CHAPTER-V
FINDINGS, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS.

5.0 Introduction

In the last chapter, we have discussed the analysis and interpretation of the data obtained. This chapter is divided into the following heads.

(i) Findings and conclusions

(ii) Implications and recommendations

5.1 Findings and conclusions

The findings of the study are discussed below:

Hypothesis -1

As there is no significant difference between the mathematics marks obtained by boys and girls in X grade examination. It shows that there is no significant difference between the mathematics marks obtained by boys and girls in X grade examination. This finding appears to deviate from the findings of L.K.Sinha (1977), T.R.Balieh (1979), Singh (1988), Rangappa (1992), Verma (1995), Mehera (2004), Chaturvedi (2009), Sarsani and Ravi (2010).

It can therefore be concluded the system of evaluation, work equally well for both boys and girls.

Hypothesis-2

As there is a significant difference between the problem solving ability of boys and girls. It shows that there is a significant difference between problem solving ability test of boys and girls of X grade. This finding appears to agree with the findings of L.K.Sinha (1977), T.R.Balieh (1979), Singh (1988), Rangappa (1992), Verma (1995), Mehera (2004), Chaturvedi (2009), Sarsani and Ravi (2010).

It can therefore be concluded that the system of evaluation does not work equally well for both boys and girls.
Hypothesis-3

As there is a significant difference between the problems solving ability of high and low achievers boys. It shows that there is a significant difference between the problem solving ability of high and low achievers boys. As the difference is in favor of high achievers boys, it indicates that the high achievers boys perform better as compared to the low achievers boys in X grade examination. This finding appears to agree with the findings of L.K.Sinha (1977), T.R.Balieh (1979), Singh (1988), Rangappa (1992), Verma (1995), Mehera (2004), Chaturvedi (2009), Sarsani and Ravi (2010)

It can therefore be concluded that the system of evaluation does not work equally well for both high and low achievers boys.

Hypothesis-4

As there is a significant difference between the problems solving ability of high and low achievers girls. It shows that there is a significant difference between the problem solving ability of high and low achievers girls. As the difference is in favor of high achievers girls, it indicates that the high achievers girls perform better as compared to the low achievers girls in X grade examination. This finding appears to agree with the findings of L.K.Sinha (1977), T.R.Balieh (1979), Singh (1988), Rangappa (1992), Verma (1995), Mehera (2004), Chaturvedi (2009), Sarsani and Ravi (2010)

It can therefore be concluded that the system of evaluation does not work equally well for both high and low achievers girls.

5.2 Implications and Recommendations

The results and findings that emerged from this study are as follows:

- The scores in the mathematics half yearly marks obtained by boys and girls in X grade examination does not differ much. After the investigation, the investigator found that the girls paid more attention than the boys. So the teacher needs to pay more attention to the boys like remedial teaching, extra classes to encourage boys to work and perform better.
• The scores in the problem solving ability test obtained by boys and girls does not differ much. After the investigation, the investigator found that the boys paid more attention than the girls. So the teacher needs to pay more attention to the girls in the form of remedial teaching, extra classes to encourage them to work and perform better.

• The present study shows that high achievers boys perform better as compared to the low achievers boys in mathematics subject in X grade examination. Therefore, more attention should be paid to the low achievers boys in the form of special classes, remedial teaching, extra classes etc. which will go a long way in encouraging the boys to work and perform better.

• The present study shows that high achievers girls perform better as compared to the low achievers girls in mathematics subject in X grade examination. Therefore, more attention should be paid to the low achievers girls in the form of special classes, remedial teaching, extra classes etc. which will go a long way in encouraging the girls to work and perform better.

• A single pattern of examination and grading system should be followed both at the national as well as state level. This will eliminate any bias in terms of scores between boys and girls.

• Question setting and evaluation programmed should be introduced to every teacher.

• Mathematics plays a vital role in each and every individual, especially in the competitive exams and in job examinations. So, mathematics should be made compulsory subject in the school.