ACC NO	**10**

MATHEMATICS CLASSROOM CLIMATE AS PERCEIVED BY SECONDARY SCHOOL STUDENTS OF KERALA IN RELATION TO ACHIEVEMENT IN MATHEMATICS.

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Year of study   : 1997

OBJECTIVES

To find out whether significant difference exists in the perceived Mathematics classroom climate of high average and low average in Mathematics.

METHODOLOGY

Method used : Survey method

Sample   : 650 pupils of standard X drawn from seven school of Malappuram District.

Tool   : Scale of perception of Mathematics classroom climate (1997), Achievement Test in Mathematics (Sumangala and Mini (1995).

Statistical Techniques : One-way ANOVA, Two-tailed test of significance of the difference between two means for large independent samples., Pearson product-moment co-efficient of correlation., Test of significance of 'r' using Fischer's t-test., Confidence interval of r (6) shared variance., Two- tailed test of significance of difference between correlation for large independent sample.

RESULT:

The study reveals that, the independent variable perceived Mathematics classroom climate has significant and positive relation with achievement in mathematics and also found that no significant difference exists in the relation of perceived mathematics classroom climate and achievement in mathematics for the sub samples based on locale and type of management.

KEY TERMS : Achievement in mathematics, perceived mathematics, class room climate, secondary school pupils.