academic Stress Inventory. These tools can be used further to find out the Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students in other areas. It can also be used to assess those variables of students studying for graduate and other courses and in school classes. This study will give valid information, regarding the Perceived Comfort of Classroom Climate and the Academic Stress experienced by Higher Secondary School Students.

 Even though the present study was conducted with maximum possible care and specificity, certain limitations, which could hardly be avoided have kept into the study. They are:

1. The investigator could not include the higher secondary school students of Palakkad district for want of time.

2. The study was conducted on Higher Secondary School Students of Kerala syllabus. She could not include Higher Secondary School Students from schools following CBSE syllabus and students of Vocational Higher Secondary courses.

**I. ORGANISATION OF THE REPORT**

 **Chapter I** of the report contains a brief introduction of the problem, need and significance of the study, statement of the problem, definition of key terms, variables, objectives, hypotheses and scope and limitations of the study.

 **Chapter II** gives a theoretical framework of Perceived Classroom Climate and Academic Stress and review of related studies.

 In **chapter III**, the methodology of the study is discussed in detail with description of tools used for measurement, sample for the study, data collection procedure, scoring and consolidation of data, and the statistical techniques used for analysis.

 In **chapter IV**, preliminary analysis, details of the major statistical analysis of data, interpretation of data, discussion and conclusion are described.

 **Chapter V**, contains major findings, tenability of hypotheses, educational implications of the study and suggestions for further research.

**METHODOLOGY**

 Methodology is the procedure or technique adopted in a research study. The success of any research work depends largely upon the suitability of the methods and the tools and techniques the researcher follows to gather adequate data. Hence methodology is of vital importance in any research work.

 The methodology of the study "Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students in Malabar" is presented under the following sections.

 A. Variables

 B. Objectives

 C. Hypotheses

 D. Tools employed for data collection

 E. Samples selected for the study

 F. Data collection procedure, scoring and consolidation of data

 G. Statistical techniques used for analysis.

The details of each of the above is given below.

**A. VARIABLES**

 The variables selected for the study are following:

**INDEPENDENT VARIABLE**

 Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate are treated as Independent Variables.

**DEPENDENT VARIABLES**

 Perceived Comfort of Classroom Climate and Academic Stress are considered as dependent variables. Classroom Climate is treated as Independent variable to study two aspects and as dependent variable to study another aspect.

**B. OBJECTIVES**

1. To find out if there exists any significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students.

2. To find out whether there exists any significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students between the relevant subsamples based on

 a. Gender

 b. Faculty

 c. Type of Management of School

3. To find out whether there exists any significant difference in the mean scores of Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students between the subsamples based on

a. Gender

 b. Faculty

 c. Type of Management of School

4. To find out whether exists any significant main and interaction effect for the Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate have any significant main and Interaction effect on Academic Stress of Higher Secondary School Students.

**C. HYPOTHESES**

 The present study is designed to test the following hypotheses.

1. There exists significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students.

2. There exists significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students in the subsamples based on

a. Gender

 b. Faculty

 c. Type of Management of School

3. There exists significant difference in the mean scores of Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students in the relevant subsamples based on

a. Gender

 b. Faculty

 c. Type of Management of School.

4. Gender, Faculty, Type of Management and Perceived Comfort of Classroom Climate have significant main and interaction effect on Academic Stress of Higher Secondary School Students.

**D. TOOLS USED FOR DATA COLLECTION**

 The sources of research depends on the availability of relevant data. So the investigation needs certain methods and instruments to gather necessary information.

 The investigator employed the following tools for collecting data.

I. Perceived Comfort of Classroom Climate Inventory (Abdul Hameed Muktar Mahal and Nisha P., 2007).

II. Academic Stress Inventory (Abdul Hameed Muktar Mahal and Nisha P., 2007).

**Description of the Tools**

**I. Perceived Comfort of Classroom Climate Inventory**

 In the study the investigator assessed the Perceived Comfort of Classroom Climate of Higher Secondary School Students, using the Perceived Comfort of Classroom Climate Inventory. Constructed by the investigator herself with the help of her supervising teacher. The definition of classroom climate by Hawes (1982) was considered as the basis to develop the tool. According to Hawes, 'Classroom Climate' is defined as 'atmosphere and general environment in the classroom that may help or hinder the learning process, includes physical and material resources, emotional tone and attitude of teacher, social attitude of peers and rules and regulations. The major environmental factors which affect the classroom climate were identified as physical, social and educational factors.

 The Perceived Comfort of Classroom Climate refers to the level of comfort student perceive in the classroom atmosphere, which is to be enhanced for the well balanced development of students.

**Components of Classroom Climate**

 The various components of Perceived Comfort of Classroom Climate are described below.

**1. Physical factors**

 Physical factor refers to surrounding in which pupil and teachers are working. There are number of factors such as furniture, equipments, lighting, density, temperature, abstractiveness and classroom arrangements as comprising physical component of Classroom Climate. The physical factor has five components and the components of physical factor are given below.

i. Amount of space for working and movement.

ii. Visual factor

iii. Sealing arrangements

iv. Acoustic factors to avoid distraction

v. Distribution of materials.

**2. Social factors**

 Social factors refers to the experience generated by the students and teachers who gather in the classroom surroundings for learning purposes. Any combination of students and teachers provide a social component which is in some respects different from any other component. Whatever the size of the group or the instructional learning tasks in which the students and teachers are engaged, a teaching learning group is a collection of individuals who bring varied experience to the situations. There are five components under social factor. The component of social factor are given below.

i. Teacher as a leader

ii. Nature of student group - group size and composition.

iii. How children to work - together or alone

iv. Classroom rules

v. Personal relationship between teachers and students.

**3. Educational factors**

 The content of the school curriculum and the decisions which teachers take as to what information and skills children need to be taught at particular age and stage in their learning contribute to the educational factor. There are seven components under educational factor, they are:

i. Type of Educational task, its relevance, difficulty and length.

ii. Teacher's presentation

iii. Written instructions and examples

iv. Pattern of activities across the lesson

v. Organisation of the concurrent activities

vi. Keeping the children busy.

vii. Non verbal communications.

Based on the obtained components the investigator developed an Inventory of Perceived Comfort of Classroom Climate. The draft Inventory consists of 70 items. Out of 70 items 37 items were positive statement and 23 items were negative.

 The copy of Inventory is appended as Appendix I.

**Scoring Procedure**

Each statement of Inventory has five possible responses. .The subject have to respond to each of the items by choosing any one of the alternatives "Always," "Often," "Sometimes," "Rarely" and "Never." A score of 5, 4, 3, 2 and 1 was assigned to the responses "Always", "Often", "Sometimes", "Rarely" and "Never" respectively. The order of scoring was reversed for the negative items. The maximum score being 350 and minimum scores being 70.

 The responses sheet is appended as Appendix I(a) .

**Pilot Study**

 The first draft of the Perceived Comfort of Classroom Climate inventory consists of 70 items, the tryout of which was done in order to select valid items for the final form by empirically testing the discriminative power of each item.

 For this the inventory was administered on a sample of 370 Higher Secondary School Students, selected using stratified random sampling techniques. The response sheets were scored according to scoring scheme.

**Item Analysis**

 The purpose of item analysis is to select item that have item characteristics. The procedure of analysis are discussed below.

 The 370 response sheets obtained after preliminary testing were scored and the total scores of each sheet was calculated. Then these sheets were arranged in descending order of the total score and the highest 27 percent (100sheets) and lowest 27 percent (100 sheets) of the total sheets were separated.

 The Mean and Standard Deviation of the scores obtained for each item for the upper group and the lower group were calculated separately. The critical ratios were calculated using the formula.



 = Mean of the upper group (for an item)

 = Mean of the lower group

σ1 = Standard Deviation of the upper group

σ2 = Standard Deviation of the Lower group

N1 = Sample size of the first group

N2 = Sample size of the second group.

Item with critical ratio greater than 2.58 the table value of 't' at 0.01 level of significance was selected for the final Inventory.

 The critical ratio ('t' value) obtained for each item together with Means and Standard Deviations of the scores for the two groups are given in Table 1.

TABLE 1

**Critical Ratio 't' value with Means
and Standard Deviation of the Scores for the two**

**Groups in Perceived Comfort of Classroom Climate Inventory**

| Sl.No. | X1 | X2 | σ12 | σ22 | 't' value |
| --- | --- | --- | --- | --- | --- |
| 1 | 4.97 | 4.93 | 0.089 | 0.442 | 3.290 |
| 2 | 4.71 | 3.99 | 0.367 | 0.555 | 7.4980 |
| 3 | 3.12 | 2.44 | 0.970 | 0.916 | 4.9515 |
| 4 | 3.86 | 3.25 | 1.910 | 2.108 | 3.0432 |
| 5 | 4.10 | 3.80 | 1.277 | 1.636 | 1.7577\* |
| 6 | 4.86 | 4.39 | 0.382 | 1.250 | 3.6791 |
| 7 | 4.56 | 3.83 | 0.570 | 1.295 | 5.3452 |
| 8 | 4.12 | 2.78 | 0.629 | 1.243 | 9.7939 |
| 9 | 4.64 | 3.27 | 0.774 | 2.158 | 8.0009 |
| 10 | 4.35 | 3.16 | 1.254 | 1.369 | 7.3476 |
| 11 | 4.98 | 4.32 | 0.020 | 1.440 | 5.4627 |
| 12 | 4.59 | 3.08 | 0.490 | 1.833 | 9.9081 |
| 13 | 4.83 | 3.88 | 0.444 | 1.459 | 6.8891 |
| 14 | 3.97 | 2.60 | 1.135 | 1.737 | 8.0826 |
| 15 | 2.97 | 1.96 | 2.503 | 1.898 | 4.8141 |
| 16 | 1.99 | 2.47 | 1.297 | 1.464 | 2.8881 |
| 17 | 4.51 | 2.80 | 0.493 | 1.636 | 11.7204 |
| 18 | 4.56 | 2.94 | 0.729 | 1.855 | 10.0746 |
| 19 | 4.41 | 3.11 | 0.666 | 1.392 | 9.0153 |
| 20 | 4.86 | 3.00 | 0.202 | 1.769 | 13.2488 |
| 21 | 4.43 | 2.60 | 0.669 | 1.563 | 12.2490 |
| 22 | 3.83 | 3.43 | 2.011 | 1.804 | 2.0480\* |
| 23 | 4.62 | 3.72 | 0.739 | 1.618 | 5.8631 |
| 24 | 3.84 | 2.62 | 1.764 | 1.651 | 6.6017 |
| 25 | 4.81 | 4.07 | 0.396 | 2.025 | 4.7558 |
| 26 | 4.39 | 2.97 | 0.882 | 1.968 | 8.4123 |
| 27 | 4.33 | 3.08 | 0.745 | 1.469 | 8.4005 |
| 28 | 4.47 | 3.39 | 0.491 | 1.171 | 8.3786 |
| 29 | 4.99 | 4.41 | 0.0099 | 1.195 | 5.2823 |
| 30 | 4.68 | 3.44 | 0.4597 | 1.785 | 8.2777 |
| 31 | 4.94 | 3.66 | 0.077 | 1.44 | 10.3896 |
| 32 | 4.38 | 3.16 | 1.061 | 1.488 | 7.6393 |
| 33 | 4.74 | 3.25 | 0.254 | 1.583 | 10.9963 |
| 34 | 4.32 | 3.21 | 1.907 | 2.129 | 5.5251 |
| 35 | 4.90 | 3.75 | 0.211 | 1.685 | 8.3515 |
| 36 | 3.81 | 2.96 | 1.882 | 1.836 | 4.4087 |
| 37 | 4.95 | 3.71 | 0.048 | 1.32 | 10.5982 |
| 38 | 4.34 | 3.49 | 0.908 | 1.585 | 5.3832 |
| 39 | 4.40 | 3.04 | 0.984 | 1.555 | 8.5374 |
| 40 | 4.30 | 2.88 | 0.714 | 1.562 | 9.4102 |
| 41 | 4.67 | 3.40 | 0.543 | 1.798 | 8.3007 |
| 42 | 4.42 | 3.05 | 0.887 | 1.038 | 9.8774 |
| 43 | 4.46 | 3.10 | 0.632 | 1.343 | 9.6797 |
| 44 | 2.62 | 1.88 | 2.226 | 2.068 | 3.5714 |
| 45 | 4.85 | 3.38 | 0.148 | 1.248 | 12.4365 |
| 46 | 4.18 | 2.78 | 0.752 | 1.608 | 9.1146 |
| 47 | 4.46 | 3.01 | 0.933 | 1.869 | 8.6619 |
| 48 | 4.88 | 4.26 | 0.267 | 1.145 | 5.2189 |
| 49 | 4.54 | 3.94 | 0.752 | 1.208 | 4.2857 |
| 50 | 4.65 | 3.83 | 1.012 | 1.659 | 5.0184 |
| 51 | 4.81 | 3.62 | 0.296 | 1.573 | 8.7052 |
| 52 | 3.81 | 2.70 | 0.563 | 1.809 | 7.2078 |
| 53 | 4.64 | 3.29 | 0.734 | 1.946 | 8.2468 |
| 54 | 4.92 | 3.60 | 0.134 | 1.716 | 9.7059 |
| 55 | 4.12 | 3.11 | 1.513 | 1.533 | 5.7879 |
| 56 | 4.64 | 3.24 | 0.874 | 1.943 | 8.3433 |
| 57 | 4.83 | 3.62 | 0.203 | 1.309 | 9.8374 |
| 58 | 3.80 | 2.99 | 0.805 | 1.343 | 5.5252 |
| 59 | 4.87 | 3.55 | 0.234 | 1.219 | 10.9544 |
| 60 | 4.23 | 4.19 | 0.943 | 1.266 | 0.2692\* |
| 61 | 4.30 | 2.93 | 0.996 | 1.158 | 9.3324 |
| 62 | 4.46 | 3.25 | 0.572 | 1.281 | 8.8905 |
| 63 | 4.81 | 3.63 | 0.195 | 1.407 | 9.3207 |
| 64 | 4.07 | 2.99 | 1.232 | 1.585 | 6.4362 |
| 65 | 4.56 | 3.46 | 0.429 | 1.341 | 8.2706 |
| 66 | 4.77 | 3.50 | 0.380 | 2.051 | 8.1462 |
| 67 | 3.46 | 2.63 | 2.583 | 2.660 | 3.6244 |
| 68 | 3.54 | 2.58 | 1.254 | 1.621 | 5.6604 |
| 69 | 4.66 | 3.38 | 0.346 | 1.471 | 9.4955 |
| 70 | 4.46 | 3.13 | 1.014 | 2.074 | 7.5697 |

\* Rejected items.

**Preparation of the Final Inventory**

 Out of 70 items the critical ratio of 67 items are greater than 2.58, the table value of 't' for 0.01 level and that of three items are less than 2.58, the table value required for significance at 0.01 level of significance. Hence the investigator selected 67 items for the final tool and rejected three items.

 A copy of the Perceived Comfort of Classroom Climate Inventory Malayalam version is given as Appendix II. The response sheet is appended as Appendix II (a).

**Reliability**

 Reliability refers to the extent to which the responses or behaviour made by individuals are consistent across items, settings or times. Reliability of the tool was established by test retest method on a sample of 30 students keeping a gap of one month between the two administrations. The co-efficient of correlation obtained is 0.81. The value indicates that the test is reliable.

**Validity**

 The validity refers to degree to which a test measures what it intended to measure, when compared with accepted criteria. The validity for the present inventory was ensured using face validity. A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he has thought he was measuring (Garrett, 1973). The items in the present Inventory were phrased in the least ambiguous way and the meaning of all terms were clearly defined. The Inventory administered to a tryout sample of 50 students. It was found that the subject comprehended the items clearly and responded to the items without misunderstanding the items. The Inventory thus possesses face validity.

**II. Academic Stress Inventory**

 In the study the investigator assessed the Academic Stress of Higher Secondary School Students, using the Academic Stress inventory constructed by the investigator himself with the help of her supervising teacher.

 Academic Stress means the adjustive demand caused by academic factors placed on the organism. The four principal types of stress are,

Frustration

Conflict

Change

Pressure

**Frustration**

 Any interference with or blocking of goal directed behaviour. It occurs in any situation in which the pursuit of some goal is thwarted.

**Conflict**

 It refers a simultaneous arousal of two or more incompatible motives. In Lewin's theory, a situation in which forces in the life space are opposite in direction and about equal in strength. Conflict occurs when two or more incompatible motivations or behaviour impulses concepts for expression.

**Change**

Changes are any noticeable alterations in one's circumstances that require readjustment.

**Pressure**

 Demand made on an organism. Pressure involves expectations or demands that one behave in a certain way.

**Components of Academic Stress**

Categories as factors of Academic Stress from the Third Handbook of Psychological and Social Instruments (D.M. Pestonjee) are described below.

Examination system

Home work

Attitude of Teachers and attitude of Parents

**1. Examination system**

Examination system refers to some total of all the activities related to planning for examination, question paper setting time and duration of examination, evaluation of papers, marking, grading, and follow up works.

**2. Home work**

Home work refers to the study of school subjects outside of regular class. It implies study done at home, but the word commonly also refers to study done during free periods in the school day, during transportation, in museums and work places and in other times and places.

**3. Attitude of Teachers and attitude of parents**

 Attitude refers to a mental and neural state of readiness, organised through experience, exerting a directive dynamic influence upon the individual's response to all objects and situations with which it is related (Alport).

 Attitude of teachers refers, a mental and neural state of readiness of teachers organised to experience, exerting a directive or dynamic influence upon their response to all objects and situations related to the education of their students.

 Attitude of parents refers, a mental and neural state of readiness of teachers organised to experience, exerting a directive or dynamic influence upon their response to all objects and situations related to the education of their children.

 Based on the components obtained from literature the investigator developed an Inventory of Academic Stress. The draft consists of 59 items. Out of 59 items 54 items were positive and 5 items were negative.

The copy of the draft of the Inventory is appended as Appendix III.

**Scoring Procedure**

Each statement of Inventory as five possible responses. The subject have to respond to each of the items by choosing any one of the alternatives "Always," "Often", "Sometimes", "Rarely", and "Never." A score of 5, 4, 3, 2 and 1 was assigned to the responses "Always", "Often", "Sometimes", "Rarely" and "Never" respectively. The order of scoring was reversed for the negative items. The maximum score being 295 and minimum score being 59.

 The response sheet is appended as Appendix III (a).

**Pilot Study**

 The first draft of the Academic Stress Inventory consists of 59 items, the tryout of which was done in order to select valid items for the final form by empirically testing the discriminative power of each item.

 For this the Inventory was administered on a sample of 370 Higher Secondary School Students, selected using stratified random sampling techniques. The response sheets were scored according to scoring scheme.

**Item Analysis**

 The purpose of item analysis is to select item that have item characteristics. The procedure of analysis are discussed below.

 The 370 response sheets obtained after preliminary testing were scored and the total scores of each sheet was calculated. Then these sheets were arranged in descending order of the total score and the highest 27 percent (100sheets) and lowest 27 percent (100 sheets) of the total sheets were separated.

 The Mean and Standard Deviation of the scores obtained for each item for the upper group and the lower group were calculated separately. The critical ratios were calculated using the formula.



 = Mean of the upper group (for an item)

 = Mean of the lower group

σ1 = Standard Deviation of the upper group

σ2 = Standard Deviation of the Lower group

N1 = Sample size of the first group

N2 = Sample size of the second group.

Item with critical ratio greater than 2.58 the table value of 't' at 0.01 level of significance was selected for the final Inventory.

 The critical ratio ('t' value) obtained for each item together with Means and Standard Deviations of the scores for the two groups are given in Table 2.

TABLE 2

**Critical Ratio 't' value with Means and Standard
Deviation of the Scores for the two Groups in Academic Stress Inventory**

| Sl.No. | X1 | X2 | σ12 | σ22 | 't' value |
| --- | --- | --- | --- | --- | --- |
| 1 | 3.67 | 3.00 | 1.338 | 0 | 5.6876 |
| 2 | 2.29 | 1.80 | 0.448 | 0.483 | 0.0777 |
| 3 | 4.44 | 3.42 | 0.811 | 1.491 | 6.7238 |
| 4 | 4.02 | 2.55 | 1.286 | 1.234 | 9.2569 |
| 5 | 3.33 | 1.97 | 1.488 | 1.175 | 8.3333 |
| 6 | 1.64 | 1.26 | 1.136 | 0.394 | 3.0719 |
| 7 | 3.56 | 2.41 | 1.353 | 1.288 | 7.0769 |
| 8 | 3.48 | 2.55 | 1.014 | 1.254 | 6.1753 |
| 9 | 4.32 | 3.33 | 0.801 | 1.309 | 6.8135 |
| 10 | 1.97 | 1.29 | 1.435 | 0.689 | 4.6671 |
| 11 | 3.01 | 2.09 | 2.059 | 1.309 | 5.0136 |
| 12 | 3.61 | 2.62 | 1.605 | 1.182 | 5.9317 |
| 13 | 1.94 | 1.27 | 1.626 | 0.399 | 4.7084 |
| 14 | 3.44 | 2.22 | 1.313 | 0.835 | 8.3219 |
| 15 | 3.02 | 2.08 | 1.105 | 1.241 | 6.1358 |
| 16 | 3.16 | 1.92 | 1.782 | 0.899 | 7.5748 |
| 17 | 3.49 | 1.94 | 1.416 | 1.062 | 9.8475 |
| 18 | 1.99 | 1.27 | 1.960 | 0.801 | 4.3321 |
| 19 | 2.83 | 1.58 | 2.011 | 0.748 | 7.5256 |
| 20 | 2.58 | 1.38 | 1.651 | 0.579 | 8.0375 |
| 21 | 2.90 | 1.68 | 1.518 | 0.661 | 8.2656 |
| 22 | 1.87 | 1.13 | 1.863 | 0.234 | 5.1105 |
| 23 | 2.71 | 1.91 | 1.293 | 1.530 | 4.7620 |
| 24 | 2.36 | 1.33 | 1.598 | 0.464 | 7.1727 |
| 25 | 2.94 | 2.42 | 1.927 | 1.651 | 2.7484 |
| 26 | 3.22 | 2.36 | 1.621 | 1.780 | 4.6638 |
| 27 | 2.62 | 2.41 | 1.343 | 1.309 | 1.2891\* |
| 28 | 3.09 | 2.15 | 1.530 | 1.053 | 5.8494 |
| 29 | 2.63 | 1.27 | 1.863 | 0.359 | 9.1214 |
| 30 | 4.07 | 4.60 | 1.633 | 1.045 | 3.2376 |
| 31 | 2.96 | 1.66 | 1.588 | 0.667 | 8.6551 |
| 32 | 3.63 | 2.52 | 1.341 | 0.733 | 7.7083 |
| 33 | 2.71 | 1.47 | 1.896 | 0.672 | 7.7355 |
| 34 | 3.33 | 2.21 | 1.628 | 1.756 | 6.0869 |
| 35 | 3.51 | 2.16 | 1.237 | 1.020 | 8.9880 |
| 36 | 2.22 | 1.39 | 1.721 | 0.061 | 5.4462 |
| 37 | 1.72 | 1.06 | 1.409 | 0.077 | 5.4143 |
| 38 | 3.64 | 1.87 | 1.418 | 1.239 | 10.8589 |
| 39 | 2.76 | 1.55 | 1.732 | 0.691 | 7.7714 |
| 40 | 4.15 | 3.36 | 1.234 | 1.378 | 4.8886 |
| 41 | 2.55 | 1.87 | 1.474 | 1.139 | 4.2053 |
| 42 | 4.40 | 3.2 | 0.925 | 1.548 | 7.6287 |
| 43 | 2.87 | 2.08 | 2.143 | 2.005 | 3.8783 |
| 44 | 3.42 | 2.69 | 1.069 | 1.221 | 4.8249 |
| 45 | 3.04 | 1.68 | 1.588 | 0.903 | 8.6185 |
| 46 | 3.22 | 1.69 | 1.360 | 0.738 | 10.5663 |
| 47 | 2.58 | 1.46 | 2.014 | 0.733 | 6.7592 |
| 48 | 3.77 | 2.77 | 1.103 | 1.082 | 6.7659 |
| 49 | 3.97 | 3.45 | 1.234 | 2.097 | 2.8493 |
| 50 | 3.38 | 2.64 | 2.208 | 2.019 | 3.5992 |
| 51 | 3.70 | 2.21 | 1.016 | 0.609 | 11.6863 |
| 52 | 3.43 | 2.44 | 1.252 | 1.877 | 5.5996 |
| 53 | 2.64 | 1.55 | 1.921 | 1.012 | 6.3631 |
| 54 | 2.06 | 1.27 | 1.785 | 0.440 | 5.2949 |
| 55 | 3.46 | 2.56 | 1.615 | 1.233 | 5.3318 |
| 56 | 2.99 | 1.58 | 1.659 | 0.869 | 8.8682 |
| 57 | 3.87 | 2.91 | 1.540 | 1.631 | 5.3902 |
| 58 | 3.35 | 2.16 | 1.756 | 1.508 | 6.5855 |
| 59 | 2.98 | 1.50 | 2.111 | 0.814 | 8.6549 |

\* Rejected item.

**Preparation of the final Inventory**

 Out of 59 items the critical ratio of 58 items are greater than 2.58, the table value of 't' for 0.01 level and that of one item is 1.289, which is less than 1.96, the table value of 't' required for significance at 0.05 level of significance. Hence the investigator selected 58 items for the final tool and rejected one.

A copy of the Academic Stress Inventory (Malayalam version) is appended as Appendix IV.

 The response sheet is given as Appendix IV(a).

**Reliability**

 Reliability refers to the extent to which the responses or behaviour made by individuals are consistent across items, settings or times. Reliability of the tool was established by test retest method on a sample of 30 students keeping a gap of one month between the two administrations. The co-efficient of correlation obtained is 0.79. The value indicates that the test is reliable.

**Validity**

 The validity refers to degree to which a test measures what it intended to measure when compared with accepted criteria. The validity for the present inventory was ensured using face validity. A test is said to have face validity when it appears to measure whatever the author had in mind, namely what he has thought he was measuring (Garrett, 1973). The items in the present inventory were phrased in the least ambiguous way and the meaning of all terms wee clearly defined. The inventory administered to a tryout sample of 50 students. It was found that the subject comprehended the items clearly and responded to the items without misunderstanding the items. The inventory thus possesses face validity.

**E. SAMPLE SELECTED FOR THE STUDY**

 Population for the present study covers the Higher Secondary School Students of Malabar area. The following criteria were considered for selection of sample for the study.

a. Gender

b. Faculty

c. Type of Management of School.

**a. Gender**

 Gender has great influence in the findings of research. In many studies, it has been found that Gender difference in many of the variables. So the investigator gave due representation to both Boys and Girls students in the present study.

**b. Faculty**

 Faculty has great influence in the findings of research. There exists significant different faculties like Science, Commerce and Humanities. In proper representation has given to the Faculty.

**c. Type of Management of School**

 There are 3 types of Manager of School. There are Government, Aided and Unaided Higher Secondary School. So investigator gave due to weightage to all the three types of Management.

**Sample Size**

 The population of the present study is Higher Secondary School Students in Malabar area, which is a heterogeneous group. So the sampling technique used is stratified Random sampling. This process gives the researcher a more representative sample than one selected using other techniques. The different strata considered for the selection of the samples are Boys and Girls students, Science, Commerce and Humanities group students, Government, Aided and Unaided School Students. The study was conducted on a total sample of 1170 Higher Secondary School Students. The details of the school selected for the study is given in Appendix V.

 The details of the basal sample selected for the study are given in Table 3.

TABLE 3
**Break-up of the Basal Sample Selected for Study**

|  |  |  |
| --- | --- | --- |
| Gender | Faculty | Type of Management of School |
| Boys | Girls | Science | Commerce | Humanities | Government | Aided | Unaided |
| 557 | 643 | 393 | 430 | 377 | 442 | 469 | 289 |

 Of the 1200 response sheets received, those which were found incomplete were discarded. Thus, finally a sample of 1170 students were obtained. The completed answer sheets of the final sample were consolidated for further analysis and all entries were coded using numbers for facilitating computer feeding.

 The break-up of the final sample is given in Table 4.

TABLE 4
**Break-up of the Final Sample Selected for Study**

|  |  |  |
| --- | --- | --- |
| Gender | Faculty | Type of Management of School |
| Boys | Girls | Science | Commerce | Humanities | Government | Aided | Unaided |
| 545 | 625 | 373 | 425 | 372 | 427 | 463 | 280 |

**F. DATA COLLECTION PROCEDURE, SCORING AND CONSOLIDATION OF DATA**

**a. Data Collection Procedure**

After having an idea of the sample, the investigator sought permission from the head of the selected schools for collecting data and made necessary arrangements for it.

The investigator addressed the students at their respective class and explained the nature and confidentiality of the study and made them convinced. After giving necessary instructions the investigator administered the Perceived Comfort of Classroom Climate inventory and Academic Stress inventory on Higher Secondary School Students. They were given enough time to finish the tools. Then the response sheets along with tools were collected and sorted for analysis.

**b. Scoring and Consolidation of Data**

 The response sheets were scored according to the scoring scheme prepared. Each questions had five responses viz., "Always", "Often", "Sometimes," "Rarely" and "Never" a score of 5, 4, 3, 2 and 1 was given to the response respectively for negative items the scoring was done in the reverse order.

 Perceived Comfort of Classroom Climate inventory contains 67 items. The students were instructed to respond to each item by putting '✓' mark in any of the columns representing "Always", "Often", "Sometimes", "Rarely" and "Never" responses against each item. Finally for finding out the measure of Perceived Comfort of Classroom Climate, the investigator added the scores.

 Academic Stress Inventory consists of 58 items. The subjects are to be responded to each of the fifty eight items by choosing any one of the alternative "Always", "Often", "Sometimes", "Rarely" and "Never". A score 5, 4, 3, 2 and 1 was given to the responses "Always," "Sometimes," "Often", "Rarely," and "Never" respectively. The order is reversed for the negative items.

**G. STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA**

 The scores obtained from 1170 students were subjected to statistical treatment. The various statistical techniques used were given below.

**a. Preliminary Analysis**

 The important statistical properties of the scores on the variables under study were analysed as a preliminary step. The Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis were computed for the whole sample.

**b Pearson's Product Moment Co-efficient of Correlation**

 The most often used and most precise co-efficient of correlation is known as the Pearson's Product Moment Co-efficient (r). The degree of relationship is measured and represented by the co-efficient of correlation.



where,

 ΣX = Sum of the X scores

 ΣY = Sum of the Y scores

 ΣX2 = Sum of the squared X scores

 ΣY2 = Sum of the squared Y scores

 ΣXY = Sum of the products of paired X and Y scores

 N = Number of paired scores

 In this study correlation coefficient 'r' is used to find out if there exists any significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students.

**c. Test of Significance of Difference Between Means for Different Categories**

 The statistical techniques test of significance of difference between means for different categories, is used to find out if there exist, any significant difference in Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students between relevant subsamples.

The formula is



Where X1, and X2 are the mean scores of the two groups, σ12 and σ22 the variances of the two groups and N1 and N2 the number of cases in each group. If the obtained critical ratio is greater than required value for significance the mean difference is considered to be significant.

**ANOVA**

 Analysis of variance (ANOVA) has been defined as "the separation of variance ascribable to other groups" (Fisher, 1950). In its simplest form the Analysis of variance is used to test the significance of the differences between the means of a number of different populations. It is an effective way to determine whether the means of more than two samples are too different to attribute to sampling error. ANOVA is an inferential statistical procedure by which a researcher can test the hypothesis that two or more population means are equal. A ratio of two variance estimate is computed, and this ratio has as its sampling distribution, the F-distribution, determined by two degrees of freedom values, ANOVA can be included one or more independent variables. If three independent variables are included simultaneously in an ANOVA the analysis is called a three way ANOVA. If four independent variables are included simultaneously in an ANOVA the analysis is called four way ANOVA.

 In this study ANOVA is used to find out whether the variables Gender, Faculty, Type of Management and Perceived Comfort of Classroom Climate have any interaction effect on Academic Stress of Higher Secondary School Students of Malabar area.

**ANALYSIS**

The main purpose of the study was to investigate the relationship between Perceived Comfort of Classroom Climate and Academic stress of Higher Secondary School students. The collected data was analysed statistically and the results have been presented and discussed in this chapter with reference to the objectives of the study.

**A. OBJECTIVES**

1. To find out if there exists any significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School students for the total sample.

2. To find out if there exists any significant relationship between Perceived Comfort of Classroom Climate and Academic stress of Higher Secondary School students in the subsamples based on

 i Gender

 ii. Faculty

 iii. Type of Management of school.

3. To find out whether any significant difference exists in the mean scores of Perceived Comfort of Classroom Climate and Academic stress of Higher Secondary School students between relevant subsampls based on

 i. Gender

 ii. Faculty

 iii. Type of Management of School

4. To find out whether Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate have any significant main and interaction effect on Academic Stress of Higher Secondary School students.

**B. HYPOTHESES**

 The present study is designed to test the following hypotheses.

1. There exists significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School students.

2. There exists significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School students in the subsamples based on

 i. Gender

 ii. Faculty

 iii. Type of Management of School.

3. There exists significant difference in the mean scores of Perceived Comfort Classroom Climate and Academic Stress of Higher Secondary School students between the relevant subsamples based on

 i. Gender

 ii. Faculty

 iii. Type of Management of School.

4. Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate have significant, main and interaction effect on Academic Stress of Higher Secondary School students.

 As one of the major objective of the study is to find out the main and interaction effect of the independent variables on the dependent variable, investigator used the technique of 4-way ANOVA. Analysis of variance being a parametric test, some assumptions are to be met in order to use the technique.

 The major assumptions of ANOVA are:

(i) The distribution of the dependent variable should be normal.

(ii) Homogeneity of variance

(iii) The samples drawn should be random and independent.

 Details of analysis is given in the following sections

**C. PRELIMINARY ANALYSIS**

 As the first step of analysis the investigator has done a preliminary analysis. For this, important statistical constants such as Mean, Median, Mode, Standard Deviation, Skewness and Kurtosis were computed for the whole sample.

 Details of the preliminary analysis for Perceived Comfort of Classroom Climate are presented in Table 5..

TABLE 5

**Preliminary Analysis of Test Scores**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Variable | N | Mean | Median | Mode | SD | Skewness | Kurtosis |
| Perceived Comfort of Classroom Climate  | 1170 | 258.23 | 260.00 | 269.00 | 30.42 | -0.565 | 0.181 |
| Academic Stress | 1170 | 150.65 | 150.00 | 133.00 | 24.24 | 0.22 | 0.209 |

**DISCUSSION**

 The important statistical constants of the selected variables for the total and subsamples were analysed. It was found that the measures of central tendency viz., Mean, Median and Mode were almost equal for the variable Perceived Comfort of Classroom Climate. This indicates that the distribution of the scores approximate closely what is expected for a normal curve. The value of Skewness and Kurtosis for Perceived Comfort of Classroom Climate indicates that the distribution is negatively skewed and slightly leptokurtic. The low value of Skewness indicate that the distribution is not remarkably deviant from normality. So the variable Perceived Comfort of Classroom Climate can be considered normally distributed.

 In the case of Academic Stress the Mode is slightly less than that of Mean and Median. This indicates that the distribution of the scores approximate closely what is expected for a normal curve. The value of Skewness and Kurtosis for Academic Stress indicate that the distribution is positively skewed and slightly leptokurtic. The low value of Skewness indicates that the distribution is not remarkably deviant from normality. So the variable Academic Stress can be considered normally distributed.

 The frequency distribution of the scores of the variables Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students for the total sample is presented in Figure 1 and 2 respectively.



SCALE

X axis: 1 unit = 25 divisions

Y axis: 1 unit = 50 divisions

FIGURE-1 **Frequency Curve of Perceived Comfort of Classroom Climate**



SCALE

X axis : 1 unit = 25 divisions

Y axis : 1 unit = 50 divisions

FIGURE-2 **Frequency Curve of Academic Stress**

 The statistical constants and the graphical representations of the variables shows that the variable Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students follows approximately a normal distribution.

 The second basic assumption of analysis of variance is the homogeneity of variance. Since samples are drawn from the normal population, we can assume that there is homogeneity of variance.

 The third basic assumption of ANOVA is that the sample drawn should be random and independent. The design of the present study ensures that the sample should random and independent.

**D. CORRELATION BETWEEN PERCEIVED COMFORT OF CLASSROOM CLIMATE AND ACADEMIC STRESS FOR THE TOTAL SAMPLE AND RELEVANT SUBSAMPLES**

The co-efficient of correlation between Perceived Comfort of Class room Climate and Academic Stress for total sample and relevant subsamples are presented in the Table 6.

TABLE 6

**Co-efficient of Correlation between
Perceived Comfort of Classroom Climate and
Academic Stress for Total Sample (N=1170) and relevant
Subsamples based on Gender, Faculty and Type of Management**

|  |  |  |
| --- | --- | --- |
| Sl.No. | Sample | Correlation 'r' |
| 1 | Total | -0.43 |
| 2 | Boys | -0.37 |
| 3 | Girls | -0.46 |
| 4 | Science | -0.41 |
| 5 | Commerce | -0.49 |
| 6 | Humanities | -0.43 |
| 7 | Government | -0.44 |
| 8 | Aided | -0.45 |
| 9 | Unaided | -0.39 |

**DISCUSSION OF RESULTS**

 As per table 6, the correlation co-efficient between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary students obtained for the total sample is -0.43, which indicate that the relationship between Perceived Comfort of Classroom Climate and Academic Stress is significant at moderate level.

 The co-efficient of correlation between Perceived Comfort of Classroom Climate and Academic Stress for Boys students is -0.37. This indicates the relationship between Perceived Comfort of Classroom Climate and Academic Stress of boys is significant at low level.

 The correlation coefficient obtained for Girls total is -0.46 which indicates that the relationship between Perceived Comfort of Classroom Climate and Academic Stress of Girls is moderately significant.

 The correlation co-efficient obtained for Science group students is
-0.41. This shows that the relationship between Perceived Comfort of Classroom Climate and Academic Stress of Science students is significant at moderate level.

 The correlation coefficient obtained for the Commerce groups students is –0.49, which reveals that there is moderately significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Commerce group students.

 The coefficient of correlation obtained for the Humanities groups students is –0.43, which indicates that the relationship between Perceived Comfort of Classroom Climate and Academic Stress of Humanities students is significant at moderate level.

 The coefficient of correlation obtained for the Government Higher Secondary School Students is –0.44, which shows that the relationship between Perceived Comfort of Classroom Climate and Academic Stress of Government Higher Secondary School Students is significant at moderate level.

The coefficient of correlation obtained for the Aided Higher Secondary School Students is –0.45, which reveals that the relationship between Perceived Comfort of Classroom Climate and Academic Stress of Aided Higher Secondary School Students is significant at moderate level.

 The correlation coefficient obtained for Unaided Higher Secondary School Students is -0.39, this indicates that the relationship between Perceived Comfort of Classroom Climate and Academic Stress of Unaided Higher Secondary School students is significant at low level.

 The correlation coefficient values obtained for the total sample and the relevant sub samples based on Gender, Faculty and Type of Management of school show that there is significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students.

 The negative sign of the correlation coefficients shows that there is negative correlation between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students: i.e., increase in the Perceived Comfort of Classroom Climate lessens the feeling of Academic Stress and decrease in the Perceived Comfort of Classroom Climate enhances the feeling of Academic Stress of Higher Secondary School Students.

**E. COMPARISON OF THE MEAN SCORES OF PERCEIVED COMFORT OF CLASSROOM CLIMATE AND ACADEMIC STRESS BETWEEN RELEVANT SUBSAMPLES BASED ON GENDER, FACULTY AND TYPE OF MANAGEMENT OF SCHOOL**

 The mean scores of Perceived Comfort of Classroom Climate and Academic Stress were compared between relevant subsamples based on Gender, Faculty, Type of Management of School using the statistical technique, Test of Significance of mean difference of Independent variables.

**COMPARISON OF THE MEANS SCORES OF PERCEIVED COMFORT OF CLASSROOM CLIMATE BETWEEN RELEVANT SUBSAMPLES BASED ON GENDER, FACULTY AND TYPE OF MANAGEMENT OF SCHOOL**

**1. Comparison of Mean Scores of Perceived Comfort of Classroom Climate between Boys and Girls**

TABLE 7

**Data and Results of the
Test of Significance of Differences in
Classroom Climate between Boys and Girls Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Boys | 545 | 246.46 | 30.99 | 13.08 | S |
| 2 | Girls | 625 | 268.48 | 25.89 |

Table 7 shows that the mean scores of Perceived Comfort of Classroom Climate obtained for Boys and Girls Students are 246.46 and 268.48 respectively. The Standard Deviation obtained are 30.99 and 25.89 respectively. Here the 't' value calculated is 13.08. The table value of 't' at 0.01 significant level is 2.58. Since the obtained 't' value is greater than the table value, it can be inferred that there is significant difference in Perceived Comfort of Classroom Climate between Boys and Girls Students at 0.01 level of significance.

**DISCUSSION**

 From the analysis of the mean scores of Perceived Comfort of Classroom Climate of Boys and Girls students it is found that there is significant difference in Perceived Comfort of Classroom Climate between Boys and Girls students in favour of Girls students.

**2. Comparison of Mean Scores of Perceived Comfort of Classroom Climate between Science and Commerce students**

TABLE 8

**Data and Results of the
Test of Significance of Differences in Perceived Comfort**

**of Classroom Climate between Science and Commerce Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Science | 373 | 250.08 | 31.32 | 5.33 | S |
| 2 | Commerce | 425 | 261.54 | 29.32 |

Table 8 indicates that Mean Scores of Perceived Comfort of Classroom Climate obtained for Science and Commerce students are 250.08 and 261.53 respectively. The Standard Deviation obtained for Science and Commerce students are 31.32 and 29.32 respectively. The 't' value calculated is 5.33. The table value of 't' at 0.01 significant level is 2.58. Since the obtained 't' value is greater than the table value, it can be inferred that there is significant difference in classroom climate between Science and Commerce students at 0.01 level of significance.

**DISCUSSION**

 From the analysis it is found that there is significant difference in Perceived Comfort of Classroom Climate between Science and Commerce students. This made the investigator conclude that the Perceived Comfort of Classroom Climate of the Commerce students is significantly higher than that of Science students.

**3. Comparison of Mean Scores of Perceived Comfort of Classroom Climate between Science and Humanities students**

TABLE 9

**Data and Results of the
Test of Significance of Difference in Perceived Comfort**

**of Classroom Climate between Science and Humanities Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Science | 373 | 250.08 | 31.32 | 5.64 | S |
| 2 | Humanities | 372 | 262.60 | 29.18 |

 Table 9 indicates that the mean scores of Perceived Comfort of Classroom Climate obtained for Science and Humanities students are 250.08 and 262.60 respectively. Here the Standard Deviations are 31.32 and 29.18 respectively. The calculated 't' value is 5.64. The table value of 't' at 0.01 significant level is 2.58. Since the calculated 't' value is greater than the table value, the mean difference in Perceived Comfort of Classroom Climate between Science and Humanities students is found statistically significant at 0.01 level.

**DISCUSSION**

 From the analysis of the mean scores of Perceived Comfort of Classroom Climate of Science and Humanities students, it is found that there is significant difference in Perceived Comfort of Classroom Climate between Science and Humanities students. Hence it can be concluded that the Perceived Comfort of Classroom Climate of Humanities group students is significantly higher than that of Science students.

**4. Comparison of Mean Scores of Perceived Comfort of Classroom Climate between Commerce and Humanities students.**

TABLE 10

**Data and Results of the
Test of Significance of Differences in Perceived Comfort**

**of Classroom Climate between Commerce and Humanities Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Commerce | 425 | 261.54 | 29.32 | 0.51 | NS |
| 2 | Humanities | 372 | 262.60 | 29.18 |

 Table 10 shows that the mean scores of Perceived Comfort of Classroom Climate obtained for Commerce and Humanities students are 261.54 and 262.60 respectively. The Standard Deviation are 29.32 and 29.18 respectively. The calculated 't' value is 0.51. The table value of 't' at 0.05 level of significance 1.96. Since obtained 't' value is less than the table value it can be said that the mean difference in Perceived Comfort of Classroom Climate between Commerce and Humanities students is statistically not significant.

**DISCUSSION**

 From the analysis of the mean scores of Perceived Comfort of Classroom Climate of Commerce and Humanities group students, it is found that there is no significant difference in Perceived Comfort of Classroom Climate between Commerce and Humanities group students. Hence it can be concluded that the Perceived Comfort of Classroom Climate of both Commerce and Humanities group students is almost the same. Among the three faculties Science students perceive their Classroom Climate the least comfortable and Humanities students most comfortable. The Perceived Comfort of Classroom Climate of Commerce students is almost the same as that of Humanities students.

**5. Comparison of Mean Scores of Perceived Comfort of Classroom Climate between Government and Aided Higher Secondary School Students.**

TABLE 11

**Data and Results of the Test of Significance**

**of Differences in Perceived Comfort of Classroom Climate**

 **between Government and Aided Higher Secondary School Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Government | 427 | 261.67 | 27.82 | 3.61 | S |
| 2 | Aided | 463 | 254.47 | 31.75 |

 Table 12 shows that the mean scores of Perceived Comfort of Classroom Climate obtained for Government and Aided Higher Secondary School Students are 261.67 and 254.47 respectively. The Standard Deviation were 27.82 and 31.75 respectively. The calculated 't' value is 3.61. The table value of 't' at 0.01 significant level is 2.58. Since the calculated 't' value is greater than the table value, the mean difference in Perceived Comfort of Classroom Climate between Government and Aided Higher Secondary School Students is found statistically significant at 0.01 level.

**DISCUSSION**

 The mean scores of Perceived Comfort of Classroom Climate of Government and Aided Higher Secondary School Students were analysed. It is found that the mean difference in Perceived Comfort of Classroom Climate between Government and Aided Higher Secondary School Students were statistically significant. Hence it can be concluded that the Perceived Comfort of Classroom Climate of Government Higher Secondary School Students is significantly higher than that of Aided Higher Secondary School Students.

**6. Comparison of Mean Scores of Perceived Comfort of Classroom Climate between Government and Unaided Higher Secondary School students.**

TABLE 12

**Data and Results of the Test of Significance**

 **of Differences in Perceived Comfort of Classroom Climate**

 **between Government and Unaided Higher Secondary School Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Government | 427 | 261.67 | 27.82 | 1.10 | NS |
| 2 | Unaided | 280 | 259.19 | 31.37 |

Table 13 shows that the mean scores of Perceived Comfort of Classroom Climate obtained for Government and Unaided Higher Secondary School Students are 261.67 and 259.19 respectively. Here the Standard Deviation are 27.82 and 31.37 respectively. The calculated 't' value is 1.10. The table value of 't' at 0.05 significant level is 1.96. Since the calculated 't' value is less than the table value, the mean difference in Perceived Comfort of Classroom Climate between Government and Unaided Higher Secondary School Students is not significant.

**DISCUSSION**

 The mean scores of Perceived Comfort of Classroom Climate of Government and Unaided Higher Secondary School Students were analysed. It is found that the mean difference in Perceived Comfort of Classroom Climate between Government and Unaided Higher Secondary School Students is statistically not significant. Hence it can be concluded, that Government and Unaided Higher Secondary School Students are almost equal in their Perceived Comfort of Classroom Climate.

**7. Comparison of Mean Scores of Perceived Comfort of Classroom Climate between Aided and Unaided Higher Secondary School Students.**

TABLE 13

**Data and Results of the Test of Significance**

**of Differences in Perceived Comfort of Classroom Climate**

 **between Aided and Unaided Higher Secondary School Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Aided | 463 | 254.47 | 31.75 | 1.97 | S |
| 2 | Unaided | 280 | 259.19 | 31.37 |

Table 14 shows that the mean scores of Perceived Comfort of Classroom Climate obtained for Aided and Unaided Higher Secondary School Students are 254.47 and 259.19 respectively. Here the Standard Deviation are 31.75 and 31.37 respectively. The calculated 't' value is 1.97. The table value of 't' at 0.05 significant level is 1.96. Since the calculated 't' value is greater than the table value, the mean difference in Perceived Comfort of Classroom Climate between Aided and Unaided Higher Secondary School Students is significant at 0.05 level.

**DISCUSSION**

 The mean scores of Perceived Comfort of Classroom Climate of Aided and Unaided Higher Secondary School Students were analysed. It is found that the mean difference in Perceived Comfort of Classroom Climate between Aided and Unaided Higher Secondary School Students is statistically not significant. Hence it can be concluded, that their Perceived Comfort of Classroom Climate of Unaided Higher Secondary School Students is significantly higher than that of Aided Higher Secondary School Students.

**COMPARISON OF THE MEAN SCORES OF ACADEMIC STRESS BETWEEN RELEVANT SUBSAMPLES BASED ON GENDER, FACULTY AND TYPE OF MANAGEMENT OF SCHOOL**

**1. Comparison of Mean Scores of Academic Stress between Boys and Girls Students.**

TABLE 14

**Data and Results of the
Test of Significance of Differences in
Academic Stress between Boys and Girls Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Boys | 545 | 154.93 | 25.53 | 5.66 | S |
| 2 | Girls | 625 | 146.93 | 22.41 |

Table 14 shows that the mean scores of Academic stress for Boys and Girls are 154.93 and 146.93 respectively. Here the Standard Deviation is 25.53 and 22.41 respectively. The calculated 't' value calculated is 5.66. The table value of 't' at 0.01 significant level is 2.58. Since the obtained 't' value is greater than the table value, the mean difference in Academic Stress between Boys and Girls is statistically significant t 0.01 level.

**DISCUSSION**

 The mean scores of Academic Stress of boys and girls were analysed. It is found that the mean difference is Academic Stress between Boys and Girls is statistically significant. Hence it can be concluded that Academic Stress of Boys is higher than that of Girls students.

**2. Comparison of Mean Scores of Academic Stress between Science and Commerce Students**

TABLE 15

**Data and Results of the Test of Significance of Differences**

**in Academic Stress between Science and Commerce Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Science | 373 | 151.53 | 25.29 | 2.53 | S |
| 2 | Commerce | 425 | 147.07 | 24.39 |

 Table 15 shows that the mean scores of Academic Stress obtained for Science and Commerce Students are 151.53 and 147.07 respectively. Here the Standard Deviation are 25.29 and 24.39 respectively. The calculated 't' value is 2.53. The table value of 't' at 0.05 significant level is 1.96. Since the calculated 't' value is greater than the table value, the mean difference in Academic Stress between Science and Commerce Students is found statistically significant at 0.05 level.

**DISCUSSION**

 The mean scores of Academic Stress of Science and Commerce Students were analysed. It is found that the mean difference in Academic Stress between Science and Commerce Students is statistically significant. Hence it can be concluded, that the Academic Stress of Science Students is higher than that of Commerce Students.

**3 Comparison of Mean Scores of Academic Stress between Science and Humanities Students.**

TABLE 16

**Data and Results of the Test of
Significance of Differences in Academic**

 **Stress between Science and Humanities Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Science | 373 | 151.53 | 25.29 | 1.33 | NS |
| 2 | Humanities | 372 | 153.86 | 22.45 |

Table 16 shows that the mean scores of Academic Stress obtained for Science and Humanities Students are 151.53 and 153.86 respectively. Here the Standard Deviation are 25.29 and 22.45 respectively. The calculated 't' value is 1.33. The table value of 't' at 0.05 significant level is 1.96. Since the calculated 't' value is less than the table value, the mean difference in Academic Stress between Science and Humanities Students is statistically not significant at 0.05 level.

**DISCUSSION**

 From the analysis of the mean scores of Academic Stress of Science and Humanities Students, it is found that there is no significant difference in Academic Stress between Science and Humanities Students. Hence it can be concluded that Science and Humanities Students does not differ in their Academic Stress.

**4. Comparison of Mean Scores of Academic Stress between Commerce and Humanities Students.**

TABLE 17

**Data and Results of the Test of
Significance of Differences in Academic
Stress between Commerce and Humanities Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Commerce | 425 | 147.07 | 24.39 | 4.09 | S |
| 2 | Humanities | 372 | 153.86 | 22.45 |

Table 17 shows that the mean scores of Academic Stress obtained for Commerce and Humanities Students are 147.07 and 153.86 respectively. Here the Standard Deviation are 24.39 and 22.45 respectively. The calculated 't' value is 4.09. The table value of 't' at 0.01 significant level is 2.58. Since the calculated 't' value is greater than the table value, the mean difference in Academic Stress between Commerce and Humanities Students is found statistically significant at 0.01 level.

**DISCUSSION**

 From the analysis of the mean scores of Academic Stress of Commerce and Humanities Students, it is found that there is significant difference in Academic Stress between Commerce and Humanities Students. Hence it can be concluded, Humanities students feel higher Academic Stress than Commerce Students

 **5. Comparison of Mean Scores of Academic Stress between Government and Aided Higher Secondary School Students.**

TABLE 18

**Data and Results of the Test of**

**Significance of Differences in Academic Stress between**

**Government and Aided Higher Secondary School Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Government | 427 | 148.24 | 22.51 | 2.82 | S |
| 2 | Aided | 463 | 152.70 | 24.43 |

Table 18 shows that the mean scores of Academic Stress obtained for Government and Aided Higher Secondary School Students are 148.24 and 152.70 respectively. Here the Standard Deviations are 22.51 and 24.43 respectively. The 't' value calculated is 2.82. The table value of 't' at 0.01 significant level is 2.58. Since the obtained 't' value is greater than the table value, the mean difference in Academic Stress between Government and Aided Higher Secondary School Students is found statistically significant at 0.01 level of significance.

**DISCUSSION**

 From the analysis of the mean scores of Academic Stress of Government and Aided Higher Secondary School Students, it is found that there is significant difference in Academic Stress between Government and Aided Higher Secondary School Students. Hence it can be concluded, Aided Higher Secondary School Students feel higher academic stress than Government Higher Secondary School Students.

**6. Comparison of Mean Scores of Academic Stress between Government and Unaided Higher Secondary School Students.**

TABLE 19

**Data and Results of the
Test of Significance of Differences
in Academic Stress between Government
 and Unaided Higher Secondary School Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Government | 427 | 148.24 | 22.51 | 1.42 | NS |
| 2 | Unaided | 280 | 150.95 | 26.13 |

Table 19 shows that the mean scores of Academic Stress obtained for Government and Unaided Higher Secondary School Students are 148.24 and 150.95 respectively. Here the Standard Deviations are 22.51 and 26.13 respectively. The calculated 't' value is 1.42. The table value of 't' at 0.05 level of significance is 1.96. Since the calculated 't' value is less than the table value, the mean difference in Academic Stress between Government and Unaided Higher Secondary School Students is found statistically not significant at 0.05 level of significance.

**DISCUSSION**

 From the analysis of the mean scores of Academic Stress of Government and Unaided Higher Secondary School Students, it is found that there is no significant difference in Academic Stress between Government and Unaided Higher Secondary School Students. Hence it can be concluded that both in the Government and Unaided Higher Secondary School Students feel almost the same level of Academic Stress.

**7. Comparison of the mean scores of Academic stress between Aided and Unaided Higher Secondary School Students**

TABLE 20

**Data and Results of the Test of**

**Significance of Differences in Academic Stress**

 **between Aided and Unaided Higher Secondary School Students**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Sl.No. | Category | N | M | S.D | 't' value | Level of Significance |
| 1 | Aided | 463 | 152.70 | 24.43 | 0.92 | NS |
| 2 | Unaided | 280 | 150.95 | 26.13 |

Table 20 shows that the mean scores of Academic Stress obtained for Aided and Unaided Higher Secondary School Students are 152.70 and 150.95 respectively. The Standard Deviations are 24.43 and 26.13 respectively. The calculated 't' value is 0.92. The table value of 't' at 0.05 significant level is 1.96. Since the calculated 't' value is less than the table value, it can be inferred that there is no significant difference in Academic Stress between Aided and Unaided Higher Secondary School Students at 0.05 level of significance.

**DISCUSSION**

 From the analysis of the mean scores of Academic Stress of Aided and Unaided Higher Secondary School Students, it was found that there is no significant difference in Academic Stress between Aided and Unaided Higher Secondary School Students.. Hence it can be concluded that both Aided and Unaided Higher Secondary School Students experience almost the same level of Academic Stress.

**F. 4-WAY ANOVA (2 x 3 x 3x3) FACTORIAL DESIGN**

 The analysis and discussion of results with regard to 4-way ANOVA techniques are described in the following sections.

**MAIN AND INTERACTION EFFECT OF GENDER, FACULTY, TYPE OF MANAGEMENT OF SCHOOL AND PERCEIVED COMFORT OF CLASSROOM CLIMATE ON ACADEMIC STRESS.**

 To find out the Main and Interaction effects of Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate on Academic Stress, four way ANOVA with 2x3x3x3 factorial design was done for 1170 cases. The sum of squares 'F'-values are given in the table 21.

TABLE 21

**Main and Interaction Effect of
Gender, Faculty, Type of Management of School and
Perceived Comfort of Classroom Climate on Academic Stress**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source of Variation | Sum of squares | DF | Mean squares | F-value |
| Main Effect | 127912.395 | 7 | 18273.199 | 39.107 |
| Gender | 1474.980 | 1 | 1474.980 | 3.157 |
| Faculty  | 13500.304 | 2 | 6750.152 | 14.446 |
| Type of Management | 1658.218 | 2 | 829.109 | 1.774 |
| Classroom Climate | 91554.258 | 2 | 45777.129 | 97.968 |
| Gender x Type of Management  | 2203.814 | 2 | 1101.907 | 2.358 |
| Gender x Faculty | 3148.231 | 2 | 1574.115 | 3.369 |
| Gender x Classroom Climate | 946.813 | 2 | 473.407 | 1.013 |
| Type of Management x Faculty | 8278.884 | 4 | 2069.721 | 4.429 |
| Type of Management x Classroom climate | 11411.210 | 4 | 2852.803 | 6.105 |
| Faculty x Classroom Climate | 248.660 | 4 | 62.165 | 0.133 |
| Gender x Type of Management x Faculty | 1805.558 | 4 | 451.389 | 0.966 |
| Gender x Type of Management x Classroom Climate | 1167.768 | 4 | 291.942 | 0.625 |
| Gender x Faculty x Classroom Climate | 5294.516 | 4 | 1323.629 | 2.833 |
| Type of Management x Faculty x Classroom Climate | 4008.757 | 8 | 501.095 | 1.072 |
| Gender x Faculty x Type of Management x Classroom Climate | 3135.620 | 7 | 447.946 | 0.959 |
| Residual | 521934.644 | 1117 | 467.265 |  |
| Total | 686598.808 | 1169 | 587.339 |  |

 Table 21 shows that the F-value obtained for main effect of Gender on Academic Stress is 3.157. This value is less than (3.84) the table value of F for (1,1117) degrees of freedom at 0.05 level of significance. This indicates that the main effect of the variable Gender on Academic Stress is not significant at 0.05 level of significance.

From the table 21, it can be found that the F-value obtained for main effect of Faculty on Academic Stress is 14.446. This value is greater than (4.60) the table value of 'F' for (2,1117) degrees of freedom at 0.01 level of significance. Hence it can be concluded that the main effect of Faculty on Academic stress is significant at 0.01 level.

 The calculated 'F' value of he main effect of Type of Management of School on Academic Stress is 1.774. This value is less than (2.99) the table value of 'F' for (2,1117) degrees of freedom at 0.05 level of significance. It can be concluded that the main effect of Type of Management of School on Academic Stress is not significant at 0.05 level.

 The calculated 'F' value of the main effect of Perceived Comfort of Classroom Climate on Academic Stress is 97.968. Since the calculated value of 'F' is greater than (4.60) the table value of 'F' for (2,1117) degrees of freedom at 0.01 level of significance it can be concluded that the main effect of Perceived Comfort of Classroom Climate on Academic stress is significant at 0.01 level.

The above results show that the variable Academic Stress vary significantly for categories Faculty and Perceived Comfort of Classroom Climate and does not significantly vary for the category Gender and Type of Management of School. That is there exists significant difference in Academic Stress between Science, Commerce and Humanities Students. It is also found that the Academic Stress of Higher Secondary School Students belong to different levels of Perceived Comfort of Classroom Climate vary significantly.

 When the 2-way interaction is considered the F-value obtained in the case of Gender and Type of Management of School is 2.358. This value is less than (2.99) the tabled value of F; for (2,1117) degrees of freedom at 0.05 level of significance. This indicates that the interaction effect of Gender and Type of Management of School on Academic Stress is not significant at 0.05 level.

 In the case of the interaction effect of Gender and Faculty, the F-value obtained is 3.369. This value is greater than (2.99), the tabled value of 'F' for (2,1117) degrees of freedom at 0.05 level of significance. This indicates that the interaction effect of Gender and Faculty on Academic Stress is significant at 0.05 level.

 In the case of the interaction effect of Gender and Perceived Comfort of Classroom Climate on Academic Stress, the F-value obtained is 1.013. This value is less than (2.99), the tabled value of F for (2,1117) degrees of freedom at 0.05 level of significance. This indicates that Gender and Perceived Comfort of Classroom Climate do not have any interaction effect on Academic Stress of Higher Secondary School Students.

 In the case of the interaction effect of Type of Management of School and Faculty on Academic Stress the F-value obtained is 4.429. This value is greater than (3.32), the tabled value of 'F' for (4,1117) degrees of freedom at 0.01 level of significance. This indicates that the interaction effect of Type of Management School and Faculty of students on Academic Stress is Significant at 0.01 level.

 In the case of the interaction effect of Type of Management of School and Perceived Comfort of Classroom Climate on Academic Stress, the computed F-value is 6.105. This value is greater than (3.32) the tabled value of 'F' for (4,1117) degrees of freedom at 0.01 level of significance. This indicates that the interaction effect of Type of Management of School and Perceived Comfort of Classroom Climate on Academic Stress is significant at 0.01 level.

 In the case of the interaction effect of Faculty and Perceived Comfort of Classroom Climate on Academic Stress, the computed value of 'F' is 0.133. This value is less than (2.37), the tabled value of 'F' for (4,1117) degrees of freedom at 0.05 level of significance. This indicates that the interaction effect of Faculty and Perceived Comfort Classroom Climate on Academic Stress is not significant at 0.05 level.

 From the analysis the investigator concludes that the Academic Stress of Higher Secondary School Students vary significantly between relevant subsamples formed based on Gender and Faculty, Type of Management of School and Faculty and Type of Management of School and Perceived Comfort of Classroom Climate. But the Academic Stress of Higher Secondary School Students does not vary significantly between relevant sub samples formed based on Gender and Type of Management of School, Gender and Perceived Comfort of Classroom Climate and Faculty and Perceived Comfort of Classroom Climate at 0.05 level of significance.

 When three-way interaction of Gender, Type of Management of School and Faculty was considered, the F-value obtained is 0.966, which is the less than (2.37), the tabled value of 'F' for (4,1117) degrees of freedom at 0.05 level of significance. Since the calculated value is less than the tabled value the interaction effect of Gender, Type of Management of School and Faculty on Academic Stress is not significant at 0.05 level.

 In the case of interaction effect of Gender, Type of Management of School and Perceived Comfort of Classroom Climate on Academic Stress the obtained F-value of 'F' is 0.625. This value is less than (2.37) the tabled value of 'F' for (4,1117) degrees of freedom at 0.05 level of significance. Since the calculated value is less than the tabled value, the interaction effect of Gender Type of Management of School and Perceived Comfort of Classroom Climate on Academic Stress is not significant at 0.05 level.

 In the case of interaction effect of Gender, Faculty and Perceived Comfort of Classroom Climate on Academic Stress the 'F'-value obtained is 2.833. This value is greater than (2.37) the tabled value of 'F' for (4,1117) degrees of freedom at 0.05 level of significance. This indicates that the interaction effect of Gender, Faculty and Perceived Comfort of Classroom Climate on Academic Stress is significant at 0.05 level.

 In the case of the interaction effect of Type of Management of School, Faculty and Perceived Comfort of Classroom Climate on Academic Stress the 'F'-value obtained is 1.072. This value is less than (1.94), the tabled value of 'F' for (8, 1117) degrees of freedom at 0.05 level of significance. This indicates that the interaction effect of Type of Management, of School Faculty and Perceived Comfort of Classroom Climate on Academic Stress is not significant at 0.05 level.

 From the analysis the investigator concludes that the Academic Stress of Higher Secondary School Students vary significantly between relevant subsamples formed based on Gender, Faculty and Perceived Comfort of Classroom Climate at 0.05 level of significance. The Academic Stress of Higher Secondary School Students does not vary significantly between relevant subsamples formed based on Gender, Type of Management of School and Faculty, Gender, Type of Management of School and Perceived Comfort of Classroom Climate and Type of Management of School, Faculty and Perceived Comfort of Classroom Climate at 0.05 level.

 When four way interaction of Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate on Academic Stress was considered, the 'F'-value obtained is 0.959. This value is less than (2.01), the tabled value of 'F' for (7,1117) degrees of freedom at 0.05 level of significance. Since the calculated value is less than the tabled value the interaction effect of Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate on Academic Stress of Higher Secondary School Students is not significant at 0.05 level.

 From the analysis it can be concluded that the Academic Stress of Higher Secondary School Students does not vary significantly between the relevant subsample formed considering Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate together.

**SUMMARY, CONCLUSIONS AND SUGGESTIONS**

 This chapter provides a retrospective view of the study, major findings, educational implications and suggestions for further research in this area.

**A. STUDY IN RETROSPECT**

 The personal study is entitled as “PERCEIVED COMFORT OF CLASSROOM CLIMATE AND ACADEMIC STRESS OF HIGHER SECONDARY SCHOOL STUDENTS IN MALABAR”.

**B. VARIABLES**

 In the present study the investigator treated Academic Stress, as dependent variable and Gender, Faculty and Type of Management of school as independent variables. Perceived Comfort of Classroom Climate is treated as both independent and dependent variable.

**C. OBJECTIVES**

1. To find out if there exists any significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students .

2. To find out whether there exists any significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students between the relevant subsamples based on

 i. Gender

 ii. Faculty

 iii. Type of Management of School

3. To find out whether there exists any significant difference in the mean scores of Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students between the subsamples based on

i. Gender

 ii. Faculty

 iii. Type of Management of School

4. To find out whether Gender, Faculty, Type of Management and Perceived Comfort of Classroom Climate have any significant main and interaction effect on Academic Stress of Higher Secondary School Students .

**D. HYPOTHESES**

 The present study is designed to test the following hypotheses.

1. There exists significant relationship between Perceived Comfort of Classroom Climate and Academic stress of Higher Secondary School Students .

2. There exists significant relationship between Perceived Comfort of Classroom Climate and Academic stress of Higher Secondary School Students in the subsamples based on

i. Gender

 ii. Faculty

 iii. Type of Management of School

3. There exists significant difference in the mean scores of Perceived Comfort of Classroom Climate and Academic stress of Higher Secondary School Students in the relevant subsamples based on

i. Gender

 ii. Faculty

 iii. Type of Management of School

4. Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate have significant main and interaction effect on Academic stress of Higher Secondary School Students .

**E. METHODOLOGY**

**Sample**

 The study was conducted on a sample of 1170 Higher Secondary School Students from nineteen schools in Malabar (Malappuram, Kozhikode, Kannur, Kasargode and Wayanad districts). The sample selection was done using stratified random sampling technique giving due representation to factors like Gender, Faculty and Type of Management of school.

**Tools Used**

 The investigator used the following tools for the study.

1. Perceived Comfort of Classroom Climate Inventory.
2. Academic Stress Inventory.

**Statistical techniques used**

 The collected data were analaysed using the following techniques:

1. Preliminary statistics
2. Pearson’s Product Moment Co-efficient of correlation 'r'
3. Test of significance of mean difference of independent sample.
4. 4 way ANOVA (2 x 3 x 3 x 3 Design)
5. **MAJOR FINDINGS OF THE STUDY**

 The major findings of the study are the following.

1. There exists moderate relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students in the total sample. (r = -0.43)
2. There exists low relationship between Perceived Comfort of Classroom Climate and Academic Stress of Boys students in higher secondary school (r = -0.37)
3. There exists moderate relationship between Perceived Comfort of Classroom Climate and Academic Stress of Girls Students in Higher Secondary School Students . (r = -0.46)
4. There exists moderate relationship between Perceived Comfort of Classroom Climate and Academic Stress of Science students in higher secondary school. (r = -0.41)
5. There exists moderate relationship between Perceived Comfort of Classroom Climate and Academic Stress of Commerce students in higher secondary school. (r = -0.49)
6. There exists moderate relationship between Perceived Comfort of Classroom Climate and Academic Stress of Humanities students in higher secondary school. (r = -0.43)
7. There exists moderate relationship between Perceived Comfort of Classroom Climate and Academic Stress of Government Higher Secondary School students. (r = -0.44)
8. There exists moderate relationship between Perceived Comfort of Classroom Climate and Academic Stress of Aided Higher Secondary School Students.. (r = -0.45)
9. There exists low relationship between Perceived Comfort of Classroom Climate and Academic Stress of Unaided Higher Secondary School Students . (r = -0.39)
10. There exists significant difference in Perceived Comfort of Classroom Climate between Boys and Girls Students in Higher Secondary School. (‘t’ value = 13.08)
11. There exists significant difference in Perceived Comfort of Classroom Climate between Science and Commerce students of Higher Secondary School. (‘t’ value = 5.33)
12. There exists significant difference in Perceived Comfort of Classroom Climate between Science and Humanities Students of Higher Secondary School. (‘t’ value = 5.64)
13. There is no significant difference in Perceived Comfort of Classroom Climate between Commerce and Humanities Students of Higher Secondary School . (‘t’ value = 0.51)
14. There exists significant difference in Perceived Comfort of Classroom Climate between Government and Aided Higher Secondary School Students . (‘t’ value = 3.61)
15. There is no significant difference in Perceived Comfort of Classroom Climate between Government and Unaided Higher Secondary School Students . (‘t’ value = 1.10)
16. There exists significant difference in Perceived Comfort of Classroom Climate between Aided and Unaided Higher Secondary School Students . (‘t’ value = 1.97)
17. There exists significant difference in Academic Stress between Boys and Girls Students of Higher Secondary School. (‘t’ value = 5.66)
18. There exists significant difference in Academic Stress between Science and Commerce students of Higher Secondary School. (‘t’ value = 2.53)
19. There is no significant difference in Academic Stress between Science and Humanities students of Higher Secondary School. (‘t’ value = 1.33)
20. There exists significant difference in Academic Stress between Commerce and Humanities Students of Higher Secondary School. (‘t’ value = 4.09)
21. There exists significant difference in Academic Stress between Government and Aided Higher Secondary School Students . (‘t’ value = 2.82)
22. There is no significant difference in Academic Stress between Government and Unaided Higher Secondary School Students . (‘t’ value = 1.42)
23. There is no significant difference in Academic Stress between Aided and Unaided Higher Secondary School Students . (‘t’ value = 0.92)
24. Gender has no significant main effect on Academic Stress of Higher Secondary School Students (F = 3.157, P>0.05 for (1,1117) degrees of freedom).
25. Faculty has significant main effect on Academic Stress of Higher Secondary School Students (F = 14.446, P<0.01 for (2,1117) degrees of freedom).
26. Type of Management of School has no significant main effect on Academic Stress of Higher Secondary School Students (F = 1.774, P>0.05 for (2,1117) degrees of freedom).
27. Perceived Comfort of Classroom Climate has significant main effect on Academic stress of Higher Secondary School Students (F = 97.968, P<0.01 for (2,1117) degrees of freedom).
28. The interaction effect on Gender and Type of Management of School on Academic Stress of Higher Secondary School Students is not significant.(F = 2.358, P>0.05 for (2,1117) degrees of freedom).
29. The interaction effect of Gender and Faculty on Academic Stress of Higher Secondary School Students is significant.(F = 3.369, P<0.05 for (2,1117) degrees of freedom).
30. The interaction effect on Gender and Perceived Comfort of Classroom Climate on Academic Stress of Higher Secondary School Students is not significant.(F = 1.013, P>0.05 for (2,1117) degrees of freedom).
31. The interaction effect of Type of Management of School and Faculty on Academic stress of Higher Secondary School Students is not significant.(F = 4.429, P<0.01 for (4,1117) degrees of freedom).
32. The interaction effect of Type of Management of School and Perceived Comfort of Classroom Climate on Academic Stress of Higher Secondary School Students is significant.(F = 6.105, P<0.01 for (4,1117) degrees of freedom).
33. The interaction effect of Faculty and Perceived Comfort of Classroom Climate on Academic Stress of Higher Secondary School Students is not significant.(F = 0.133, P>0.05 for (4,1117) degrees of freedom).
34. The interaction effect of Gender, Type of Management of School and Faculty on Academic Stress of Higher Secondary School Students is not significant.(F = 0.966, P>0.05 for (4,1117) degrees of freedom).
35. The interaction effect of Gender, Type of Management of School and Perceived Comfort of Classroom Climate on Academic Stress of Higher Secondary School Students is not significant.(F = 0.625, P>0.05 for (4,1117) degrees of freedom).
36. The interaction effect of Gender, Faculty and Perceived Comfort of Classroom Climate on Academic Stress of Higher Secondary School Students is significant.(F = 2.833, P<0.05 for (4,1117) degrees of freedom).
37. The interaction effect of Type of Management of School, Faculty and Perceived Comfort of Classroom Climate on Academic Stress of Higher Secondary School Students is not significant.(F = 1.072, P>0.05 for (8,1117) degrees of freedom).
38. The interaction effect of Gender, Type of Management of School Faculty and Perceived Comfort of Classroom Climate on Academic Stress of Higher Secondary School Students is not significant.(F = 0.959, P>0.05 for (7,1117) degrees of freedom).
39. **TENABILITY OF HYPOTHESES**

 Hypothesis 1 states that that there exists significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students. The findings reveal that there exists significant relationship between Perceived Comfort of Classroom Climate and Academic stress of Higher Secondary School Students . The correlation co-efficient obtained for these variables show that the correlation (r = -0.43) is significant. Therefore hypothesis 1 is fully accepted.

 Hypothesis 2 (i) states that there exists significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students in the sub samples based on Gender. The findings reveal that there exists significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students for the sub samples based on the Gender. The Co-efficient of correlation obtained for boys students (-0.37) show that the relationship is significant at low level and that for Girls students (-0.46) show that the relationship is significant at moderate level. Therefore Hypothesis 2(i) is fully accepted.

 Hypothesis 2 (ii) states that there exists significant relationship between Perceived Comfort of Classroom Climate and Academic stress of Higher Secondary School Students in the sub samples based on Faculty. The findings reveal that there exists significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students for the sub samples based on the Faculty. The Co-efficient of correlation obtained for Science students (-0.41), Commerce students
(-0.49), Humanities students (-0.43) show that the relationship is moderately significant. Therefore Hypothesis 2(ii) is fully accepted.

 Hypothesis 2(iii) states that there exists significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students in the sub samples based on Type of Management of School. The findings reveal that there exists significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students for the sub samples based on the Type of Management. The correlation Co-efficient obtained for Government Higher Secondary School Students (-0.44) and Aided Higher Secondary School Students (-0.45) show that the relationship is moderately significant and Unaided Higher Secondary School Students (-0.39) show that the relationship is significant at low level. Therefore Hypothesis 2(iii) is fully accepted.

 Hypothesis 3(i) states that there exists significant difference in mean scores of Perceived Comfort of Classroom Climate and Academic stress of Higher Secondary School Students between the relevant sub sample based on Gender. The results of comparison of mean scores of Boys students and Girls students in Perceived Comfort of Classroom Climate and Academic stress indicate that there exist significant difference in Perceived Comfort of Classroom Climate (‘t’ = 13.08) and Academic stress (‘t’ = 5.66). Hence Hypothesis 3 (i) is fully accepted.

 Hypothesis 3(ii) states that there exists significant difference in mean scores of Perceived Comfort of Classroom Climate and Academic stress of Higher Secondary School Students between the relevant sub sample based on Faculty. The results of comparison of mean scores of Science students and Commerce students in Perceived Comfort of Classroom Climate indicate that there exist significant difference in Perceived Comfort of Classroom Climate (‘t’ = 5.33) between them. The results of comparison of mean scores of Science students and Humanities students in Perceived Comfort of Classroom Climate indicate that there exist significant difference in Perceived Comfort of Classroom Climate (‘t’ = 5.64) between them. The results of comparison of mean scores of Commerce students and Humanities students in Perceived Comfort of Classroom Climate indicate that there is no significant difference in Perceived Comfort of Classroom Climate (‘t’ = 0.51) between them.

 The results of comparison of mean scores of Science and Commerce students in Academic stress indicate that there exists significant difference in Academic stress (‘t’ = 2.53) between them.. The results of comparison of mean scores of Science and Humanities students in Academic stress indicate that there does not exist significant difference in Academic stress (‘t’ = 1.33) between them. The results of comparison of mean scores of Commerce and Humanities students in Academic stress indicate that there exists significant difference in Academic stress (‘t’ = 4.09) between them. Hence Hypothesis 3 (ii) is partially accepted.

 Hypothesis 3(iii) states that there exists significant difference in mean scores of Perceived Comfort of Classroom Climate and Academic stress of Higher Secondary School Students between the relevant sub sample based on Type of Management of School. The results of comparison of mean scores of Government and Aided Higher Secondary School Students in Perceived Comfort of Classroom Climate indicate that there exists significant difference in Perceived Comfort of Classroom Climate (‘t’ = 3.61) between them. The results of comparison of mean scores of Government and Unaided Higher Secondary School Students in Perceived Comfort of Classroom Climate indicate that there is no significant difference in Perceived Comfort of Classroom Climate (‘t’ = 1.10) between them. The results of comparison of mean scores of Aided and Unaided Higher Secondary School students in Perceived Comfort of Classroom Climate indicate that there exists significant difference in Perceived Comfort of Classroom Climate (‘t’ = 1.97) between them.

 The results of comparison of mean scores of Government and Aided Higher Secondary School Students in Academic stress indicate that there exists significant difference in Academic stress (‘t’ = 2.82) between them. The results of comparison of mean scores of Government and Unaided Higher Secondary School Students in Academic Stress indicate that there is no significant difference in Academic stress (‘t’ = 1.42) between them. The results of comparison of mean scores of Aided and Unaided Higher Secondary School Students in Academic stress indicate that there exists significant difference in Academic Stress (‘t’ = 0.92) between them. Hence Hypothesis 3 (iii) is partially accepted.

 Hypothesis 4 states that Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate have significant, main and interaction effect on Academic Stress of Higher Secondary School Students . The findings reveal that the main effect of Faculty and Perceived Comfort of Classroom Climate on Academic Stress is significant and that of Gender and Type of Management of School have no significant main effect on Academic stress of Higher Secondary School Students .

 The 2- way interaction effect on Gender and Faculty, Type of Management of School and Faculty and Type of Management of School and Perceived Comfort of Classroom Climate on Academic stress is significant. But the 2-way interaction effect of Gender and Type of Management of School , Gender and Perceived Comfort of Classroom Climate and Faculty and Perceived Comfort of Classroom Climate on Academic Stress is not significant.

 The 3-way interaction effect of Gender, Faculty and Perceived Comfort Classroom Climate on Academic Stress is Significant. But the 3-way interaction effect of Gender, Type of Management of School and Faculty; Gender, Type of Management of School and Perceived Comfort of Classroom Climate and Type of Management of School, Faculty and Perceived Comfort of Classroom Climate on Academic Stress is not significant.

 The 4-way interaction effect of Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate on Academic Stress is not significant. Therefore the hypothesis 4 is partially accepted..

**CONCLUSION**

 Based on the analysis the investigator reached the following conclusions.

 There is significant relationship between Perceived Comfort of Classroom Climate and Academic Stress of Higher Secondary School Students. Perceived Comfort of Classroom Climate is high for Girls than Boys and Boys have a higher Academic Stress than Girls. Humanities students have higher Perceived Comfort of Classroom Climate when compare to Science and Commerce students and Science students’ Perceived Comfort of Classroom Climate is low. But Academic Stress for Humanities and Science students is almost equal but higher than the Academic Stress of Commerce students..

 Government Higher Secondary School Students have a higher Perceived Comfort of Classroom Climate when compared to Aided and Unaided Higher Secondary School Students and the perceived comfort of the classroom climate of Aided Higher Secondary School Students is low. In the case Academic Stress it is very low for Government Higher Secondary School Students and high for Aided Higher Secondary School Students .

 Faculty and Perceived Comfort of Classroom Climate has significant main interaction effect on Academic stress and Gender and Type of Management of School have no significant main interaction on Academic Stress.

 The 2- way interaction effect on Gender and Faculty, Type of Management of School and Faculty and Type of Management of School and Perceived Comfort of Classroom Climate on Academic stress is significant. But the 2-way interaction effect of Gender and Type of Management of School , Gender and Perceived Comfort of Classroom Climate and Faculty and Perceived Comfort of Classroom Climate on Academic Stress is not significant.

 The 3-way interaction effect of Gender, Faculty and Perceived Comfort Classroom Climate on Academic Stress is Significant. But the 3-way interaction effect of Gender, Type of Management of School and Faculty; Gender, Type of Management of School and Perceived Comfort of Classroom Climate and Type of Management of School, Faculty and Perceived Comfort of Classroom Climate on Academic Stress is not significant.

 The 4-way interaction effect of Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate on Academic Stress is not significant. Therefore the hypothesis 4 is partially accepted..

 The interaction effect of Gender, Faculty, Type of Management of School and Perceived Comfort of Classroom Climate on academic stress is not significant.

**H. EDUCATIONAL IMPLICATION**

 The study is intended to identify a factor related with the Academic Stress of Higher Secondary School Students The investigator has undertaken this study with the assumption that the Academic Stress of the students is due to the discomfort experienced by them in the classrooms. It is found that there is significant relationship between Perceived Comfort of Classroom Climate on Academic Stress of Higher Secondary School Students . i.e., the variable Academic Stress depends the Classroom Climate of Higher Secondary School Students .

 Based on the findings of the study the investigator put forward the following suggestions to make Classroom Climate healthier so as to reduce Academic Stress of students and thereby improve the present educational practices.

* Teachers should be made aware of the importance of healthy Classroom Climate inorder to reduce the Academic Stress experienced by the students.
* Orientation classes to equip Higher Secondary teachers to make classroom climate healthier should be incorporated with inservice programmes.
* Teachers should take special care in providing healthy atmosphere in classroom so as to reduce the Academic Stress of students.
* Male students of higher secondary classes should be given proper counselling to enable them feel the Classroom Climate more comfortable and thereby reduce their academic stress.
* Educational authorities should take necessary steps to make the students feel their Classroom Climate more comfortable.
* Measures should be taken to reduce the Academic Stress of Humanities and Science students.
* Awareness programmes should be conducted for Aided Higher Secondary School authorities about the importance of providing healthy classroom climate to reduce Academic Stress of Higher Secondary School Students .

**I. SUGGESTIONS FOR FURTHER RESEARCH**

 Based on the findings of the study investigator put forward the following suggestions for further research.

1. Replications of the present study using samples from college students and Secondary School Students.

2. The same study can be conducted on higher secondary students under CBSE and Vocational Higher Secondary School.

3. Studies can be conducted to find is there any other factor that causes Academic Stress.

4. Studies can be conducted to identify the components of classroom climate which contribute to the highest Academic Stress.

5. An experimental study can be conducted to construct and validate a package meant for teachers to reduce the Academic Stress of Higher Secondary School Students .

6. A study can be conducted to determine which component of Academic Stress influences Academic Stress most.

**APPENDIX III**

**Farook Training College, CALICUT**

**academic stress inventory (Draft)**

 **2007**

**Abdul Hameed Muktar Mahal Nisha. P**

**Lecturer Senior Scale M.Ed. Student**

**Farook Training College Farook Training College**

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 \n§fpsS ]T-\-hp-ambn \_Ô-s¸-« Imcy-§-fn-ep-­m-Ip¶ ]ncn-ap-d-¡w Af-¡p-¶-Xn-\pÅ am\-I-am-Wn-Xv. Xmsg sImSp-¯ Hmtcm {]kvXm-h-\bv¡pw FÃm-bvt¸m-gpw, an¡-t¸m-gpw, Nne-t¸mÄ, A]qÀÆ-am-bn, Hcn-¡-ep-anÃ F¶n-§s\ A©v {]Xn-I-c-W-§Ä km[y-am-Wv. Hmtcm {]kvXm-h-\-bp-w hmbn-¨-tijw AXv \n§sf kw\_-Ôn¨v F{X-t¯mfw icn-bm-sW¶v {]tXyIw \ÂIn-bn-cn-¡p¶ D¯-c- t]-¸-dnÂ {]kvXm-h-\-bpsS {Ia-\-¼-dn\v t\sc A\p-tbm-Py-amb hr¯-¯nÂ icn-NnÓw ()D]-tbm-Kn¨v AS-bm-f-s¸-Sp-¯p-I.

 CXn-eqsS e`n-¡p¶ hnh-c-§Ä hfsc cl-ky-ambn kq£n-¡p-¶-Xm-sW¶pw Kth-j-Wm-h-iy-§Ä¡v am-{Xta D]-tbm-Kn-¡p-I-bp-Åq-sh¶pw CXn-\mÂ Dd-¸p-\ÂIp-¶p.

1. ]co-£sb t]Sn-tbm-sS-bmWv kao-]n-¡p-¶-Xv.

2. A[ym-]-IÀ ¢mkn-se-Sp-¡p¶ ]mT-`m-K-§Ä a\-Ên-em-hm-dp-­v.

3. ]co£ \_p²n-ap-«m-sW-¦nÂ Rm³ \ncm-i-\m-hm-dp-­v.

4. ]Tn-¡m-\pÅ hnjbw sXc-sª-Sp-¡p-t¼mÄ GXv hnjbw ]Tn-¡-W-sa¶ Bi-b-¡p-g-¸-ap-­m-hm-dp-­v.

5. ¢msk-Sp-¯p-sIm-­n-cn-¡p-t¼mÄ A[ym-]-IÀ Btcm-sS-¦nepw tZjy-s¸-«mÂ ¢mknÂ Fsâ {i² Ipd-bm-dp-­v.

6. Akp-J-ap-Å-t¸mgpw c£n-Xm-¡Ä ]Tn-¡m³ \nÀ\_-Ôn-¡m-dp-­v.

7. ]co-£bv¡v th­ ]mT-`m-K-§Ä ]Tn-¨p-XoÀ¡m³ kabw e`n-¡m-dp-­v.

8. hyXykvX hnj-b-§-fnse Assk³saâp-IÄ Htc Xn¿-Xn-bnÂ kaÀ¸n-t¡­n hcm-dp-­v.

9. a\-Ên-em-¡m³ {]bm-k-apÅ tNmZy-§Ä ]co-£bv¡v tNmZn-¡p¶Xv Fs¶ \_p²n-ap-«n-¡m-dp-­v.

10. tlmwhÀ¡p-IÄ kz´w sN¿tWm asäm-cm-sf-s¡m­v sN¿n-¡tWm F¶ Bi-b-¡p-g-¸-ap-­m-hm-dp-­v.

11. ]co-£m-k-a-b¯v ]pd¯v \n¶pÅ i\_vZw ImcWw GIm-{KX \jvS-s¸-Sm-dp-­v.

12. tlmwhÀ¡v {]Xo-£n¨ coXn-bnÂ sN¿m³ Ign-bmsX hcp-t¼mÄ \ncmi tXm¶m-dp-­v.

13. ]Tn-¡m³ Hcp]mSp-Å-t¸mÄt]mepw ho«nse aäv tPmen-IÄ sN¿m³ c£n-Xm-¡Ä \nÀ\_-Ôn-¡m-dp-­v.

14. ¢mknÂ A[ym-]-I-cpsS klm-b-an-ÃmsX Häbv¡v sNt¿­ Assk³saâp-IÄ \ÂIp-¶Xv {]bm-k-ap-­m-¡m-dp-­v.

15. sNbvXp-XoÀ¡m³ \_p²n-ap-«pÅ tlmwhÀ¡p-IÄ A[ym-]-IÀ \ÂIm-dp-­v.

16. ]co£m lmfnÂ NqSv A\p-`-h-s¸-Sm-dp-­v.

17. hyXykvX hnj-b-§-fnse tlmwhÀ¡p-IÄ sN¿m-\p-Å-t¸mÄ GXv hnjbw BZyw sN¿-W-sa¶ Bi-b-¡p-g-¸-ap-­m-hm-dp-­v.

18. Fsâ ]T-\-Im-cy-¯nÂ ho«p-ImÀ A{i-²-cm-Wv.

19. tlmwhÀ¡v sN¿m³ ad-¶p-t]m-bmÂ ]ntä Znhkw ¢mknÂ t]mhm³ aSn tXm¶m-dp-­v.

20. A[ym-]-IÀ ¢mknÂ ]co-£-IÄ \S-¯p-¶Xv Fs¶ hnj-an-¸n-¡m-dp-­v.

21. d^-d³kv In«m³ \_p²n-ap-«pÅ Assk³saâp-IÄ A[ym-]-IÀ \ÂIm-dp-­v.

22. c£n-Xm-¡Ä X½n-epÅ hg¡v ImcWw ]T-\-¯nÂ {i² Ipd-bm-dp-­v.

23. tlmwhÀ¡v sN¿m-\m-h-iy-amb amÀ¤-\nÀt±-i-§Ä In«m-dp-­v.

24. ]T-\-Im-cy-¯nÂ c£n-Xm-¡-fpsS A`n-{]m-b-amtWm A[ym-]-I-cpsS A`n-{]m-b-amtWm kzoI-cn-t¡-­-sX¶ Bi-b-¡p-g-¸-ap-­m-hm-dp-­v.

25. ]co-£-bnÂ amÀ¡v IpdªmÂ A[ym-]-IÀ Cwt]mknj³ Fgp-Xn-¡m-dp-­v.

26. tlmwhÀ¡v IrXy-ambn aqey-\nÀ®bw sNbvXp-In-«m-dp-­v.

27. kvIqfnÂ \n¶pw ]pd¯v t]mbn sNt¿­ Xc-¯n-epÅ Assk³saâp-IÄ A[ym-]-IÀ \ÂIm-dp-­v.

28. ]co-£-bv¡pÅ ]mT-`m-K-§Ä ¢mknÂ FSp-¡msX \_m¡n hcm-dp-­v.

29. tlmwhÀ¡p-IÄ kz´-ambn sN¿tWm ]IÀ¯n Fgp-XtWm F¶ Bi-b-¡p-g-¸-ap-­m-Im-dp-­v.

30. ]T-\-k-a-b¯v DbÀ¶ i\_vZ-¯nÂ Sn.-hn. hbv¡p-¶Xv c£n-Xm-¡Ä \nb-{´n-¡m-dp-­v.

31. ]co£m ssSwtS-\_nÄ X¶-Xn\v tijhpw A[ym-]-IÀ Assk³saâp-IÄ \ÂIm-dp-­v.

32. \_p²n-ap-«pÅ s{]mP-IvSp-IÄ sN¿p-t¼mÄ hnhc tiJ-c-W-¯n\v hnj-an-¡m-dp-­v.

33. ]T-\-Im-cy-¯nÂ c£n-Xm-¡-fpsS XmÂ]-cy-¯n-\mtWm kz´w XmÂ]-cy-¯n-\mtWm {]m[m\yw sImSp-t¡-­-sX¶ Bi-b-¡p-g-¸-ap-­m-hm-dp-­v.

34. ]co£ IrXy-k-a-b¯v Xs¶ Bcw-`n-¨n--sÃ-¦nÂ Bi-¦-bp-­m-hm-dp-­v.

35. Assk³saâp-IÄ sNbvXp XoÀ¡m³ aXn-bmb kabw e`n-¡msX hnjan-¡m-dp-­v.

36. A[ym-]-IÀ ]co-£bv¡v {]m[m\yw sImSp-¡msX ¢msk-Sp-¡m-dp-­v.

37. IqSp-XÂ kabw ]T-\-¯n\v sNe-h-gn-¡p-t¼mÄ c£n-Xm-¡Ä¡v tZjyw hcm-dp-­v.

38. \_p²n-ap-«pÅ ]mT-`m-K-§-fmtWm Ffp-¸-apÅ ]mT-`m-K-§-fmtWm BZyw ]Tn-t¡-­-sX¶v Bi-b-¡p-g-¸-ap-­m-hm-dp-­v.

39. ]co-£-bnÂ amÀ¡v Ipd-bp-¶-hsc A[ym-]-IÀ Ah-K-Wn-¡m-dp-­v.

40. \nÝnX ka-b-¯n-\p-ÅnÂ Dt±-in¨ ]mT-`mKw ]Tn¨p XoÀ¡m³ Ign-ªn-sÃ-¦nÂ hnjaw tXm¶m-dp-­v.

41. tlmwhÀ¡n\v th­n kzbw ]mT-`mKw sXc-sª-Sp-t¡­n hcm-dp-­v.

42. ]co-£bv¡v D¯cw Fgp-Xm³ hn«p-t]mb tNmZy-§sf Ipdn-t¨mÀ¯v \ncm-i-s¸-Sm-dp-­v.

43. hoSp-ambn \_Ô-s¸« aäv Imcy-§Ä sN¿m-\-\p-h-Zn-¡msX ]T-\-Im-cy-¯nÂ am{Xw {i² sNep-¯m³ c£n-Xm-¡Ä \nÀ\_-Ôn-¡m-dp-­v.

44. XpSÀ¨-bmb Znh-k-§-fn-emWv ]co£ \S-¯m-dp-Å-Xv.

45. tlmwhÀ¡p-IÄ X¶mÂ AXv sN¿tWm hnt\m-Z-¯n-teÀs¸-StWm F¶ Nn´m-¡p-g-¸-ap-­m-hm-dp-­v.

46. ]co-£-tbmSv aSp¸v tXm¶m-dp-­v.

47. AXym-h-iy-L-«-§-fnÂ eosh-Sp-¡m³ c£n-Xm-¡Ä hnk-½-Xn-¡m-dp-­v.

48. FSp¯v XoÀ¡m¯ ]mT-`m-K¯v \n¶v ]co-£bv¡v tNmZy-§Ä tNmZn-¡m-dp-­v.

49. ]co-£m-k-a-b¯v A[ym-]-IÀ IqSp-XÂ Kuchw ImWn-¡m-dp-­v.

50. ]T-\-¯n-\n-S-bnÂ Dd-§n-t¸m-bmÂ c£n-Xm-¡Ä hg-¡p-]-d-bm-dp­v.

51. ]mT-`m-K-¯v XoÀ¡m³ Ign-bm¯ kwi-b-§Ä \_m¡n D­m-Im-dp-­v.

52. A[ym-]-IÀ ]co-£bv¡v am{Xw {]m[m\yw sImSp¯v Kuc-h-]qÀÆw ¢msk-Sp-¡m-dp-­v.

53. cm{Xn sshIn-bn-cp¶pw ]Tn-¡m³ c£n-Xm-¡Ä \nÀ\_-Ôn-¡m-dp-­v.

54. ]mT-]p-kvX-I-§-f-Ãm¯ F\n-¡v ]T-\-¯n-\p-]-I-cn-¡p¶ aäv ]pkvX-I-§Ä hmbn-¡p-¶Xv A[ym-]-IÀ \ncp-Õm-l-s¸-Sp-¯m-dp-­v.

55. ]co-£bv¡v D¯cw Fgp-Xm³ Bh-iy-¯n\v kabw e`n-¡m-dp-­v.

56. ]mT-`m-K-§Ä apgp-h³ ]Tn-¡-Wtam ap³hÀj-§fnse tNmZy-t]-¸À t\m¡n D¯-c-sa-gpXn ]Tn-¡-Wtam F¶ Bi-b-¡p-g¸ap­m-hm-dp-­v.

57. ]co-£-bnÂ amÀ¡v Ipd-bp-t¼mÄ c£n-Xm-¡Ä hg-¡p-]-d-bm-dp-­v.

58. c£n-Xm-¡Ä tZjy-s¸-Sp-t¼mÄ ]T-\-¯nÂ {i² Ipd-bm-dp-­v.

59. A[ym-]-Icpw c£n-Xm-¡fpw ]Tn-¡m³ \nÀ\_-Ôn-¡p-t¼mÄ ]Tn-¡tWm th­tbm F¶ Bi-b-¡p-g-¸-ap-­m-hm-dp-­v.

**APPENDIX IV**

**Farook Training College, CALICUT**

**academic stress inventory (FINAL)**

 **2007**

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**Lecturer Senior Scale M.Ed. Student**

**Farook Training College Farook Training College**

**\nÀt±-i-§Ä**

 \n§fpsS ]T-\-hp-ambn \_Ô-s¸-« Imcy-§-fn-ep-­m-Ip¶ ]ncn-ap-d-¡w Af-¡p-¶-Xn-\pÅ am\-I-am-Wn-Xv. Xmsg sImSp-¯ Hmtcm {]kvXm-h-\bv¡pw FÃm-bvt¸m-gpw, an¡-t¸m-gpw, Nne-t¸mÄ, A]qÀÆ-am-bn, Hcn-¡-ep-anÃ F¶n-§s\ A©v {]Xn-I-c-W-§Ä km[y-am-Wv. Hmtcm {]kvXm-h-\-bp-w hmbn-¨-tijw AXv \n§sf kw\_-Ôn¨v F{X-t¯mfw icn-bm-sW¶v {]tXyIw \ÂIn-bn-cn-¡p¶ D¯-c- t]-¸-dnÂ {]kvXm-h-\-bpsS {Ia-\-¼-dn\v t\sc A\p-tbm-Py-amb hr¯-¯nÂ icn-NnÓw ()D]-tbm-Kn¨v AS-bm-f-s¸-Sp-¯p-I.

 CXn-eqsS e`n-¡p¶ hnh-c-§Ä hfsc cl-ky-ambn kq£n-¡p-¶-Xm-sW¶pw Kth-j-Wm-h-iy-§Ä¡v am-{Xta D]-tbm-Kn-¡p-I-bp-Åq-sh¶pw CXn-\mÂ Dd-¸p-\ÂIp-¶p.

1. ]co-£sb t]Sn-tbm-sS-bmWv kao-]n-¡p-¶-Xv.

2. A[ym-]-IÀ ¢mkn-se-Sp-¡p¶ ]mT-`m-K-§Ä a\-Ên-em-hm-dp-­v.

3. ]co£ \_p²n-ap-«m-sW-¦nÂ Rm³ \ncm-i-\m-hm-dp-­v.

4. ]Tn-¡m-\pÅ hnjbw sXc-sª-Sp-¡p-t¼mÄ GXv hnjbw ]Tn-¡-W-sa¶ Bi-b-¡p-g-¸-ap-­m-hm-dp-­v.

5. ¢msk-Sp-¯p-sIm-­n-cn-¡p-t¼mÄ A[ym-]-IÀ Btcm-sS-¦nepw tZjy-s¸-«mÂ ¢mknÂ Fsâ {i² Ipd-bm-dp-­v.

6. Akp-J-ap-Å-t¸mgpw c£n-Xm-¡Ä ]Tn-¡m³ \nÀ\_-Ôn-¡m-dp-­v.

7. ]co-£bv¡v th­ ]mT-`m-K-§Ä ]Tn-¨p-XoÀ¡m³ kabw e`n-¡m-dp-­v.

8. hyXykvX hnj-b-§-fnse Assk³saâp-IÄ Htc Xn¿-Xn-bnÂ kaÀ¸n-t¡­n hcm-dp-­v.

9. a\-Ên-em-¡m³ {]bm-k-apÅ tNmZy-§Ä ]co-£bv¡v tNmZn-¡p¶Xv Fs¶ \_p²n-ap-«n-¡m-dp-­v.

10. tlmwhÀ¡p-IÄ kz´w sN¿tWm asäm-cm-sf-s¡m­v sN¿n-¡tWm F¶ Bi-b-¡p-g-¸-ap-­m-hm-dp-­v.

11. ]co-£m-k-a-b¯v ]pd¯v \n¶pÅ i\_vZw ImcWw GIm-{KX \jvS-s¸-Sm-dp-­v.

12. tlmwhÀ¡v {]Xo-£n¨ coXn-bnÂ sN¿m³ Ign-bmsX hcp-t¼mÄ \ncmi tXm¶m-dp-­v.

13. ]Tn-¡m³ Hcp]mSp-Å-t¸mÄt]mepw ho«nse aäv tPmen-IÄ sN¿m³ c£n-Xm-¡Ä \nÀ\_-Ôn-¡m-dp-­v.

14. ¢mknÂ A[ym-]-I-cpsS klm-b-an-ÃmsX Häbv¡v sNt¿­ Assk³saâp-IÄ \ÂIp-¶Xv {]bm-k-ap-­m-¡m-dp-­v.

15. sNbvXp-XoÀ¡m³ \_p²n-ap-«pÅ tlmwhÀ¡p-IÄ A[ym-]-IÀ \ÂIm-dp-­v.

16. ]co£m lmfnÂ NqSv A\p-`-h-s¸-Sm-dp-­v.

17. hyXykvX hnj-b-§-fnse tlmwhÀ¡p-IÄ sN¿m-\p-Å-t¸mÄ GXv hnjbw BZyw sN¿-W-sa¶ Bi-b-¡p-g-¸-ap-­m-hm-dp-­v.

18. Fsâ ]T-\-Im-cy-¯nÂ ho«p-ImÀ A{i-²-cm-Wv.

19. tlmwhÀ¡v sN¿m³ ad-¶p-t]m-bmÂ ]ntä Znhkw ¢mknÂ t]mhm³ aSn tXm¶m-dp-­v.

20. A[ym-]-IÀ ¢mknÂ ]co-£-IÄ \S-¯p-¶Xv Fs¶ hnj-an-¸n-¡m-dp-­v.

21. d^-d³kv In«m³ \_p²n-ap-«pÅ Assk³saâp-IÄ A[ym-]-IÀ \ÂIm-dp-­v.

22. c£n-Xm-¡Ä X½n-epÅ hg¡v ImcWw ]T-\-¯nÂ {i² Ipd-bm-dp-­v.

23. tlmwhÀ¡v sN¿m-\m-h-iy-amb amÀ¤-\nÀt±-i-§Ä In«m-dp-­v.

24. ]T-\-Im-cy-¯nÂ c£n-Xm-¡-fpsS A`n-{]m-b-amtWm A[ym-]-I-cpsS A`n-{]m-b-amtWm kzoI-cn-t¡-­-sX¶ Bi-b-¡p-g-¸-ap-­m-hm-dp-­v.

25. ]co-£-bnÂ amÀ¡v IpdªmÂ A[ym-]-IÀ Cwt]mknj³ Fgp-Xn-¡m-dp-­v.

26. tlmwhÀ¡v IrXy-ambn aqey-\nÀ®bw sNbvXp-In-«m-dp-­v.

27. ]co-£-bv¡pÅ ]mT-`m-K-§Ä ¢mknÂ FSp-¡msX \_m¡n hcm-dp-­v.

28. tlmwhÀ¡p-IÄ kz´-ambn sN¿tWm ]IÀ¯n Fgp-XtWm F¶ Bi-b-¡p-g-¸-ap-­m-Im-dp-­v.

29. ]T-\-k-a-b¯v DbÀ¶ i\_vZ-¯nÂ Sn.-hn. hbv¡p-¶Xv c£n-Xm-¡Ä \nb-{´n-¡m-dp-­v.

30. ]co£m ssSwtS-\_nÄ X¶-Xn\v tijhpw A[ym-]-IÀ Assk³saâp-IÄ \ÂIm-dp-­v.

31. \_p²n-ap-«pÅ s{]mP-IvSp-IÄ sN¿p-t¼mÄ hnhc tiJ-c-W-¯n\v hnj-an-¡m-dp-­v.

32. ]T-\-Im-cy-¯nÂ c£n-Xm-¡-fpsS XmÂ]-cy-¯n-\mtWm kz´w XmÂ]-cy-¯n-\mtWm {]m[m\yw sImSp-t¡-­-sX¶ Bi-b-¡p-g-¸-ap-­m-hm-dp-­v.

33. ]co£ IrXy-k-a-b¯v Xs¶ Bcw-`n-¨n--sÃ-¦nÂ Bi-¦-bp-­m-hm-dp-­v.

34. Assk³saâp-IÄ sNbvXp XoÀ¡m³ aXn-bmb kabw e`n-¡msX hnjan-¡m-dp-­v.

35. A[ym-]-IÀ ]co-£bv¡v {]m[m\yw sImSp-¡msX ¢msk-Sp-¡m-dp-­v.

36. IqSp-XÂ kabw ]T-\-¯n\v sNe-h-gn-¡p-t¼mÄ c£n-Xm-¡Ä¡v tZjyw hcm-dp-­v.

37. \_p²n-ap-«pÅ ]mT-`m-K-§-fmtWm Ffp-¸-apÅ ]mT-`m-K-§-fmtWm BZyw ]Tn-t¡-­-sX¶v Bi-b-¡p-g-¸-ap-­m-hm-dp-­v.

38. ]co-£-bnÂ amÀ¡v Ipd-bp-¶-hsc A[ym-]-IÀ Ah-K-Wn-¡m-dp-­v.

39. \nÝnX ka-b-¯n-\p-ÅnÂ Dt±-in¨ ]mT-`mKw ]Tn¨p XoÀ¡m³ Ign-ªn-sÃ-¦nÂ hnjaw tXm¶m-dp-­v.

40 tlmwhÀ¡n\v th­n kzbw ]mT-`mKw sXc-sª-Sp-t¡­n hcm-dp-­v.

41. ]co-£bv¡v D¯cw Fgp-Xm³ hn«p-t]mb tNmZy-§sf Ipdn-t¨mÀ¯v \ncm-i-s¸-Sm-dp-­v.

42. hoSp-ambn \_Ô-s¸« aäv Imcy-§Ä sN¿m-\-\p-h-Zn-¡msX ]T-\-Im-cy-¯nÂ am{Xw {i² sNep-¯m³ c£n-Xm-¡Ä \nÀ\_-Ôn-¡m-dp-­v.

43. XpSÀ¨-bmb Znh-k-§-fn-emWv ]co£ \S-¯m-dp-Å-Xv.

44. tlmwhÀ¡p-IÄ X¶mÂ AXv sN¿tWm hnt\m-Z-¯n-teÀs¸-StWm F¶ Nn´m-¡p-g-¸-ap-­m-hm-dp-­v.

45. ]co-£-tbmSv aSp¸v tXm¶m-dp-­v.

46. AXym-h-iy-L-«-§-fnÂ eosh-Sp-¡m³ c£n-Xm-¡Ä hnk-½-Xn-¡m-dp-­v.

47. FSp¯v XoÀ¡m¯ ]mT-`m-K¯v \n¶v ]co-£bv¡v tNmZy-§Ä tNmZn-¡m-dp-­v.

48. ]co-£m-k-a-b¯v A[ym-]-IÀ IqSp-XÂ Kuchw ImWn-¡m-dp-­v.

49. ]T-\-¯n-\n-S-bnÂ Dd-§n-t¸m-bmÂ c£n-Xm-¡Ä hg-¡p-]-d-bm-dp­v.

50. ]mT-`m-K-¯v XoÀ¡m³ Ign-bm¯ kwi-b-§Ä \_m¡n D­m-Im-dp-­v.

51. A[ym-]-IÀ ]co-£bv¡v am{Xw {]m[m\yw sImSp¯v Kuc-h-]qÀÆw ¢msk-Sp-¡m-dp-­v.

52. cm{Xn sshIn-bn-cp¶pw ]Tn-¡m³ c£n-Xm-¡Ä \nÀ\_-Ôn-¡m-dp-­v.

53. ]mT-]p-kvX-I-§-f-Ãm¯ F\n-¡v ]T-\-¯n-\p-]-I-cn-¡p¶ aäv ]pkvX-I-§Ä hmbn-¡p-¶Xv A[ym-]-IÀ \ncp-Õm-l-s¸-Sp-¯m-dp-­v.

54. ]co-£bv¡v D¯cw Fgp-Xm³ Bh-iy-¯n\v kabw e`n-¡m-dp-­v.

55. ]mT-`m-K-§Ä apgp-h³ ]Tn-¡-Wtam ap³hÀj-§fnse tNmZy-t]-¸À t\m¡n D¯-c-sa-gpXn ]Tn-¡-Wtam F¶ Bi-b-¡p-g¸ap­m-hm-dp-­v.

56. ]co-£-bnÂ amÀ¡v Ipd-bp-t¼mÄ c£n-Xm-¡Ä hg-¡p-]-d-bm-dp-­v.

57. c£n-Xm-¡Ä tZjy-s¸-Sp-t¼mÄ ]T-\-¯nÂ {i² Ipd-bm-dp-­v.

58. A[ym-]-Icpw c£n-Xm-¡fpw ]Tn-¡m³ \nÀ\_-Ôn-¡p-t¼mÄ ]Tn-¡tWm th­tbm F¶ Bi-b-¡p-g-¸-ap-­m-hm-dp-­v.

**APPENDIX I**

**Farook Training College,CALICUT**

**PERCEIVED COMFORT OF CLASSROOM CLIMATE inventory (DRAFT)**

**2007**

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**Farook Training College Farook Training College**

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 ¢mÊv A´-co-£-¯nsâ A\p-tbm-PyX Af-¡p-¶-Xn-\pÅ Hcp am\-I-am-Wn-Xv. Hmtcm {]kvXm-h-\bv¡pw FÃm-bvt¸m-gpw, an¡-t¸m-gpw, Nne-t¸mÄ, A]qÀÆ-am-bn, Hcn-¡-ep-anÃ F¶n-§s\ A©v {]Xn-I-c-W-§Ä km[y-am-Wv. Hmtcm {]kvXm-h-\-bp-w hmbn-¨-tijw AXv \n§sf kw\_-Ôn¨v F{X-t¯mfw icn-bm-sW¶v {]tXyIw \ÂIn-bn-cn-¡p¶ D¯-c- t]-¸-dnÂ {]kvXm-h-\-bpsS {Ia-\-¼-dn\v t\sc A\p-tbm-Py-amb hr¯-¯nÂ icn-NnÓw ()D]-tbm-Kn¨v AS-bm-f-s¸-Sp-¯p-I.

 CXn-eqsS e`n-¡p¶ hnh-c-§Ä hfsc cl-ky-ambn kq£n-¡p-¶-Xm-sW¶pw Kth-j-Wm-h-iy-§Ä¡v am-{Xta D]-tbm-Kn-¡p-I-bp-Åq-sh¶pw CXn-\mÂ Dd-¸p-\ÂIp-¶p.

1. ¢mÊv apdn-bnÂ Bh-iy-¯n\v hmbp-k-©m-c-ap-­v.

2. FÃm-Ip-«n-IÄ¡pw tIÄ¡m-hp¶ i\_vZ-¯n-emWv A[ym-]-IÀ ¢msÊ-Sp-¡m-dp-Å-Xv.

3. A[ym-]-IÀ Ip-«n-IfpsS IpSpw-\_-]-Ým-¯ew Adn-bm³ {ian-¡m-dp-­v.

4. ]T-\-bm-{X-IÄ \S-¯p-¶-XnÂ A[ym-]-IÀ hnap-JX ImWn-¡m-dp-­v.

5. tdmUn-eqsS t]mIp¶ hml-\-§-fpsS i\_vZw aqew ¢mÊnÂ {i² \jvS-s¸-Sm-dp-­v.

6. ¢mÊv apdn-bnÂ Bh-iy-¯n\v shfn¨w e`n-¡p-¶-Xn-\p-f-f kuI-cy-ap-­v.

7. sXm«Sp¯ ¢mÊnÂ FSp-¡p¶ Imcy-§-fn-te¡v {i² hyXn-N-en-¨p-t]m-Im-dp-­v.

8. A[ym-]-IÀ ¢mÊnÂ hcp-t¼mÄ kt´mjw tXm¶m-dp-­v.

9. ¢mÊnÂ Dbcw Ipd-ª-hÀ¡pw ImgvN Ipd-ª-hÀ¡pw t\_mÀUn-se-gp-Xnb Imcy-§Ä ImWp-¶-Xn-\pÅ ]cn-K-W\ e`n-¡m-dp-­v.

10. Ip-«n-IÄ ]T-\-{]-hÀ¯-\-§-fnÂ sXäp-h-cp-¯p-t¼mÄ A[ym-]-IÀ ]cn-l-kn-¡m-dp-­v.

11. ¢mÊnÂ Ip-«n-IfpsS F®-¯n-\-\p-k-cn¨v Ccn-¡m-\pÅ kuI-cy-ap-­v.

12. {Kq¸v {]hÀ¯-\-§-fnÂ ¢mÊnse FÃm Ip-«n-IfptSbpw ]¦m-fn¯w A[ym-]-IÀ Dd-¸p-h-cp-¯m-dp-­v.

13. ¢mÊn\nS-bnÂ hnj-b-hp-ambn \_Ô-s¸« kwi-b-§Ä tNmZn-¡p-t¼mÄ A[ym-]-IÀ¡v tZjyw hcm-dp-­v.

14. hyXy-kvX-hn-j-b-§-fnse Assk³saâp-IÄ Htc Xn¿-Xn-I-fnÂ Bhm-Xn-cn-¡m³ A[ym-]-IÀ {i²n-¡m-dp-­v.

15. ¢mÊnse FÃm Ip-«n-IÄ¡pw Bh-iy-amb sse{\_dn ]pkvX-I-§Ä e`n-¡m-dp-­v.

16. sXm«-Sp¯ ¢mÊnse \_lfw aqew ¢mÊnÂ {i² \jvS-s¸-Sm-dp-­v.

17. ¢mÊnÂ ]T-\-km-a-{Kn-IÄ FÃm-Ip-«n-IÄ¡pw ssIImcyw sN¿m³ Ign-bm-dp-­v.

18. {Kq¸v {]hÀ¯-\-§-fnÂ AwK-§-fpsS ]¦m-fn¯w {Kq¸v eoUÀamÀ Dd-¸p-h-cp-¯m-dp-­v.

19. ]co£ Ign-ªmÂ IrXy-k-a-b¯v ]co-£m-t]-¸-dp-IÄ aqey-\nÀ®bw sNbvXv In«m-dp-­v.

20. ]T-\¯nÂ ]nt¶m¡w \nev¡p¶ hnZymÀ°n-IÄ¡v Ah-cpsS ]T-\-\n-e-hmcw sa¨-s¸-Sp-¯m-\pÅ t{]mÕm-l\w A[ym-]-IÀ \evIm-dp-­v.

21. Ip-«n-IÄ¡v at\m-hn-jaw D­m-Ip-t¼mÄ A[ym-]-IÀ km´z-\n-¸n-¡m-dp-­v.

22. ¢mÊvdqw \nb-a-§Ä ITn-\-am-b-h-bm-Wv.

23. {Kq¸mbn sNt¿­ ]T-\-{]-hÀ¯-\-§Ä {Kq¸v eoUÀ X¶n-jvS-t¯m-sS-bmWv sN¿m-dp-Å-Xv.

24. kne-\_-kn-epÅ ]mTy-hn-j-b-§Ä ]qÀ¯o-I-cn-¡m³ Bh-iy-amb kabw e`n-¡m-dp-­v.

25. ¢mÊnÂ {Kq¸v{]hÀ¯-\-§-Ä¡p th­n Ip-«n-Isf {Kq¸pI-fm¡n Xncn-¡p-¶Xv A[ym-]-IcmWv.

26. A[ym-]-IÀ ]£-t`Zw ImWn-¡m-dp-­v.

27. ]T-\-{]-hÀ¯-\-§Ä¡mh-iy-amb \nÀt±-i-§Ä A[ym-]-IÀ Fgp-Xn-¯-cm-dp-­v.

28. ¢msÊSp-¡p-¶-Xn-\n-S-bnÂ ]mT-`m-K-§-fp-ambn \_Ô-s¸« tNmZy-§Ä A[ym-]-IÀ tNmZn-¡m-dp-­v.

29. A[ym-]-IÀ s]¬Ip-«n-I-tfmSv tami-ambn s]cp-am-dm-dp-­v.

30. ]T-\-¯nÂ ap¶n-«p-\nÂ¡p¶ hnZymÀ°n-IÄ¡v Ah-cpsS ]T-\-\n-e-hmcw IqSp-XÂ sa¨-s¸-Sp-¯m-\pÅ Ah-k-c-§Ä e`n-¡m-dp-­v.

31. ¢mÊnse A¨-S-¡-{]-iv\§Ä ]cn-l-cn-¡m³ A[ym-]-IÀ ap³ssI-s¿-Sp-¡m-dp-­v.

32. ¢mÊnse ]T-\-{]-hÀ¯-\-§Ä¡pth­n D­m-¡p¶ {Kq¸p-I-fnÂ {Kq¸nse FÃm AwK-§Ä¡pw kPo-h-ambn ]s¦-Sp-¡m³ Ign-bm-¯-hn[w AwK-§-fp-­v.

33. Ip-«n-IfnÂ kl-I-c-W-a-t\m-`mhw hfÀ¯m³ A[ym-]-IÀ {ian-¡m-dp-­v.

34. ¢msÊ-Sp-¡p-t¼mÄ A[ym-]-IÀ ]T-\-¯nÂ anIhv IqSn-b-h-tcbpw anIhv Iqdª-h-tcbpw ]cn-K-Wn-¡m-dp-­v.

35. A[ym-]-IÀ ¢mÊnÂ D¯-c-hm-Zn-¯-t\_m-[-an-ÃmsX s]cp-am-dm-dp-­v.

36. ¢mÊnÂ {Kq¸p{]-hÀ¯-\-§Ä amdp-¶-Xn-\-\p-k-cn¨v {Kq¸v eoUtdbpw {Kq¸v AwK-§-tfbpw amäm-dp-­v.

37. ]T-\-{]-hÀ¯-\-§Ä \¶mbn sN¿p-t¼mÄ A[ym-]-IÀ t{]mÕm-ln-¸n-¡m-dp-­v.

38. ¢mÊnse Ip-«n-IfnÂ kl-I-c-W-a-t\m-`mhw Ipd-hm-Wv.

39. Ip-«n-IÄ ¢mÊvdqw \nb-a-§Ä sXän-¡p-t¼mÄ A[ym-]-IÀ amXr-Im-]-c-ambn in£n-¡m-dp-­v.

40. {Kq¸v NÀ¨-bv¡m-h-iy-amb NÀ¨m-kq-N-I-§Ä A[ym-]-IÀ t\_mÀUnse-gp-Xm-dp-­v.

41. ]T-\¯nÂ ]nt¶m¡w \nev¡p¶ hnZymÀ°n-Isf ]T-\-¯nÂ klm-bn-¡m³ ¢mknse aäp-Ip-«n-IÄ¡v aSn-bm-Wv.

42. Hmtcm hnj-b-¯nepw Xmev]cyw P\n-¸n-¡p¶ hn[-¯n-emWv A[ym-]-IÀ ]mT-`m-K-§Ä ssIImcyw sN¿m-dp-Å-Xv.

43. ]T-\-{]-hÀ¯-\-§fpsS amXrI A[ym-]-IÀ ImWn-¨p-X-cm-dp-­v.

44. ¢mÊnÂ BgvN-tXmdpw kmln-Xy-k-amPw t]mepÅ ]cn-]m-Sn-IÄ kwL-Sn-¸n-¡p-¶-XnÂ A[ym-]-IÀ hogvN hcp-¯m-dp-­v.

45. \_p²n-ap-«pÅ ]mT-`m-K-§Ä DZm-l-c-W-k-lnXw A[ym-]-IÀ hni-Zo-I-cn-¨p-X-cm-dp-­v.

46. A[ym-]-IÀ eosh-Sp-¡p-t¼mÄ ]T-\-{]-hÀ¯-\-¯n\pÅ Imcy-§Ä ap³Iq-«n-¯-cm-dp-­v.

47. {Kq¸mbn sNt¿­ ]T-\-{]-hÀ¯-\-§Ä {Kq¸wK§Ä shtÆ-sd-bmbmWv sN¿m-dp-Å-Xv.

48. ¢mÊnÂ skan-\m-dn-t\m-S-\p-\_-Ôn¨v \S-¯p¶ NÀ¨-I-fnÂ Ip«n-IÄ¡v A`n-{]m-b-kzm-X-{´yap-­v.

49. Hcp hnj-b-¯nsâ A[ym-]-I³ eohm-Ip-t¼mÄ aä-²ym-]-IÀ h¶v ¢msÊSp-¡m-dp-­v.

50. km¼-¯n-I-ambn ap¶n-«p-\n-ev¡p¶ hnZymÀ°n-IÄ¡v A[ym-]-IÀ {]tXyI ]cn-K-W\ \ÂIm-dp-­v.

51. ]mTy-hn-j-b-hp-ambn \_Ô-s¸« s{]mPIvSv Bkq-{XWw sN¿p-t¼mÄ A`n-{]mbw ]d-bm-\pÅ kzmX{´yw A[ym-]-IÀ \ÂIm-dp-­v.

52. ¢mÊnÂ A²ym-]-IcnÃm¯ ka-b-§-fnÂ NmÀ«p-\nÀ½mWw t]mepÅ {]-hÀ¯-\-§Ä \S-¯m³ aä-²ym-]-IÀ A\p-h-Zn-¡m-dp-­v.

53. Iem{]-hÀ¯-\-§fnÂ Ignhv ]cn-K-Wn-¡msX ¢mÊnse Nne Ip«n-IÄ¡v am{Xw A[ym-]-IÀ {]m[m\yw sImSp-¡m-dp-­v.

54. s{]mP-IvSp-IÄ \evIp-t¼mÄ Ip«n-IÄ kzbw At\z-jn¨v Is­-¯p-¶-Xns\ A[ym-]-IÀ t{]mÕm-ln-¸n-¡m-dp-­v.

55. ¢mÊnÂ A[ym-]-IcnÃm¯ ka-b-§-fnÂ ]mtTy-Xc-{]-hÀ¯-\-§fn-teÀs¸-Sm³ aä-[ym-]-IÀ A\p-hmZw \evIm-dp-­v.

56. ImbnI{]-hÀ¯-\-§fnÂ -Ignhv ]cn-K-Wn-¡msX ¢mÊnse Nne Ip«n-IÄ¡v am{Xw A[ym-]-IÀ {]m[m\yw sImSp-¡m-dp-­v.

57. ]mT-`m-K-§-fp-ambn \_Ô-s¸« Ip«n-I-fpsS A`n-{]m-b-§Ä tIÄ¡m³ A[ym-]-IÀ Xmev]cyw ImWn-¡m-dp-­v.

58. ¢mÊnÂ A[ym-]-IcnÃm¯ Ah-k-c-ap-­m-Im-dp-­v.

59. Ip«n-IÄ ]mT-`m-K-§-fp-ambn \_Ô-s¸« kwi-b-§Ä tNmZn-¡p-t¼mÄ A[ym-]-IÀ t{]mÕm-ln-¸n-¡m-dp-­v.

60. ¢msÊSp-¡p-¶-Xn-\n-S-bnÂ Ip«n-IÄ A\m-h-iy-ambn kwkm-cn-¨mÂ A[ym-]-IÀ apJw Npfn-¡m-dp-­v.

61. ]mT-`m-K-§Ä a\-Ên-em-¡n-¯-cm³ A[ym-]-IÀ¡v {]bmkw A\p-`-h-s¸-Sm-dp-­v.

62. ¢mÊnÂ ]T\-{]-hÀ¯-\-§Ä¡mh-iy-amb hkvXp-¡Ä tiJ-cn-¡m³ Ip«n-IfpsS Xmev]-cym-\p-k-cWw A[ym-]-IÀ D¯-c-hm-Zn¯w GÂ¸n-¡m-dp-­v.

63. ¢mÊnÂ A[ym-]-IcpsS km¶n²yw ]T\-{]-hÀ¯-\-§Ä IqSp-XÂ \¶mbn sN¿m³ {]tNmZ\w \evIm-dp-­v.

64. \nÝn-X-k-a-b-¯n-\p-ÅnÂ ]qÀ¯n-bm-¡m³ Ign-bm¯ Assk³saâp-IÄ A[ym-]-IÀ \evIm-dp-­v.

65. ]mTy-hn-j-b-§-fp-ambn \_Ô-s¸«v ¢mÊnÂ NÀ¨-Ifpw skan-\m-dp-Ifpw kwL-Sn-¸n¡m-dp-­v.

66. ¢mÊv apdn-bnÂ ]T\-{]-hÀ¯-\-§Ä sN¿m-\m-h-iy-amb Øe-ku-I-cy-ap-­v.

67. ¢mÊnÂ A[ym-]-Isâ \nÀtZ-i-{]-Im-c-amWv Ccn-¸nSw sXsc-sR-Sp-¡p-¶-Xv.

68. t\cw sshIn-hcp¶ Ip«n-Isf A[ym-]-IÀ ¢mÊnÂ Ah-K-Wn-¡m-dp-­v.

69. ¢mÊnse -{]-hÀ¯-\-§fpambn \_Ô-s¸« \nb-a-§Ä FÃm-hcpw ]men-¡m-dp-­v.

70. AXym-h-iy-L-«-§-fnÂ eosh-Sp-¯mÂ t]mepw A[ym-]-IÀ hg-¡p-]-d-bm-dp-­v.

**APPENDIX II**

**Farook Training College,CALICUT**

**PERCEIVED COMFORT OF CLASSROOM CLIMATE inventory (FINAL)**

**2007**

**Abdul Hameed Muktar Mahal Nisha. P**

**Lecturer Senior Scale M.Ed. Student**

**Farook Training College Farook Training College**

**\nÀt±-i-§Ä**

 ¢mÊv A´-co-£-¯nsâ A\p-tbm-PyX Af-¡p-¶-Xn-\pÅ Hcp am\-I-am-Wn-Xv. Hmtcm {]kvXm-h-\bv¡pw FÃm-bvt¸m-gpw, an¡-t¸m-gpw, Nne-t¸mÄ, A]qÀÆ-am-bn, Hcn-¡-ep-anÃ F¶n-§s\ A©v {]Xn-I-c-W-§Ä km[y-am-Wv. Hmtcm {]kvXm-h-\-bp-w hmbn-¨-tijw AXv \n§sf kw\_-Ôn¨v F{X-t¯mfw icn-bm-sW¶v {]tXyIw \ÂIn-bn-cn-¡p¶ D¯-c- t]-¸-dnÂ {]kvXm-h-\-bpsS {Ia-\-¼-dn\v t\sc A\p-tbm-Py-amb hr¯-¯nÂ icn-NnÓw ()D]-tbm-Kn¨v AS-bm-f-s¸-Sp-¯p-I.

 CXn-eqsS e`n-¡p¶ hnh-c-§Ä hfsc cl-ky-ambn kq£n-¡p-¶-Xm-sW¶pw Kth-j-Wm-h-iy-§Ä¡v am-{Xta D]-tbm-Kn-¡p-I-bp-Åq-sh¶pw CXn-\mÂ Dd-¸p-\ÂIp-¶p.

1. ¢mÊv apdn-bnÂ Bh-iy-¯n\v hmbp-k-©m-c-ap-­v.
2. FÃm-Ip-«n-IÄ¡pw tIÄ¡m-hp¶ i\_vZ-¯n-emWv A[ym-]-IÀ ¢msÊ-Sp-¡m-dp-Å-Xv.
3. A[ym-]-IÀ Ip-«n-IfpsS IpSpw-\_-]-Ým-¯ew Adn-bm³ {ian-¡m-dp-­v.
4. ]T-\-bm-{X-IÄ \S-¯p-¶-XnÂ A[ym-]-IÀ hnap-JX ImWn-¡m-dp-­v.
5. ¢mÊv apdn-bnÂ Bh-iy-¯n\v shfn¨w e`n-¡p-¶-Xn-\p-f-f kuI-cy-ap-­v.
6. sXm«Sp¯ ¢mÊnÂ FSp-¡p¶ Imcy-§-fn-te¡v {i² hyXn-N-en-¨p-t]m-Im-dp-­v.
7. A[ym-]-IÀ ¢mÊnÂ hcp-t¼mÄ kt´mjw tXm¶m-dp-­v.
8. ¢mÊnÂ Dbcw Ipd-ª-hÀ¡pw ImgvN Ipd-ª-hÀ¡pw t\_mÀUn-se-gp-Xnb Imcy-§Ä ImWp-¶-Xn-\pÅ ]cn-K-W\ e`n-¡m-dp-­v.
9. Ip-«n-IÄ ]T-\-{]-hÀ¯-\-§-fnÂ sXäp-h-cp-¯p-t¼mÄ A[ym-]-IÀ ]cn-l-kn-¡m-dp-­v.
10. ¢mÊnÂ Ip-«n-IfpsS F®-¯n-\-\p-k-cn¨v Ccn-¡m-\pÅ kuI-cy-ap-­v.
11. {Kq¸v {]hÀ¯-\-§-fnÂ ¢mÊnse FÃm Ip-«n-IfptSbpw ]¦m-fn¯w A[ym-]-IÀ Dd-¸p-h-cp-¯m-dp-­v.
12. ¢mÊn\nS-bnÂ hnj-b-hp-ambn \_Ô-s¸« kwi-b-§Ä tNmZn-¡p-t¼mÄ A[ym-]-IÀ¡v tZjyw hcm-dp-­v.
13. hyXy-kvX-hn-j-b-§-fnse Assk³saâp-IÄ Htc Xn¿-Xn-I-fnÂ Bhm-Xn-cn-¡m³ A[ym-]-IÀ {i²n-¡m-dp-­v.
14. ¢mÊnse FÃm Ip-«n-IÄ¡pw Bh-iy-amb sse{\_dn ]pkvX-I-§Ä e`n-¡m-dp-­v.
15. sXm«-Sp¯ ¢mÊnse \_lfw aqew ¢mÊnÂ {i² \jvS-s¸-Sm-dp-­v.
16. ¢mÊnÂ ]T-\-km-a-{Kn-IÄ FÃm-Ip-«n-IÄ¡pw ssIImcyw sN¿m³ Ign-bm-dp-­v.
17. {Kq¸v {]hÀ¯-\-§-fnÂ AwK-§-fpsS ]¦m-fn¯w {Kq¸v eoUÀamÀ Dd-¸p-h-cp-¯m-dp-­v.
18. ]co£ Ign-ªmÂ IrXy-k-a-b¯v ]co-£m-t]-¸-dp-IÄ aqey-\nÀ®bw sNbvXv In«m-dp-­v.
19. ]T-\¯nÂ ]nt¶m¡w \nev¡p¶ hnZymÀ°n-IÄ¡v Ah-cpsS ]T-\-\n-e-hmcw sa¨-s¸-Sp-¯m-\pÅ t{]mÕm-l\w A[ym-]-IÀ \evIm-dp-­v.
20. Ip-«n-IÄ¡v at\m-hn-jaw D­m-Ip-t¼mÄ A[ym-]-IÀ km´z-\n-¸n-¡m-dp-­v.
21. {Kq¸mbn sNt¿­ ]T-\-{]-hÀ¯-\-§Ä {Kq¸v eoUÀ X¶n-jvS-t¯m-sS-bmWv sN¿m-dp-Å-Xv.
22. kne-\_-kn-epÅ ]mTy-hn-j-b-§Ä ]qÀ¯o-I-cn-¡m³ Bh-iy-amb kabw e`n-¡m-dp-­v.
23. ¢mÊnÂ {Kq¸v{]hÀ¯-\-§-Ä¡p th­n Ip-«n-Isf {Kq¸pI-fm¡n Xncn-¡p-¶Xv A[ym-]-IcmWv.
24. A[ym-]-IÀ ]£-t`Zw ImWn-¡m-dp-­v.
25. ]T-\-{]-hÀ¯-\-§Ä¡mh-iy-amb \nÀt±-i-§Ä A[ym-]-IÀ Fgp-Xn-¯-cm-dp-­v.
26. ¢msÊSp-¡p-¶-Xn-\n-S-bnÂ ]mT-`m-K-§-fp-ambn \_Ô-s¸« tNmZy-§Ä A[ym-]-IÀ tNmZn-¡m-dp-­v.
27. A[ym-]-IÀ s]¬Ip-«n-I-tfmSv tami-ambn s]cp-am-dm-dp-­v.
28. ]T-\-¯nÂ ap¶n-«p-\nÂ¡p¶ hnZymÀ°n-IÄ¡v Ah-cpsS ]T-\-\n-e-hmcw IqSp-XÂ sa¨-s¸-Sp-¯m-\pÅ Ah-k-c-§Ä e`n-¡m-dp-­v.
29. ¢mÊnse A¨-S-¡-{]-iv\§Ä ]cn-l-cn-¡m³ A[ym-]-IÀ ap³ssI-s¿-Sp-¡m-dp-­v.
30. ¢mÊnse ]T-\-{]-hÀ¯-\-§Ä¡pth­n D­m-¡p¶ {Kq¸p-I-fnÂ {Kq¸nse FÃm AwK-§Ä¡pw kPo-h-ambn ]s¦-Sp-¡m³ Ign-bm-¯-hn[w AwK-§-fp-­v.
31. Ip-«n-IfnÂ kl-I-c-W-a-t\m-`mhw hfÀ¯m³ A[ym-]-IÀ {ian-¡m-dp-­v.
32. ¢msÊ-Sp-¡p-t¼mÄ A[ym-]-IÀ ]T-\-¯nÂ anIhv IqSn-b-h-tcbpw anIhv Iqdª-h-tcbpw ]cn-K-Wn-¡m-dp-­v.
33. A[ym-]-IÀ ¢mÊnÂ D¯-c-hm-Zn-¯-t\_m-[-an-ÃmsX s]cp-am-dm-dp-­v.
34. ¢mÊnÂ {Kq¸p{]-hÀ¯-\-§Ä amdp-¶-Xn-\-\p-k-cn¨v {Kq¸v eoUtdbpw {Kq¸v AwK-§-tfbpw amäm-dp-­v.
35. ]T-\-{]-hÀ¯-\-§Ä \¶mbn sN¿p-t¼mÄ A[ym-]-IÀ t{]mÕm-ln-¸n-¡m-dp-­v.
36. ¢mÊnse Ip-«n-IfnÂ kl-I-c-W-a-t\m-`mhw Ipd-hm-Wv.
37. Ip-«n-IÄ ¢mÊvdqw \nb-a-§Ä sXän-¡p-t¼mÄ A[ym-]-IÀ amXr-Im-]-c-ambn in£n-¡m-dp-­v.
38. {Kq¸v NÀ¨-bv¡m-h-iy-amb NÀ¨m-kq-N-I-§Ä A[ym-]-IÀ t\_mÀUnse-gp-Xm-dp-­v.
39. ]T-\¯nÂ ]nt¶m¡w \nev¡p¶ hnZymÀ°n-Isf ]T-\-¯nÂ klm-bn-¡m³ ¢mknse aäp-Ip-«n-IÄ¡v aSn-bm-Wv.
40. Hmtcm hnj-b-¯nepw Xmev]cyw P\n-¸n-¡p¶ hn[-¯n-emWv A[ym-]-IÀ ]mT-`m-K-§Ä ssIImcyw sN¿m-dp-Å-Xv.
41. ]T-\-{]-hÀ¯-\-§fpsS amXrI A[ym-]-IÀ ImWn-¨p-X-cm-dp-­v.
42. ¢mÊnÂ BgvN-tXmdpw kmln-Xy-k-amPw t]mepÅ ]cn-]m-Sn-IÄ kwL-Sn-¸n-¡p-¶-XnÂ A[ym-]-IÀ hogvN hcp-¯m-dp-­v.
43. \_p²n-ap-«pÅ ]mT-`m-K-§Ä DZm-l-c-W-k-lnXw A[ym-]-IÀ hni-Zo-I-cn-¨p-X-cm-dp-­v.
44. A[ym-]-IÀ eosh-Sp-¡p-t¼mÄ ]T-\-{]-hÀ¯-\-¯n\pÅ Imcy-§Ä ap³Iq-«n-¯-cm-dp-­v.
45. {Kq¸mbn sNt¿­ ]T-\-{]-hÀ¯-\-§Ä {Kq¸wK§Ä shtÆ-sd-bmbmWv sN¿m-dp-Å-Xv.
46. ¢mÊnÂ skan-\m-dn-t\m-S-\p-\_-Ôn¨v \S-¯p¶ NÀ¨-I-fnÂ Ip«n-IÄ¡v A`n-{]m-b-kzm-X-{´yap-­v.
47. Hcp hnj-b-¯nsâ A[ym-]-I³ eohm-Ip-t¼mÄ aä-²ym-]-IÀ h¶v ¢msÊSp-¡m-dp-­v.
48. km¼-¯n-I-ambn ap¶n-«p-\n-ev¡p¶ hnZymÀ°n-IÄ¡v A[ym-]-IÀ {]tXyI ]cn-K-W\ \ÂIm-dp-­v.
49. ]mTy-hn-j-b-hp-ambn \_Ô-s¸« s{]mPIvSv Bkq-{XWw sN¿p-t¼mÄ A`n-{]mbw ]d-bm-\pÅ kzmX{´yw A[ym-]-IÀ \ÂIm-dp-­v.
50. ¢mÊnÂ A²ym-]-IcnÃm¯ ka-b-§-fnÂ NmÀ«p-\nÀ½mWw t]mepÅ {]-hÀ¯-\-§Ä \S-¯m³ aä-²ym-]-IÀ A\p-h-Zn-¡m-dp-­v.
51. Iem{]-hÀ¯-\-§fnÂ Ignhv ]cn-K-Wn-¡msX ¢mÊnse Nne Ip«n-IÄ¡v am{Xw A[ym-]-IÀ {]m[m\yw sImSp-¡m-dp-­v.
52. s{]mP-IvSp-IÄ \evIp-t¼mÄ Ip«n-IÄ kzbw At\z-jn¨v Is­-¯p-¶-Xns\ A[ym-]-IÀ t{]mÕm-ln-¸n-¡m-dp-­v.
53. ¢mÊnÂ A[ym-]-IcnÃm¯ ka-b-§-fnÂ ]mtTy-Xc-{]-hÀ¯-\-§fn-teÀs¸-Sm³ aä-[ym-]-IÀ A\p-hmZw \evIm-dp-­v.
54. ImbnI{]-hÀ¯-\-§fnÂ -Ignhv ]cn-K-Wn-¡msX ¢mÊnse Nne Ip«n-IÄ¡v am{Xw A[ym-]-IÀ {]m[m\yw sImSp-¡m-dp-­v.
55. ]mT-`m-K-§-fp-ambn \_Ô-s¸« Ip«n-I-fpsS A`n-{]m-b-§Ä tIÄ¡m³ A[ym-]-IÀ Xmev]cyw ImWn-¡m-dp-­v.
56. ¢mÊnÂ A[ym-]-IcnÃm¯ Ah-k-c-ap-­m-Im-dp-­v.
57. Ip«n-IÄ ]mT-`m-K-§-fp-ambn \_Ô-s¸« kwi-b-§Ä tNmZn-¡p-t¼mÄ A[ym-]-IÀ t{]mÕm-ln-¸n-¡m-dp-­v.
58. ]mT-`m-K-§Ä a\-Ên-em-¡n-¯-cm³ A[ym-]-IÀ¡v {]bmkw A\p-`-h-s¸-Sm-dp-­v.
59. ¢mÊnÂ ]T\-{]-hÀ¯-\-§Ä¡mh-iy-amb hkvXp-¡Ä tiJ-cn-¡m³ Ip«n-IfpsS Xmev]-cym-\p-k-cWw A[ym-]-IÀ D¯-c-hm-Zn¯w GÂ¸n-¡m-dp-­v.
60. ¢mÊnÂ A[ym-]-IcpsS km¶n²yw ]T\-{]-hÀ¯-\-§Ä IqSp-XÂ \¶mbn sN¿m³ {]tNmZ\w \evIm-dp-­v.
61. \nÝn-X-k-a-b-¯n-\p-ÅnÂ ]qÀ¯n-bm-¡m³ Ign-bm¯ Assk³saâp-IÄ A[ym-]-IÀ \evIm-dp-­v.
62. ]mTy-hn-j-b-§-fp-ambn \_Ô-s¸«v ¢mÊnÂ NÀ¨-Ifpw skan-\m-dp-Ifpw kwL-Sn-¸n¡m-dp-­v.
63. ¢mÊv apdn-bnÂ ]T\-{]-hÀ¯-\-§Ä sN¿m-\m-h-iy-amb Øe-ku-I-cy-ap-­v.
64. ¢mÊnÂ A[ym-]-Isâ \nÀtZ-i-{]-Im-c-amWv Ccn-¸nSw sXsc-sR-Sp-¡p-¶-Xv.
65. t\cw sshIn-hcp¶ Ip«n-Isf A[ym-]-IÀ ¢mÊnÂ Ah-K-Wn-¡m-dp-­v.
66. ¢mÊnse -{]-hÀ¯-\-§fpambn \_Ô-s¸« \nb-a-§Ä FÃm-hcpw ]men-¡m-dp-­v.
67. AXym-h-iy-L-«-§-fnÂ eosh-Sp-¯mÂ t]mepw A[ym-]-IÀ hg-¡p-]-d-bm-dp-­v.

**APPNEDIX I(a)**

**RESPONSE SHEET**

Name of the student Name of the School

Roll No Type of Management: Govt/Aided/Unaided

Gender: Male/Female Group: Science/Humanities/Commerce

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**APPNEDIX II(a)**

**RESPONSE SHEET**

Name of the student Name of the School

Roll No Type of Management: Govt/Aided/Unaided

Gender: Male/Female Group: Science/Humanities/Commerce

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| 27 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |  | 62 | 🞅 | 🞅 | 🞅 | 🞅 | 🞅 |
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**APPNEDIX III(a)**

**RESPONSE SHEET**

Name of the student: Name of the School

Roll No : Type of Management: Govt/Aided/Unaided

Gender: Male/Female Group: Science/Humanities/Commerce

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**APPNEDIX IV (a)**

**RESPONSE SHEET**

Name of the student : Name of the School:

Roll No: Type of Management: Govt/Aided/Unaided

Gender: Male/Female Group: Science/Humanities/Commerce

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**APPENDIX V**

**Farook Training College,CALICUT**

**ACADEMIC STRESS inventory (FINAL)**

**2007**

**Abdul Hameed Muktar Mahal Nisha. P**

**Lecturer Senior Scale M.Ed. Student**

**Farook Training College Farook Training College**

This is an Inventory to measure the Stress experienced by you reated with your studies. Each statement has five responses namely, **Always, Often, Sometimes, Rarely** or **Not at all.** Read each statement and check how far these statements are correct regardiing you and mark your using right mark in the response sheet (✓).

 We assure that the information received from this will be kept secret and will be used only for research purpose.

1. Approaching examination with fear
2. Able to understand the lessons taught by the teacher in the classroom.
3. Getting disappointed when the examination is tuff.
4. Getting confused when it comes to selection of subject for studying.
5. Tendency to lose concentration when teacher gets angry with anyone in the class.
6. Parents compel to study even if I am not feeling well.
7. I get sufficient time to complete my portions required for the examinations.
8. At time we were asked to submit assignments on different subject on the same date.
9. Asking questions for examination which are difficult to understand strain me a lot.
10. Getting confused as to whether do the home work alone or to rely upon someone else to do it.
11. Any kind of noise from the surrounding distracts my concentration while studying.
12. Getting upset when the home work done is not upto my satisfaction.
13. Parents compel to do household works even if I have a lot to study.
14. Feeling very uneasy to do the assignment without the guidance of the teacher.
15. Teachers often given tuff home work.
16. Feeling very hot inside the examination hall.
17. Getting confused when home work is given in more than one subject as to select as to select which one to do first.
18. Parents are not bothered about my studies.
19. Hesitating to attend the class when home work is not done.
20. Feeling uncomfortable with tests conducted in the class.
21. Teachers give assignments which are difficult to refer.
22. Quarrel between parents reduces my concentration in studies.
23. Teachers give instructions regarding the method o doing home work.
24. Not sure whether to follow the opinion of the parents or teachers regarding my studies.
25. Teachers give impositions for scoring less marks in the examination.
26. Teachers value home work perfectly.
27. At time teacher are not able to cover entire portions before the exam.
28. Not able to conclude whether to do the home work on my own or to copy it from others.
29. Parents watch TV in low volume during my study time.
30. Teachers make us to assignments even after giving exam time-table.
31. Feeling very difficult to collect relevant datas when tuff projects are given.
32. Not able to decide whether to give importance to my parents wish or to my own regarding my studies.
33. Getting tensed when examination does not start on time.
34. Unable to complete assignments on time.
35. Teachers take classes without getting importance for examination.
36. Spending more time on studies alone angers my parents
37. Getting confused whether to start studying the difficult position or the easier portion first.
38. Teacher neglect the students who score to very low marks in the examination.
39. Getting tensed for not able to complete studying the decided portion within the prescribed time.
40. Self-selection of lesson for doing home work.
41. Getting depressed for not answering all the questions in the examination.
42. Parents compel to concentrate only on studies without bothering about house hold woks.
43. Examination are used to be conducted on succeeding days.
44. Getting confused whether to concentrate in doing home work or to spend time for other entertainments.
45. Getting fed up of examinations.
46. Parents never allow to take leave even in times of utmost necessity.
47. Sometimes questions are asked from lessons not taken in the class.
48. Teachers have a tendency to avoid students during the examination times.
49. Parents scold for sleeping during the study time.
50. I don't get time to clarify all my doubt in the class.
51. Teachers take class just for the sake of examination alone.
52. Parents compel to do late night studies.
53. Teachers discourage reading other books apart from their study material even if those books help to increase my knowledge in studies.
54. Getting sufficient time to answer all the questions in the examination.
55. Not sure whether to study the entire portion or previous years question bank alone.
56. Parents scold for scoring low marks in the examination.
57. My concentration in studies reduces when parents get angry.
58. Getting confused whether to study or not when parents and teachers compel to study.

**APPENDIX II**

**Farook Training College,CALICUT**

**PERCEIVED COMFORT OF CLASSROOM CLIMATE inventory (FINAL)**

**2007**

**Abdul Hameed Muktar Mahal Nisha. P**

**Lecturer Senior Scale M.Ed. Student**

**Farook Training College Farook Training College**

 This is an Inventory to measure the Comfort Perceived atmosphere in the classroom. The possible responses for each statement given below may be **Always, Often, Sometimes, Rarely** or **Not at all**.

 After reading all the statements, express your true views for each statement in the serial order by marking (✓) right symbol in the respective circles given in the response sheet.

 We assure that the information received from this will be kept secret and will be used only for research purpose.

1. There is sufficient air flow in the Classroom.
2. The class taken by the teachers is audible to all students in the classroom
3. Teachers try to know the family background of the students.
4. Teachers show disinterest towards study tours.
5. Facility for sufficient light is available inside the classroom.
6. Tendency to get distracted by the class taken in the next classroom.
7. Feeling very happy when teacher enters into the classroom.
8. Special consideration is given to students who are short in size and students having eye problems.
9. Teachers tease students for committing mistakes in their study activities.
10. Sufficient seats are made available to all students in the class for sitting.
11. Teachers make sure that all students participate in group activities.
12. Teachers get angry for asking subject related doubts while taking class.
13. Teachers make sure that assignments on different subject do not fall on the same date.
14. Students are provided with sufficient books in the library.
15. Losing concentration due to the noise arising from the next classroom.
16. All students are capable of handling the study materials provided in the class.
17. Group leaders make sure that all the members participate in group activities.
18. Once the examination is over, exam papers are given after evaluation in the apt time.
19. Teachers encourage the students who are weak in studies to improve their standard in studies.
20. Teachers console the students when they are tensed.
21. Activities to be done in group are decided as per group leader's wish alone.
22. Sufficient time is available to complete the syllabus.
23. Division of students in to groups for group activities are done by teachers.
24. Teachers show partiality.
25. Teachers give written instructions required for study activities.
26. While taking class, teachers ask subject-related questions.
27. Teachers behave indecently towards girls.
28. Top-scoring students are provided with opportunities to improve their standard in studies.
29. Teachers come forward to solve the problems relating to discipline.
30. Groups made for group-related activities contains more members in such a way that all members are not able to completely involve in group activities.
31. Teachers try to develop co-operative mentality among students.
32. While taking class, teachers consider the top-scorers as well as the students who are weak in studies.
33. Teachers behave in an irresponsible manner in the classroom.
34. Group leaders are changed accordingly when group activities change.
35. Teachers encourage the students when study activities are done in a good manner.
36. Co-operative mentality among students in the classroom is less.
37. When students break classroom rules, teachers punish them ideally.
38. Hints relating to group discussion are written on the board by the teachers.
39. Hesitation by other students to help the weaker ones in studies.
40. Teachers handle classes in such a way that they create interest in each and every subject.
41. Teachers show the model of study activities.
42. Teachers often fail in organising programmes like literary clubs that are to be conducted every week.
43. Teachers explain the portions difficult to understand with suitable examples.
44. Teachers give study activities in advance before taking leave.
45. Activities to be done in groups are done individually by group members.
46. Students are given freedom to express their opinion relating to discussion regarding seminars in class.
47. When a teacher taking a particular subject is on leave, other teacher take class.
48. Teachers give special consideration to students who are financially sound.
49. Teachers give freedom to students to express their opinions while planning for subject-related projects.
50. When a teacher who is suppose to take the class is not present, then the other teachers allow the students to carry on with chart works.
51. For participating in cultural activities, teachers give importance to some students alone without considering their capability.
52. Teachers encourage the students do the given project on their own.
53. When the teacher is not present in the class, students are allowed by other teachers to do activities other than studies.
54. In sports activities, teachers give importance to some students alone without considering their capability.
55. Teachers show interest to listen to the opinion of students regarding their subjects.
56. There are times when teachers are not in the classroom.
57. Teachers encourage the students when they ask doubts regarding their subjects.
58. Teachers feel it difficult to make the students understand the portions taken by them in the class.
59. Teachers distribute the responsibilities among students for collecting things necessary for study activities based on the interest of the students.
60. Teachers presence in the class during study activities inspires the students to do their activities well.
61. Teachers give assignments which are very difficult to be completed within the prescribed time.
62. Discussions and seminars are conducted in the classrooms regarding subject matters.
63. Classroom is spacious enough to carry out study activities.
64. Students are seated in the classroom as per the instruction of the teacher.
65. Teachers tend to avoid students who come late to the class.
66. The rules relating to the activities in the classroom are strictly followed by all.
67. Teachers scold for taking leave even in time of emergency.

## APPENDIX VII

### LIST OF SCHOOLS

#### Sl. No. Name of Schools

1. G.H.S.S PERUVALLUR, MALAPPURAM
2. I.K.T.H.S.S CHERUKULAMA, MALAPPURAM
3. AL-HUDA H.S.S KARUVANKALLU, MALAPPURAM
4. J.N.M.G.H.S.S PUDUPPANAM, KOZHIKODE
5. FAROOK H.S.S, KOZHIKODE
6. ANSAR H.S.S, KOZHIKODE
7. AL-FAROOK H.S.S, KOZHIKODE
8. M.H.S.S MEMUNDA, KOZHIKODE
9. G.B.H.S.S THALASSERI, KANNUR
10. N.A.M.H.S.S PERINGATHUR, KANNUR
11. MAMBARAM H.S.S, MAMBARAM, KANNUR
12. RANIJAI H.S.S, NIRMALAGIRI, KANNUR
13. G.H.S.S PILICODE, KASARGODE
14. IQBAL H.S.S AJANUR, KASARGODE
15. C.H.S.S. CHATTANCHAL, KASARGODE
16. B.A.R.H.S.S BOVIKAN, KASARGODE
17. J.H.S.S. CHITHRI, KASARGODE
18. G.H.S.S MEENANGADI, WAYANAD
19. St. JOSEPH’S H.S.S BATHERY, WAYANAD