CHAPTER VII

CONCLUSIONS AND SUGGESTIONS

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MAJOR FINDINGS

Following are the major findings of the study.

1. There were significant differences between the attitudes of over and under-achievers towards mathematics.

2. It was found that over-achievers in mathematics had more favourable attitudes than under-achievers towards mathematics.

3. The urban boys and NSc students have more favourable attitudes towards mathematics as compared to Rural-girls and Nsc students.

4. There exists significant difference between the social and economic factors of over- and under-achievers.

5. There were significant differences between the total scores of SES of the over and under-achievers.

6. The mean-score differences in social and Economic factors of urban Boys and NSc students was found to be more than Rural-Girls and Sc students.

7. There exists no significant group difference between achievement in Mathematics of boys and Girls.
8. There exists significant in achievement in mathematics in respect of caste and locale of the students.

9. The results reveal that urban boys & NSc students have better achievement in mathematics than Rural Girls & Sc students.

10. There exists significant group differences in achievement in mathematics to the rural Sc and NSc Girls.

11. It was found that rural NSc girls achieve high score in mathematics while in urban NSc boys achieve high score.

12. There exists no significant group differences between rural and urban Sc & NSc boys in respect of attitude towards mathematics.

13. There exists no significant group differences between rural and urban Sc and NSc students of both sexes in social-economic-status and achievement in mathematics.

14. There exists no significant group differences in social factors and achievement in mathematics of Sc and NSc-Girls of both locale.

15. There exists no significant group differences of economic factors of SC and NSC girls students of the rural area.
16. It was found that economic factor partially effect upon achievement in mathematics in case of Sc-boys.

17. There was a rural relationship between achievement in mathematics and SES of the students.

18. There exists positive co-relation between achievement in mathematics and attitude towards mathematics.

19. There exists high relationship in over-achievers than Under-achievers with regard, to SES and attitude towards mathematics.

20. There exists a very high relationship between the profession of the parents in achievement in mathematics of the over-achievers.

21. It was found that education of the parents of Rural students had a favourable impact upon achievement in mathematics.

22. There exists no significant relationship between social factor and achievement in mathematics.

23. There exists relationship between the monthly income of parents and achievement in mathematics.
24. There exists no relationship between profession of the parents and achievements in mathematics of the Under-achievers.

25. Education of the parents of Girl students shows very close relationship with achievement in mathematics.

26. Total-asset factor shows no significant relationship in Boys, NSc and Urban but significant relationship exists in Sc and Girls students.

27. There exists relationship between the caste and achievement in mathematics in respect of Rural students.

28. There exists a very low relationship between the family factor and achievement in mathematics.

29. It was found that attitude and SES of variables were correlates of achievement in mathematics. The SES factor in general and their areas like parents education profession, monthly income in particular play a very significant role in determining attainment in mathematics at the secondary level.
Limitation of the study

The study concluded itself in the following aspects in accordance with the objectives and hypothesis formulation.

1. It was limited to draw multiple coefficient of correlation among the variables, under-achievement, attitude and SES, in respect to sex, caste & locale.

2. A cross correlation between the variables: attitude and SES was analysed to find out the significance of it with under achievement in mathematics.

3. It confined itself to establish the relationship between the achievement in mathematics and different subgroups of attitude and SES.

4. It arrived to compare the mean scores obtained between (a) Boys of Sc and Girl of NSc, Girls of Sc and Boys of NSc subgroups (b) Rural Boys and Urban Girls, Rural Girls and Urban boys among than verify the significant differences.

5. Due to the sample size of over-achievers among, Sc-NSc, of Rural-Urban and Boys-Girls the comparison were neglected.
BROAD CONCLUSIONS

The following conclusions are arrived at on the basis of the finding of the study.

1. The level of achievement is the determiner of attitude towards mathematics.

2. The socio-economic status of the students is positively correlated with the achievement in mathematics.

3. Social factors of the students has no relationship with achievement in mathematics.

4. Economic factors of the students have partially relationship with achievement in mathematics.

5. Sex factor do not impact on the achievement in mathematics.

6. Boys have more favourable attitude towards mathematics than girls.

7. Boys score higher in achievement in mathematics than girls.

8. The study establishes that monthly income and profession of the parents have high correlation with achievement in mathematics.
9. Education of the parents in case of Rural students has high correlation with achievement in mathematics.

10. Education of the parents in case of girls student has high correlation with achievement in mathematics.

11. The Urban students have more favourable attitude toward mathematics.

12. Caste factor has no bearing upon achievement in Mathematics.

13. Total assets partially affected the achievement in Mathematics.

**SUGGESTION FOR IMPROVING CURRENT PRACTICES**

The study has been intended to find out the extent and factors causing Under-achievement in Mathematics envisages at the secondary school level. The study envisages to make use of the knowledge in the area, in the classroom, besides the theoretical contribution, therefore the added knowledge provided by the study could be used to modify and improve current practices some of the practical changes suggested by the study, in current educational practices are summarised below.
Attitude and SES Variables are found to be correlates of Achievement in Mathematics. Almost all the Variables Cause Under-Achievement in Mathematics in the SES in general and their areas Social Family, education, profession. Total assets, Monthly income can play a very significant role in determining the attainment in Mathematics at the secondary school level.

These variables warrant the following action on the part of teachers and parents.

1. Attitude of children should be developed earlier stage of school.

2. Pupils should know importance and necessity of mathematics.

3. Girls, Sci and rural students should be helped to develop confidence in mathematics subjects.

4. The teachers cannot directly do much in increasing the SES of the students. But has to take some steps to compensate the deficiency in SES which is likely to in way of the proper attainment of language achievement. In the case of those pupils who have high SES the teacher should take care to ensure the influence of this to utilise to the maximum possible level for enhancing achievement in mathematics.
5. The teacher should gather the data related to the SES of each of the pupils. The teacher should also contact with the parents. He should try to visit the house of pupils so that he can gather relevant and objective data.

6. The teacher should make use of audio-visual aids and other teaching aids in order to make learning effective.

7. The teacher should give extra coaching to under-achievers in Mathematics.

8. A large number of Under-achievers are coming from illiterates homes. The Government, social agencies or school teachers help to organise adult Education centres to improve educational awareness of the parents.

9. To improve the level of achievement in Mathematics of Rural, Sc, Boys and Girl special attainment is requires from teachers and parents. The teachers and parents can create favourable attitude towards mathematics of girls Sc and rural students by advising the importance of mathematics in technological field.
SUGGESTION FOR FURTHER RESEARCH

in the light of the conclusions and delimitation of the study, the following areas are suggested for further research.

1. A comparative study of over- and Under-achievement in mathematics at the secondary school level. Special reference to concept in mathematics learning, study habits, and creativity in mathematics.

2. A multiple co-efficient of co-relation between the variables achievement, and SES have to be computed.

3. A study of attitude towards mathematics of the parents of secondary school pupils.

4. The find out the correlation between attitude towards mathematics and SES of the pupils.

5. An inquiry should be made into the formation of fundamental concept in mathematics.