

RELATION OF CLASSROOM CLIMATE AND SCIENCE STUDYING APPROACH WITH  
PROCESS OUTCOMES IN BIOLOGY OF SECONDARY SCHOOL STUDENTS

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### **OBJECTIVES**

To estimate the extent of relation between process outcomes in biology and each of the independent variables (science studying approach, classroom climate ) for the total sample and relevant sub samples.

### **METHODOLOGY**

**Method Used** : Survey method

**Sample**: 510 secondary school pupils

**Tool**: Science studying approach Inventory (Pillai, K. S. et al, 1992)

Scale of classroom Climate (Pillai, K. S., Santakumari. K.M. 1992)

**Statistical Technique**: Correlation 'r', Fishers test, test of significance of difference between means, Shared variance.

### **RESULT**

It is concluded that it is not the method of study organized or disorganized, that contributes to process competencies. But the approach of study deep or surface, marginally contributes to the acquisition of process competencies in science.

**KEY TERMS**: Relation, Science Studying approach, Classroom climate, Process outcomes in biology. Secondary school pupils.