

INTERACTION EFFECT OF CLASSROOM CLIMATE AND LEARNING STRATEGIES ON  
MATHEMATICAL PROBLEM SOLVING ABILITY OF SECONDARY SCHOOL  
STUDENTS

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Year of the Study : 2008

**OBJECTIVE**

To test whether the variables classroom climate and learning strategies have significant main effect on mathematical problem solving ability of secondary school students.

**METHODOLOGY**

**Method used** : Survey Method

**Sample** : 525 students of class IX of secondary schools of Kerala state

**Tool** : Scale of classroom climate (Sameena and faziluddin , 2008)

Learning strategy scale (Kumar et,al)

Mathematics Problem Solving Ability Test (Sumangala and Vjayakumari)

**Statistical Techniques:** Preliminary analysis, classificatory technique, Test of significance of mean difference for large independent samples, Two-way ANOVA with 3x3 factorial design.

**RESULT**

The study revealed that the main effect of the variable classroom climate on mathematical problem solving ability of secondary school students is not significant. The study also revealed that the main effect of learning strategy on mathematical problem solving ability is significant.

**KEY TERMS:** Interaction effect, Classroom Climate, Learning Strategies, Problem Solving Ability in Mathematics, Secondary School Students.