

Undergraduates' Perceptions of Classroom Environment and Achievement Goals Across Disciplines

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Abstract

The purpose of the present study was to investigate undergraduates' perceptions of classroom environment and achievement goals across disciplines. As the research instruments, classroom environment questionnaire (CEQ) and achievement goals questionnaire (AGQ) were applied. The CEQ included nine subscales and AGQ included three subscales. A total of 671 undergraduate students across disciplines from four universities and one college in Yangon Region participated in this study according to random sampling technique. As the result of this study, it was found that female students have positive perceptions of classroom environment more than male students. The results of descriptive analysis indicated that the third year students were better than the fourth year students in perceptions of classroom environment. It was observed that younger students' perceptions of classroom environment were better than elder students' perceptions of classroom environment. But there were no significant differences by gender, by grade and by age group in achievement goals. The students from National Management College were higher than the students from other universities in perceptions of classroom environment. The students from West Yangon University were higher than the students from other universities and college in achievement goals. The students studying in the field of business management for perceptions of classroom environment was the highest and the students studying in the field of natural science for achievement goals was relatively higher than other majors. According to the result of multiple regression analysis, it may be concluded that the better the undergraduates' perceptions of affiliation, organization and clarity and physical, the higher the achievement goals of undergraduate students will be.

Key words: Perception, Classroom Environment, Achievement Goal, Mastery Goal, Performance Approach Goal, Performance Avoidance Goal.

Introduction

At present, the level of education is seen as an indicator for a person or a group or a family or any definite population of our world. Hence, schools, institutions or universities become the most interesting places for every society. Universities will play major roles not only in national but also in the delivery of life-long learning and in the development of civic culture. The focus of universities' classroom environment includes the student to student, and student and teacher interaction. A good classroom environment should have some situations, such as cooperation, competition, curiosity, motivation, innovation, etc.

Motivation is the internal state that arouses students to action, directs them to certain behaviors and insists them in maintaining that arousal and action with regard to behaviors important and appropriate to the learning environment. An atmosphere or environment that nurtures the motivation to learn can be cultivated in the home, in the classroom, or, at a broader level, throughout an entire school. Achievement goals in motivation are influenced by classroom incentive systems, either to the benefit or to the detriment of achievement. Achievement goals are defined as the purposes students perceive for engaging in achievement-related behaviors and the meanings they ascribe to those behaviors.

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Objective of the Research

The objectives of the study are;

1. to investigate undergraduates' perceptions of classroom environment
2. to investigate undergraduates' achievement goals
3. to study how undergraduates' perceptions of classroom environment affect achievement goals across disciplines

Definition of Key Terms

The following definitions of the key terms were used in this study.

Perception is the process of assembling sensory information and a matter of interpretation and expectation.

Classroom Environment is the context of education. It is a contributing source established by the instructor that helps define the quality and kind of education a person receives.

Achievement Goal is the process or reasons of an individual in pursuing an achievement task, most often operationalized in terms of academic learning tasks.

Mastery Goal is the ability to have the development of competence and task mastery.

Performance- Approach Goal is the ability to attain the favorable judgements of competence.

Performance- Avoidance Goal is the ability to avoid the unfavorable judgements of competence.

Importance of the Study

Learning environment can affect student behavior because students spend a lot of time at school. Jackson's (1968) estimated in his book "Life in Classroom" that this is as high as approximately 7,000 hours by the end of primary school, whereas the book of Rutter et al.'s (1979) titled as "Fifteen Thousand Hours" suggested that this figure rises to 15,000 hours by the completion of secondary school. At the college level, students spend a vast amount of time in the classroom setting (Fraser, 1986). Therefore, higher education has to play a vital role in designing and pursuing sustainable society because the higher education allow to create leaders who will be involved in decision- and policy-making processes in the future. So, the universities' classroom is the basic unit of organization of the educational system.

Moreover, motivation is an essential component in education. Educators have long considered motivation as an important factor that affects student learning and achievement. Motivation is the heart of a well organized classroom environment. Motivation is an essential part to improve the students' education. Achievement goals in motivation are widely

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recognized as important constructs in understanding behavior in educational settings. It is, therefore, imperative to investigate specifically whether the perceptions of undergraduate students' on classroom environment of Myanmar Universities and Colleges influence their achievement goals across disciplines.

Accordingly, the researcher conducted this research which may benefit for university teachers and educational administrators from an increased awareness of the importance of classroom environment and the development of undergraduates' achievement goals.

Review of Related Literature

The Nature of Achievement Goal Theory

Achievement goal theory focuses on student's goal orientations. Goal orientations are perceived to reflect student's thoughts and explanations for doing or avoiding a task. Multiple goal orientations have been identified the dichotomous distinction between mastery and performance learning goals has been expanded by Elliot and colleagues to include first a trichotomous framework, and later a 2 x 2 achievement motivation framework (Elliot & McGregor, 2001, as cited in Miller, 2005).

Traditionally, achievement goal theorists have identified two distinct achievement goal orientations:

- (1) Mastery goals, which are focused on the development of competence and task mastery, and
- (2) Performance goals, which are focused on the demonstration of competence relative to others.

Elliot and his colleague have recently proposed a trichotomous achievement goal framework that represents a revision of the mastery/performance goal dichotomy. In this framework, performance goals are differentiated in terms of approach and avoidance, and three independent achievement goals are identified:

- (a)Mastery goals that focus on the development of competence and task mastery,
- (b)Performance-approach goals that focus on the attainment of favorable judgements of competence, and
- (c)Performance-avoidance goals that focus on avoiding unfavorable judgements of competence (Church, Elliot, & Gable , 2001).

Different Point of Views of Classroom Environment

Lewin (1936) believed human behavior as being determined by the complex interaction of an individual and his or her environment. He introduced the formula $B=f(P, E)$ to describe human behavior (B) as the result of two interdependent influences, the

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person (P) and the environment (E). He suggested that reciprocal interactions between the person and the environment influenced human behavior (cited in Baek & Choi, 2002).

Based on the formula of Lewin, Murraray (1938) suggested a Needs-Press Model of interaction between personal needs and the environmental press where they live. Murray defined “need” as “a force in the brain region, a force which organizes perception, apperception, intellection conation, and action in such a way as to transform in a certain direction an existing, unsatisfying situation”. He defined “press” as “a temporal gestalt of stimuli which usually appears in the guise of a threat of harm or promise of benefit to the organism.” (cited in Baek & Choi, 2002).

Stern’s (1970) formulated a theory of person-environment congruence in which complimentary combinations of personal needs and environmental press enhance student outcomes.

Physical environment: The physical environment of the school and the classroom for instance, facilities, spaces, lightening, ventilation, desks and chairs, and air in the classroom affect the safety and comfort of students and so affect learning and personal development of students.

Social Environment: The social or emotional environment includes all of the factors that can affect how the child interacts with others (e.g., respect for all, clear expectations, safe and caring atmosphere).

Psychological Environment: The psychological environment refers to the social quality of the school and classroom; especially it relates perceptions and feelings about social relationships among students and teachers. The classroom psychological environment, which refers to classroom social climate, classroom social interactions, and classroom social relationship are often used interchangeably when discussing the classroom learning environment.

Methodology

Sample of the Study

By using random sampling technique, firstly, the four universities and one college were randomly selected among universities and colleges in Yangon Region. They are West Yangon University (WYU), Dagon University (DU), Yangon Institute of Education (YIOE), Yangon University of Foreign Language (YUFL) and National Management College (NMC). Among 671 participated students, 554 students were from third year and 117 students were from the fourth year students of the selected universities and college. There were 80 males and 474 females of third year students and 27 males and 90 females of fourth year students.

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Research Instrument

In order to identify the classroom environment situation perceived by the participated students, the Classroom Environment Questionnaire (CEQ) modified and constructed based on “Adult Classroom Environment Scale” by Darkenwald and Valentine’s (1986) and “Classroom Climate Inventory” by Fraser, Treagust, and Norman (1986). The CEQ comprised nine subscales: Affiliation, Teacher Support, Task Orientation, Personal Goal Attainment, Organization and Clarity, Student Influence or Teacher Control, Involvement, Innovation and Physical and a total of 66 items were involved in the CEQ to be used in this survey questionnaire.

The Achievement Goal Questionnaire (AGQ) developed by Elliot and Church (1997) and translated into Myanmar version. The AGQ consisted of three subscales: mastery goals (6 items), performance-approach goals (6 items) and performance-avoidance goals (6 items). The CEQ and AGQ, a five-point Likert scale questionnaires, designated by “strongly disagree” as “1”, “disagree” as “2”, “neutral” as “3”, “agree” as “4” and “strongly agree” as “5”.

Finding

To investigate the students’ perceptions of classroom environment, the mean scores for students’ perceptions on teacher support were higher than that on the others. The mean scores for students’ perceptions on organization and clarity was the second highest. However, it was observed that students’ perceptions of involvement and innovation were weaker than others.

Table 1. Rank of the Descriptive Statistics for Students’ Perceptions of Classroom Environment

Subscales of CEQ	Mean%
Teacher Support	78.32
Organization and Clarity	74.20
Affiliation	73.32
Physical	71.21
Personal Goal Attainment	67.07
Task Orientation	64.45
Student Influence or Teacher Control	63.44
Innovation	62.42
Involvement	61.91
Total (CEQ)	55.57

According to the results of independent sample t-test, there was significant difference in students’ perceptions of classroom environment by gender at 0.01 level. Female students have positive perceptions of classroom environment more than male students.

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Table 2. Results of Independent Sample t-test for Perceptions of Classroom Environment by Gender

Subscales of CEQ	<i>t</i>	<i>df</i>	Sig(2-tailed)	MD
Affiliation	-.914	669	.361	-1.046
Teacher Support	-.804	669	.422	-.990
Task Orientation	-.1.30	669	.195	-1.552
Personal Goal Attainment	-.246	669	.806	-.299
Organization and Clarity	-.177	669	.860	-.217
Student Influence or Teacher Control	.604	669	.546	.720
Involvement	-.787	669	.432	-1.163
Innovation	-.565	669	.573	-.781
Physical	-.596	669	.552	-.687
Total (CEQ)	-4.289	669	.000	-8.040

Table 3. Results of Independent Sample t-test for Perceptions of Classroom Environment by Grade

Subscales of CEQ	<i>t</i>	<i>df</i>	Sig(2-tailed)	MD
Affiliation	.524	669	.600	0.58
Teacher Support	2.000	669	.047	2.14
Task Orientation	-1.014	669	.311	-1.06
Personal Goal Attainment	-1.493	669	.136	-1.75
Organization and Clarity	-1.539	669	.124	-1.82
Student Influence or Teacher Control	-3.631	669	.000	-4.53
Involvement	-.166	669	.868	-0.19
Innovation	-1.305	669	.192	-1.48
Physical	1.116	669	.265	1.24
Total (CEQ)	16.163	669	.000	22.31

Based on the result of t-test, it was observed that there was significant difference in perceptions of classroom environment by grade at 0.01 level. Moreover, there was significant difference in teacher support by grade at 0.05 level and there was significant difference in student influence or teacher control by grade at 0.01 level.

Table 4. Results of Tukey HSD Multiple Comparisons for Perceptions of Classroom Environment by Age Group

Subscales of CEQ	(I)Age Group	(J)Age Group	MD (I-J)	<i>Pr>F</i>
Personal Goal Attainment	18 to 19	20 to 21	-2.86*	.007
		Over 21	-5.79*	.014
Involvement	18 to 19	20 to 21	-2.72*	.040
Innovation	18 to 19	Over 21	-4.39*	.049
Total (CEQ)	18 to 19	20 to 21	9.53*	.000

Note: * The mean difference is significant at .05 level

In related to the perceptions of classroom environment, the mean score of younger students (18 to 19 years) was significantly higher than that of second group (20 to 21 years) at 0.01 level. With regard to personal goal attainment of CEQ, the mean score of younger

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students (18 to 19 years) was significantly less than that of other two groups (20 to 21 years and over 21 years) at 0.01 level. In regard to involvement of CEQ, the mean score of younger students (18 to 19 years) was significantly less than that of second group (20 to 21 years) at 0.05 level. With regard to the innovation of CEQ, the mean score of younger students (18 to 19 years) was significantly less than that of elder students (over 21 years) at 0.05 level.

Table 5. Results of Tukey HSD Multiple Comparisons for Perceptions of Classroom Environment by Universities and College

Subscales of CEQ	(I)Universities and College	(J)Universities and College	Mean Difference (I-J)	Pr>F
Teacher Support	WYU	DU	5.656*	.000
		YUFL	5.315*	.002
		YIOE	4.334*	.006
Personal Goal Attainment	WYU	YUFL	5.560*	.001
		YIOE	3.799*	.019
		NMC	8.091*	.001
	DU	YUFL	5.957*	.000
		YIOE	4.156*	.008
		NMC	8.449*	.001
Organization and Clarity	WYU	DU	3.167*	.029
		YUFL	3.684*	.020
Student Influence or Teacher Control	WYU	YIOE	-3.754*	.037
Physical	WYU	YIOE	5.550*	.000
		NMC	-5.533*	.046
	DU	YIOE	3.938*	.008
		NMC	-7.146*	.004
	YUFL	YIOE	4.280*	.019
		NMC	-6.803*	.013
	YIOE	NMC	-11.083*	.000
	Total (CEQ)	WYU	DU	-13.435*
YUFL			-14.127*	.000
NMC			-20.913*	.000
DU		YIOE	9.140*	.000
YUFL		YIOE	9.832*	.000
YIOE		NMC	-16.618*	.000

Note: *the mean difference is significant at 0.05 level.

According to the results of above table 5, in regard to the perceptions of classroom environment, it was observed that the mean score of students from WYU was significantly less than the mean scores of students from DU, YUFL and NMC at 0.01 level, the mean scores of students from DU and YUFL were significantly higher than that of students from YIOE at 0.01 level and the mean score of students from YIOE was significantly less than that of students from NMC at 0.01 level. Concerning with teacher support of CEQ, it was

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observed that the mean score of students from WYU was significantly higher than that of students from DU, YUFL and YIOE at 0.01 level. With regard to the personal goal attainment of CEQ, it was seen that the mean scores of students from WYU and DU were significantly higher than that of students from YUFL, YIOE, and NMC at 0.01 level. Related to the organization and clarity of CEQ, it was seen that the mean score of students from WYU was significantly higher than that of students from DU and YUFL at 0.05 level. In regard to the student influence or teacher control of CEQ, it was observed that the mean score of students from WYU was significantly less than the mean score of students from YIOE at 0.05 level. Related to the physical of CEQ, it was seen that the mean scores of students from WYU, DU and YUFL were significantly higher than that of students from YIOE at 0.05 level, the mean scores of students from WYU, DU, YUFL and YIOE are significantly less than that of students from NMC at 0.01 level.

Table 6. Results of Tukey HSD Multiple Comparisons for Perceptions of Classroom Environment Across Disciplines

Subscales of CEQ	(I)Majors	(J)Majors	MD (I-J)	Pr>F
Teacher Support	Social Science	Language	4.78*	.003
Personal Goal Attainment	Social Science	Language	5.56*	.000
		Education	5.56*	.000
		BM	9.85*	.000
	Natural Science	BM	7.16*	.007
Organization and Clarity	Social Science	Language	4.46*	.008
	Natural Science	Language	4.26*	.006
	Language	Education	-4.02*	.025
Student Influence	Natural Science	Education	-3.93*	.014
Involvement	Social Science	Education	4.54*	.045
Innovation	Social Science	Natural Science	6.49*	.000
		Language	3.62*	.034
		BM	6.62*	.014
Physical	Social Science	Education	5.97*	.000
	Natural Science	Education	4.23*	.033
		BM	-6.85*	.006
	Language	Education	3.90*	.016
		BM	-3.90*	.016
Education	BM	-11.08*	.000	
Total (CEQ)	Social Science	Natural Science	-28.63*	.000
		Language	-27.96*	.000
		Education	-15.91*	.000
		BM	-32.53*	.000
	Natural Science	Education	12.72*	.000
	Language	Education	12.04*	.000
	Education	BM	-16.62*	.000

Note: * The mean difference is significant at .05 level

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According to the results of Tukey HSD Multiple Comparisons (Table 6), in regard to the perceptions of classroom environment, the mean score of the students studying in the field of social science was significantly less than that the mean scores of the students studying in the fields of natural science, language, education and business management at 0.01 level, the mean scores of the students studying in the fields of natural science and language were significantly higher than that of the students studying in the field of education at 0.01 level and then the mean score of the students studying in the field of education was significantly less than that of the students studying in the field of business management at 0.01 level. In regard to the teacher support of CEQ, the mean score of the students studying in the field of social science was significantly higher than that of the students studying in the field of language at 0.01 level. With regard to personal goal attainment of CEQ, the mean score of the students studying in the field of social science was significantly higher than that of the students studying in the fields of language, education and business management at 0.01 level and the mean score of the students studying in the field of natural science was significantly higher than that of the students studying in the field of business management at 0.01 level. In regard to the organization and clarity of CEQ, the mean scores of the students studying in the fields of social science and natural science were significantly higher than that of the students studying in the field of language at 0.01 level and the mean score of the students studying in the field of language was significantly less than that of the students studying in the field of education at 0.05 level. Related to the student influence or teacher control of CEQ, the mean score of the students studying in the field of natural science was significantly less than that of the students studying in the field of education at 0.05 level. With regard to the involvement of CEQ, the mean score of the students studying in the field of social science was significantly higher than the mean score of the students studying in the field of education at 0.05 level. In regard to the innovation of CEQ, the mean score of the students studying in the field of social science was significantly higher than that of the students studying in the fields of natural science, language and business management at 0.05 level. With regard to the physical of CEQ, the mean scores of the students studying in the fields of social science, natural science and language were significantly higher than that of the students studying in the field of education at 0.05 level and the mean scores of the students studying in the fields of natural science, language and education were significantly less than that of the students studying in the field of business management at 0.05 level.

According to the results of descriptive statistic for subscales of AGQ, the mean scores for students' mastery goal were higher than that of the others. However, the mean scores of

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undergraduate students’ performance approach goal and performance avoidance goal were slightly equal.

Table 7. Descriptive Statistics for Students’ Achievement Goals

Subscales of Achievement Goals Questionnaire	Mean	SD
Mastery Goal	24.34	3.00
Performance Approach Goal	22.05	4.33
Performance Avoidance Goal	22.60	4.40
Total (AGQ)	68.99	9.42

According to the results of independent sample t-test, there was no significant difference in both each subscale and achievement goals by gender and by grade. According to the ANOVA results, there was no significant difference by age group in both each subscale and achievement goals.

Table 8. Results of Tukey HSD Multiple Comparisons for Achievement Goals by Universities and College

Subscales of AGQ	(I)Universities and College	(J)Universities and College	Mean Difference (I-J)	Pr>F
Performance Approach Goal	WYU	YUFL	2.420*	.000
		YIOE	2.255*	.000
		NMC	3.362*	.000
	DU	YUFL	2.183*	.000
		YIOE	2.018*	.000
		NMC	3.126*	.001
Performance Avoidance Goal	WYU	YUFL	2.370*	.000
		YIOE	1.912*	.001
		NMC	2.721*	.007
	DU	YUFL	1.993*	.002
		YIOE	1.535*	.022
		NMC	2.345*	.031
Total (AGQ)	WYU	YULF	4.510*	.001
		YIOE	4.157*	.000
		NMC	5.335*	.018
	DU	YULF	4.229*	.002
		YIOE	3.876*	.001
		NMC	5.054*	.030

Note: *the mean difference is significant at 0.05 level

To obtain more detailed information which universities and college had the differences, the Post-Hoc Test carried out by Tukey method. With regard to the performance approach goal of AGQ, performance avoidance goal of AGQ and achievement goals, it was seen that the mean scores of the students from WYU and DU were significantly higher than that of the students from YUFL, YIOE, and NMC at 0.05 level.

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Table 9. Results of Tukey HSD Multiple Comparisons for Achievement Goals Across Disciplines

Subscales of AGQ	(I)Majors	(J)Majors	MD (I-J)	Pr>F
Performance Approach Goal	Social Science	Language	1.46*	.022
		Education	2.00*	.001
		BM	3.11*	.001
	Natural Science	Language	1.76*	.001
		Education	2.29*	.000
		BM	3.40*	.000
Performance Avoidance Goal	Social Science	Natural Science	-1.78*	.001
	Natural Science	Language	2.55*	.000
		Education	2.59*	.000
		BM	3.40*	.000
Total (AGQ)	Social Science	Natural Science	-2.73*	.048
	Natural Science	Language	4.92*	.000
		Education	5.45*	.000
		BM	6.63*	.001

Note: * the mean difference is significant at 0.05 level

To obtain more detailed information in which disciplines had the differences, the Post-Hoc Test carried out by Tukey method. Related to the achievement goals, the mean score of the students studying in the field of natural science was also significantly higher than that of the students studying in the field of social science at 0.05 level and the mean score of natural science was significantly higher than that of the students studying in the fields of language, education and business management at 0.01 level. With regard to performance approach goal of AGQ, the mean scores of the students studying in the fields of social science and natural science were significantly higher than the mean scores of the students studying in the fields of language, education and business management at 0.05 level. In regard to performance avoidance goal of AGQ, the mean score of the students studying in the field of natural science was significantly higher than that of the students studying in the field of social science at 0.01 level and the mean score of the students studying in the field of natural science was significantly higher than that of the students studying in the fields of language, education and business management at 0.01 level.

Table 10 showed that achievement goals were significantly correlated with perceptions of classroom environment. Moreover, all the factors in CEQ were highly correlated with one another. Especially, affiliation, physical and organization and clarity were more correlated with achievement goals.

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Table 10. Inter-correlations for Perceptions of Classroom Environment and Achievement Goals

Variables	AG	A	TS	TO	PGA	OC	SI	Invo	Inno	Phy
AG	-	.25**	.24**	.10**	.18**	.32**	.09**	.18**	.18**	.27**
A		-	.36**	.23**	.22**	.36**	.22**	.30**	.23**	.28**
TS			-	.21**	.41**	.52**	.25**	.39**	.32**	.39**
TO				-	.15**	.32**	.26**	.32**	.27**	.21**
PGA					-	.38**	.24**	.35**	.37**	.29**
OC						-	.35**	.40**	.37**	.41**
SI							-	.32**	.42**	.27**
Invo								-	.43**	.38**
Inno									-	.39**
Phy										-

P<**0.01.

Note. AG= Achievement Goals, A= Affiliation. TS= Task Orientation, PGA= Personal Goal Attainment, OC= Organization and Clarity, SI= Student Influence or Teacher Control, Invo= Involvement, Inno= Innovation, Phy= Physical

Table 11. Simultaneous Multiple Regression Analysis Summary for Perceptions of Classroom Environment at their Achievement Goals

Model	Independent	Unstandardized Coefficient		Standardized Coefficient	t	Sig
		B	Std. Error	Beta		
1	(Constant)	49.891	2.232		22.350	.000
	OC	0.257	0.030	.317	8.660	.000
2	(Constant)	43.626	2.643		16.503	.000
	OC	.201	.032	.248	6.254	.000
	Physical	.147	.034	.170	4.292	.000
3	(Constant)	38.898	2.979		13.059	.000
	OC	.170	.033	.210	5.136	.000
	Physical	.128	.034	.149	3.738	.000
	Affiliation	.113	.034	.130	3.351	.001

Note. OC= Organization and Clarity

The results revealed that organization and clarity (OC), physical (P) and affiliation (A) were significantly related with their achievement goals. Organization and clarity appeared to be the strongest predictor of achievement goals. Physical appeared to be the second strongest predictor of achievement goals. Affiliation appeared to be the last strongest predictor of achievement goals. Then the model can be defined as in the following equation:

$$AG=0.21OC+0.15P+0.13A$$

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Discussion, Suggestions and Conclusion

Discussion

- ❖ Based on the descriptive and ANOVA analyses, it was observed that undergraduates' perceptions of teacher support was higher than that of other subscales of classroom environment and it may be said that teacher support in the areas such as understanding, praise and encouragement, positive interpersonal relations with learners; would seem to be good in the selected universities and college from Yangon Region. However, the perceptions of involvement and innovation was lower than that of the other subscales of classroom environment and it may be assumed that the students are not satisfied with learners' participation in class discussion and performing new activities and techniques in the classroom. Mastery goal of undergraduate students was higher than the performance approach goal and performance avoidance goal. It may be remarked that undergraduate students in Yangon Region have strong self-efficacy and good performance and they seek challenging tasks and strive under difficult situations.
- ❖ Although there was no significant difference between gender in the research of "School and Classroom Environment of a small Catholic Secondary School" conducted by Paul Kelly (2010), there was significant difference between male and female students in the perceptions of classroom environment. But there was no significant difference in achievement goals in this present study.
- ❖ By grade, it was observed that third year students were better than fourth year students in perceptions of classroom environment. With regard to teacher support subscale, third year students' perceptions were better than fourth year students' perceptions. However, fourth year students' perceptions were better than third year students' perceptions in "student influence or teachers control" subscale. Moreover, there was no significant difference between third year and fourth year students in achievement goals. It may be concluded that third year students are better than fourth year students in perceptions of classroom environment and they were not different in achievement goals.
- ❖ By age groups, the younger students' perceptions were better than the elder students' perceptions in classroom environment. Out of the nine subscales of classroom environment, however, the elder students' perceptions were better than the younger students' perceptions for as "personal goal attainment", "innovation" and "involvement" subscales. It may be considered that the younger students are not quite satisfactory with the factors as "personal goal attainment", "innovation" and "involvement" in their classroom teaching learning

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environment due to the active and enthusiastic nature of younger students. However, there was no significant difference by age group in achievement goals.

- ❖ In the analysis by universities and college, there were significant differences in both perceptions of classroom environment and achievement goals. The mean score of students from National Management College was higher than that of the students from other universities in perceptions of classroom environment. It may be possible that the population of student in National Management College was fewer than other universities. So, teachers may provide their students' needs and other opportunities concerning classroom environment. The mean score of achievement goals of West Yangon University students was higher than that of the others. It may therefore be said that the achievement goals of the students from West Yangon University were the highest among the students from the others.
- ❖ Based on the descriptive and ANOVA analyses, it was revealed that there were significant differences in both perceptions of classroom environment and achievement goals across disciplines. The mean score of students studying in the field of business management for perceptions of classroom environment was the highest among the other disciplines. It may be concluded that classroom teaching-learning situations of business management discipline were better than that of others. Moreover, the mean score of students studying in the field of natural science in achievement goals was the highest. In terms of achievement goals, it may be interpreted that the students studying in the field of natural science discipline were better than that of others.
- ❖ Again, the researcher tried to investigate the best predictors of perceptions of classroom environment and that of achievement goals by multiple regression analysis. Based on these results, it is remarkably found that "organization and clarity" of classroom environment is one of the important factors affecting their achievement goals and also "physical" and "affiliation" factors of classroom affect undergraduates' achievement goals. So, it may be interpreted that the better the undergraduates' perceptions of affiliation, organization and clarity and physical, the higher the achievement goals of undergraduate students will be. These findings pointed out that if the students perceived that the class activities are clear and well organized, that they can interact positively with each other and that the classroom is comfortable and feel at ease, they will improve their achievement goals.

Suggestion

- ❖ Fraser (1998) claimed that the success or the failure of the students also depends on the quality of classroom environment. The classroom environment aids the development and effective achievement of pupil. Therefore, future researchers are suggested to study how
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students' perceptions of classroom environment affect the success or failure of academic school subjects.

- ❖ In the research Sun-Geun Baek and Hye-Jeong Choi (2002), Korean Classroom Environment Scale (KCES) and English Achievement Tests were administered to Grade-10 and Grade-11 Students in Korean. But, in this study, the CEQ and AGQ were administered to undergraduate students of universities and college. It is also recommended that this study of perceptions of classroom environment of undergraduate students should be extended to high school level.
- ❖ To sum up, research studies with larger sample size from different regions would be more desirable so that the more generalized, reliable and valid research results would be achieved.

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