

RELATIONSHIP BETWEEN PERCEIVED CLASSROOM CLIMATE AND LEARNING STRATEGIES OF SECONDARY SCHOOL STUDENTS

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Year of Study : 2012

**OBJECTIVE**

- To study the extent of perceived classroom climate of secondary school students.
- To study the extent of learning strategies of secondary school students
- To find out whether there is any significant difference in the mean scores of perceived classroom climate of secondary school students based on their gender, locality and type of management.
- To find out whether there is any significant difference in the mean scores of learning strategies of secondary school students based on their gender, locality and type of management.
- To find out whether there is any significant relation between perceived classroom climate and learning strategies of secondary school students in the total sample and subsamples gender, locale and type of management.

**METHODOLOGY**

**Method** : Survey method  
**Sample** : 546 secondary school students  
**Tool** : Perceived classroom climate scale. Learning strategy scale  
**Statistical Technique** : Preliminary analysis, Percentile, T-test, Pearson's product movement co-efficient of co-relation

**RESULT**

The findings of the study reveals that there is a marked change in the perceived classroom climate and learning strategies based on gender, but based on locality and type of management there is no change in the perceived classroom climate and learning strategies. The relationship between two variables is low positively co-related

**KEYTERMS** : classroom climate, learning strategies.

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