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**Title of the Thesis:** *Effect of Classroom Climate, Teacher Leadership Behaviour and Teacher Attitude on Scholastic Achievement of Students*

### **ABSTRACT**

Education is highly acclaimed as the most essential prerequisite for human development all over the world. It is the process of instruction aimed at the all-round development of the individual, facilitating realization of self-potential and latent talents of an individual. Bearing in mind the importance of education it is the need of the hour to promote the achievement of students, who form the concrete foundation for the country's progress. The present study was designed to find out the effect of classroom climate, teacher leadership behaviour and teacher attitude on scholastic achievement of students. Descriptive method of research was employed to carry out this research on a sample taken from 120 Govt. Higher Secondary Schools. Percentage statistics, t-test correlation, univariate analysis of variance and stepwise regression analysis were used to analyze the data.

Major findings of the study:

1. Majority of the schools exhibited average climate in their classrooms;
2. Considerable majority of teachers were ineffective in terms of initiating structure and consideration leadership behaviour respectively;
3. Majority of the teachers had average professional attitude;

4. Girls schools and urban schools exhibited better overall classroom climate than boys and rural schools;
5. Science teachers exhibited better leadership behaviour than the arts teachers;
6. Male, urban and science teachers possessed favourable attitude towards teaching profession and its allied aspects than female, rural and arts teachers;
7. The more students got engaged in productive learning and independent thinking under effective classrooms rules, the better was the academic achievement of students;
8. Schools where students enjoyed greater cohesion between themselves and teachers and saw less friction, contributed positively to classroom climate thereby enhancing student achievement;
9. Teachers who were effective in communicating with good listening skill and worked through the dissonance that occurred when considering new ideas that challenge old assumptions and practices and were considerate, the educational attainment of their students was better;
10. Teachers who displayed boredom and were more distressed and less enthusiastic and exhibited little interest in the making of their pupil, their students reported low academic performance; and
11. System maintenance, teachers' attitude towards child centered practices and consideration leadership behaviour were found to be the most significant contributors of academic achievement of students at higher secondary level of education.