CHAPTER V

FINDINGS, CONCLUSIONS AND SUGGESTIONS

5.1. INTRODUCTION

The present study has attempted to find out the impact of different teaching methods in mathematics among matric. higher secondary and higher secondary school students in Kanyakumari District, Nagercoil Educational District. Introduction for the present investigation was discussed in chapter I. The review of literature having relevancy with problem under study was reviewed in chapter II. Methodology of the study, objectives, hypotheses, population, sample, tools used, research design, schedule for treatment and statistical techniques were discussed in chapter III. Analysis of data was presented in the table form and interpretations were also given in chapter IV. In the present chapter, the results have been discussed according to the hypotheses and conclusions are arrived on the basis of them. Suggestions for further study are also presented in this chapter.

5.2. FINDINGS

1. There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to type of management irrespective of method of teaching and tests.

2. There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to method of teaching irrespective of type of management and tests.
3. There is significant difference between the mean scores pre and post tests on mathematics of selected matric. higher secondary and higher secondary school students irrespective of type of management and method of teaching.

4. There is significant difference among the mean scores of mathematics in the interaction of type of management x method of teaching irrespective of tests, type of management x tests irrespective of method of teaching, method of teaching x tests irrespective of type of management and type of management x method of teaching x tests of selected matric. higher secondary and higher secondary school students.

5. There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to type of school irrespective of method of teaching and tests.

6. There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to method of teaching irrespective of type of school and tests.

7. There is significant difference between the mean scores pre and post tests on mathematics of selected matric. higher secondary and higher secondary school students irrespective of type of school and method of teaching.

8. There is significant difference among the mean scores of mathematics in the interaction of type of school x method of teaching irrespective of tests, type of school x tests irrespective of method of teaching, method of teaching x tests irrespective of type of school and type of school x method of teaching x tests of selected matric. higher secondary and higher secondary school students.
9. There is significant difference between the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to gender irrespective of method of teaching and tests.

10. There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to method of teaching irrespective of gender and tests.

11. There is significant difference between the mean scores pre and post tests on mathematics of selected matric. higher secondary and higher secondary school students irrespective of gender and method of teaching.

12. There is significant difference among the mean scores of mathematics in the interaction of gender x method of teaching irrespective of tests, gender x tests irrespective of method of teaching, method of teaching x tests irrespective of gender and gender x method of teaching x tests of selected matric. higher secondary and higher secondary school students.

13. There is significant difference between the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to medium of instruction irrespective of method of teaching and tests.

14. There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to method of teaching irrespective of medium of instruction and tests.

15. There is significant difference between the mean scores pre and post tests on mathematics of selected matric. higher secondary and higher secondary school students irrespective of medium of instruction and tests.
16. There is significant difference among the mean scores of mathematics in the interaction of medium of instruction x method of teaching irrespective of tests, medium of instruction x tests irrespective of method of teaching, method of teaching x tests irrespective of medium of instruction, and medium of instruction x method of teaching x tests of selected matric. higher secondary and higher secondary school students.

5.3. INTERPRETATIONS

Different Teaching Methods with respect to Type of Management

There is significant difference between the mean scores pre and post tests on mathematics of selected matric. higher secondary and higher secondary school students irrespective of type of management and method of teaching. Further, since tests has only two categories, it can be directly implied that the students of selected matric. higher secondary and higher secondary schools are better in post test scores (mean = 42.13) than that in pre test scores (mean = 34.48). The students of government aided school are better than the students of government school on mathematics and the students of matriculation school are better than that of other two type of management on mathematics.

The students learning through co-operative learning method are better than the students learning through conventional method on mathematics and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics.

The students of matriculation school are better than that of other two type of management on mathematics at co-operative learning method.
The students of government aided school are better than the students of government school and the students of matriculation school are better than that of other two type of management on mathematics at multi-media learning method.

The students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at government school. This finding is in agreement with the finding of **Pratibha Sharma (2014) and Darshna J. Dhimar and Kinnari B. Patel (2013)**.

The students learning through co-operative learning method are better than the students learning through conventional method on mathematics at government aided school and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at government aided school.

The students learning through co-operative learning method are better than the students learning through conventional method on mathematics at matriculation school and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at matriculation school. This finding is in agreement with the finding of **Jothikani and Thiagarajan (2007)**

The ‘F’ ratios for tests at government school, tests at government aided school and tests at matriculation school are 1276.70, 1770.63 and 2979.23 respectively which are higher than the required table value 3.87 (with df 1, 351) at 0.05 level of significance. Since the tests has only two categories, it can be directly implied that at government school, the post test (mean = 40.70) is better than the pre test (mean = 34.51) on mathematics, at government aided school, the post test (mean=41.77) is better than the pre test (mean=34.48) on mathematics, and at the
matriculation school, the post test (mean=43.93) is better than the pre test (mean = 34.47) on mathematics.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to type of management at post test. The students of government aided school are better than the students of government school, and the students of matriculation school are better than that of other two type of management on mathematics at post test.

The ‘F’ ratios for tests at conventional method, tests at co-operative learning method and tests at multi-media learning method are 513.04, 2448.74 and 3630.90 respectively which are higher than the required table value 3.87 (with df 1, 351) at 0.05 level of significance. Since the tests has only two categories, it can be directly implied that at conventional method, the post test (mean = 38.40) is better than the pre test (mean = 34.48) on mathematics, at co-operative learning method, the post test (mean=43.05) is better than the pre test (mean=34.48) on mathematics, and at the multi-media learning, the post test (mean=44.94) is better than the pre test (mean = 34.50) on mathematics.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to method of teaching at post test.

The students learning through co-operative learning method are better than the students learning through conventional method, and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at post test. This finding is in agreement with the finding of Palaniappan (2005)
There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to type of management at co-operative learning method at post.

The students of government aided school are better than the students of government school at post test and the students of matriculation school are better than that of other two type of management on mathematics at co-operative learning method at post test.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to type of management at multi-media learning method at post test.

The students of government aided school are better than the students of government school at post test, and the students of matriculation school are better than that of other two type of management on mathematics at multi-media learning method at post test.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to method of teaching at government school at post test.

The students learning through co-operative method are better than the students learning through conventional method at post test, and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at government school at post test.
There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to method of teaching at government aided school at post test.

The students learning through co-operative learning method are better than the students learning through conventional method on mathematics at government aided school at post test, and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at government aided school at post test.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to method of teaching at matriculation school post test.

The students learning through co-operative learning method are better than the students learning through conventional method on mathematics at matriculation school at post test and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at matriculation school at post test.

Thus metric schools stand first, the aided schools are in the second line and the Govt. schools are in the last line. This might be due to the method of admission followed. Mostly students coming from the first generation can get admission easily only in Govt. schools and those from highly educated circle choose only matric. schools.

Thus the experimental test proved a uniform increase in all the respondents showing that the Co-operative Learning Method can yield higher percentage of results than the conventional teaching method. The uniform reduction in the standard deviation is an indication of reduced variability in the performance.
Thus the study is able to conclude that the teaching with Multimedia Package helps the students of the Higher Secondary Schools to improve the scoring in the examinations with good understanding of the subjects taught.

Use of co-operative learning method in teaching mathematics for the students of higher secondary has positively contributed towards better performance of the students in mathematics. Other things remaining the same method were responsible for the higher achievement of the students in mathematics.

**Different Teaching Methods with respect to Type of School**

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to type of school irrespective of method of teaching and tests.

The students of girls school are better than the students of boys school on mathematics and the students of co-education school are better than that of other two type of school on mathematics.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to method of teaching.

The students learning through co-operative learning method are better than the students learning through conventional method on mathematics and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to type of school at conventional method.
The students of girls school are better than the students of boys school and, the students of co-education school are better than that of other two type of school on mathematics at conventional method.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to type of school at co-operative learning method.

The students of co-education school are better than that of other two type of school on mathematics at co-operative learning method.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to type of school at multi-media learning method.

The students of girls’ school are better than the students of boys’ school and the students of co-education school are better than that of other two type of school on mathematics at multi-media learning method.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to method of teaching at boys school.

The students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at boys’ school.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to method of teaching at girls’ school.
The students learning through co-operative learning method are better than the students learning through conventional method on mathematics at girls school and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at girls school.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to method of teaching at co-education school.

The students learning through co-operative learning method are better than the students learning through conventional method on mathematics at co-education school and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at co-education school.

The ‘F’ ratios for tests at boys school, tests at girls school and tests at co-education school are 1331.95, 2433.76 and 3624.96 respectively which are higher than the required table value 3.87 (with df 1, 351) at 0.05 level of significance. Since the tests has only two categories, it can be directly implied that at boys school, the post test (mean = 40.24) is better than the pre test (mean = 34.51) on mathematics, at girls school, the post test (mean=42.23) is better than the pre test (mean=34.48) on mathematics, and at the co-education school, the post test (mean=43.93) is better than the pre test (mean = 34.47) on mathematics.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to type of school at post test.
The students of girls’ school are better than the students of boys’ school, and the students of co-education school are better than that of other two type of school on mathematics at post test.

‘F’ ratios for tests at conventional method, tests at co-operative learning method and tests at multi-media learning method are 624.24, 2979.49 and 4417.88 respectively which are higher than the required table value 3.87 (with df 1, 351) at 0.05 level of significance. Since the tests has only two categories, it can be directly implied that at conventional method, the post test (mean = 38.40) is better than the pre test (mean = 34.48) on mathematics, at co-operative learning method, the post test (mean=43.05) is better than the pre test (mean=34.48) on mathematics, and at the multi-media learning, the post test (mean=44.94) is better than the pre test (mean = 34.50) on mathematics.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to method of teaching at post test.

The students learning through co-operative learning method are better than the students learning through conventional method, and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at post test.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to type of school at conventional method at post.
The students of girls school are better than the students of boys school at post test, and the students of co-education school are better than that of other two type of school on mathematics at co-operative learning method at post test.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to type of school at co-operative learning method at post.

The students of girls’ school are better than the students of boys’ school at post test, and the students of co-education school are better than that of other two type of school on mathematics at co-operative learning method at post test.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to type of school at multi-media learning method at post test.

The students of girls’ school are better than the students of boys’ school at post test, and the students of co-education school are better than that of other two type of school on mathematics at multi-media learning method at post test.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to type of teaching at boys’ school at post test.

The students learning through co-operative method are better than the students learning through conventional method at post test, and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at boys’ school at post test.
There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to method of teaching at girls’ school at post test.

The students learning through co-operative learning method are better than the students learning through conventional method on mathematics at girls’ school at post test, and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at girls’ school at post test.

There is significant difference among the mean scores of mathematics of selected matric. higher secondary and higher secondary school students with respect to method of teaching at co-education school post test.

The students learning through co-operative learning method are better than the students learning through conventional method on mathematics at co-education school at post test and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at co-education school at post test.

**Different Teaching Methods with respect to Gender**

Gender has only two categories, it can be directly implied that the girls (mean = 38.82) of selected matric. higher secondary and higher secondary schools are better than the boys (mean = 37.80). Further, since tests has only two categories, it can be directly implied that the students of selected matric. higher secondary and higher secondary schools are better in post test scores (mean = 42.13) than that in pre test scores (mean = 34.48).
There is significant difference among the mean scores of mathematics of selected matric, higher secondary and higher secondary school students with respect to method of teaching.

The students learning through co-operative learning method are better than the students learning through conventional method on mathematics and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics.

Gender has only two categories, it can be directly implied that the girls (mean = 37.60) are better than the boys (mean = 35.40) at conventional method, girls (mean = 39.09) are better than the boys (mean = 38.49) at co-operative learning method, and girls (mean = 39.50) are better than the boys (mean = 39.50) at multi-media learning method.

There is significant difference among the mean scores of mathematics of selected matric, higher secondary and higher secondary school students with respect to method of teaching at boys. This finding is in agreement with the finding of Singh, Ahluwalia and Verma (2004).

The boys learning through co-operative learning method are better than the boys learning through conventional method, and the boys learning through multi-media learning method are better than the boys learning through conventional method and co-operative method on mathematics. This finding is in agreement with the finding of Anowar Hossain and Rohani Ahmad Tarmizi (2013).

There is significant difference among the mean scores of mathematics of selected matric, higher secondary and higher secondary school students with respect to method of teaching at girls.
The girls learning through co-operative learning method are better than the girls learning through conventional method, and the girls learning through multi-media learning method are better than the girls learning through conventional method and co-operative method on mathematics. This finding is in agreement with the finding of Joakim Samuelsson (2011).

The students learning through co-operative learning method are better than the students learning through conventional method, and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at post test. This finding is in agreement with the finding of Matthew Steven Haas Travis and Twiford Chair (2011).

The boys learning through co-operative learning method are better than the boys learning through conventional method, and the boys learning through multi-media learning method are better than the boys learning through conventional method and co-operative method on mathematics at post test.

The girls learning through co-operative learning method are better than the girls learning through conventional method, and the girls learning through multi-media learning method are better than the girls learning through conventional method and co-operative method on mathematics at post test.

Teachers must make use of working models for teaching other units of mathematics for standard XI and XII. Even the students may be motivated to prepare working models under the guidance and supervision of the mathematics teacher.

It show when other students have benefited much, the girl students have failed to reap this benefit. Considering the educational backwardness of these
learners extra time may be devoted to these students. These students may be helped to prepare multimedia package and their assistance may be sought in demonstration of mathematics classes.

**Different Teaching Methods with respect to Medium of Instruction**

Medium of instruction has only two categories, it can be directly implied that the English medium (mean = 38.91) of selected matric, higher secondary and higher secondary schools are better than the Tamil medium (mean = 37.71).

The students learning through co-operative learning method are better than the students learning through conventional method on mathematics and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics.

Medium of instruction has only two categories, it can be directly implied that the English medium (mean = 36.54) are better than the Tamil medium (mean = 36.33) at conventional method, English medium (mean = 39.43) are better than the Tamil medium (mean = 38.09) at co-operative learning method, and English medium (mean = 40.74) are better than the Tamil medium (mean = 38.70) at multi-media learning method.

The Tamil medium learning through co-operative learning method are better than the Tamil medium learning through conventional method, and the Tamil medium learning through multi-media learning method are better than the Tamil medium learning through conventional method and co-operative method on mathematics. This finding is in agreement with the finding of Verónica Galvan Carlan, Renee Rubin and Bobbette M. Morgan (2006).
The English medium learning through co-operative learning method are better than the English medium learning through conventional method, and the English medium learning through multi-media learning method are better than the English medium learning through conventional method and co-operative method on mathematics.

The students learning through co-operative learning method are better than the students learning through conventional method, and the students learning through multi-media learning method are better than the students learning through conventional method and co-operative method on mathematics at post test.

The Tamil medium learning through co-operative learning method are better than the Tamil medium learning through conventional method, and the Tamil medium learning through multi-media learning method are better than the Tamil medium learning through conventional method and co-operative method on mathematics at post test.

The English medium learning through co-operative learning method are better than the English medium learning through conventional method, and the English medium learning through multi-media learning method are better than the English medium learning through conventional method and co-operative method on mathematics at post test.

Expertise of resource persons can be utilized for development of instructions for various subjects and various standards and then their expertise can be made available to a wide range of student population. Teachers of higher secondary schools can be given orientation as to how to prepare PowerPoint and how to develop computer oriented multimedia packages especially in mathematics materials making
use of the resources locally available. This will give them a better preparedness to ensure optimum human resource development.

Keeping the result of the study in mind, the NCERT and SCERT may take up the onerous task of developing instructions for mathematics subject as they prepare teachers handbook and these can be supplied to all the schools, so that teachers can effectively make use of these instructions if not for the benefit of the entire class, at least for the benefit of the academically poor students like low achievers and under achievers in Mathematics.

The instructional PowerPoint programme and multimedia package based on the subject unit may be developed by the NCERT and SCERT making use of the expertise of talented teachers at national level and at state level respectively. These PowerPoint and multimedia package may be supplied to all the schools. If it is not possible due to scarcity of fund to supply to all the schools, a central literary may be setup at district headquarters to lend the cassette to the aspiring schools.

With a view to ensure optimum human resource development, special mathematical co-operative learning classes should be arranged for academically mathematical problems students in the evening hours as we have special coaching classes for the students in the evening hours. In the case of special coaching classes, four teachers for teaching students of standards from XI to XII paid by the State for this special task.

5.4. RECOMMENDATIONS OF THE STUDY

Based on findings of this study educational implications and recommendations are framed.
1. Separate studies can be attempted to assess the multimedia learning packages awareness of teachers working in higher secondary schools about their usage of technological devices.

2. Studies can be taken up in other districts also for more accuracy and better reliability. Similar studies can also be attempted at national and state level.

3. Attempts may be made to assess the multimedia learning packages of teachers in dealing the students mathematics achievement as the basis.

4. Studies on multimedia learning packages towards the seminars and conferences with different subjects (not only mathematics) may be attempted.

The present investigation has brought out the need to adopt innovative approaches in teaching mathematics, age-old methods of teaching mat be used sparingly and teachers should come forward to employ methods that are new, novel and challenging.

The level of mathematics awareness improves with the increased level of education. Teaching different methods in mathematics is essential for the promotion of healthy child and adolescent development, and for preparing young pupils for their changing social circumstances such as the abilities to perform under pressure, solve problems, meet deadlines and/or challenges, set goals, communicate, handle both success and failure, work with a team and within a system, and receive feedback and benefit from it.

Therefore the schools can take care of sponsored extracurricular activities if it is possible or the policy makers can recommend for the government to allot amount for each government, aided and matriculation schools.
Significant difference was between control and experimental group higher secondary students in different teaching methods in mathematics. Multimedia computer technology could enhance all of the core curricula. In English, it could be used to illustrate creative writing assignments. Social studies classes could use multimedia to develop geography or history presentations. Adding enthusiasm to learning in any discipline through the use of technology is limited only by the ability of a school to provide funding for the equipment, adequate software and efficient teacher. It is therefore recommended that to facilitate essential tools, software and efficient teacher for effective learning of skills.

Differences were found in mathematics awareness and academic achievement. Healthy family environment that can be helpful in better development of academic achievement. Responsibilities in home, school and society can be practiced through co curricular and extracurricular activities. It is therefore recommended that pre service, in service and refresher courses should be conducted to teachers on the strategies to meet challenge demands of their career. If the teachers are well trained and highly motivated, learning will be enhanced.

Difference was found in different teaching methods in mathematics among different schools of control and experimental group in pre test and post test. Different teaching method is important to the educational success.

Recommendations for a Teacher in Incorporating Innovations in Teaching Mathematics
1) For effective transaction of the curriculum and achievement of curricular objectives appropriate method and pedagogic resources should be used in providing learning experiences to the students.

2) A number of factors need to be considered while making use of a particular method and pedagogic resource: learners’ capabilities, availability of resources, entry behavior, school environment, objectives to be achieved, the nature of content and the teacher’s own preparation and mastery.

3) Decide on and plan in advance the innovative idea that the teacher would be incorporating to transact a particular concept so that loss of instructional time is prevented or minimized.

4) The immediate environment of the learner both natural and human should be used when and where possible for making learning concrete and meaningful.

5) Involve the students in the process of learning by taking them beyond the process of listening to that of thinking, reasoning and doing.

6) In order to promote self-study skills use of library and resource center needs to be encouraged.

7) Receiving regular feedback for teaching and learning should be an inbuilt component of teaching learning process. Continuous and comprehensive evaluation has to be ensured as it plays an important role for the required modification in teaching learning process.

8) Mathematics teachers’ organizations at different levels should be formed where sharing of ideas and experiences, developing resources in a collaborative manner and the mechanisms that enable teachers to carry out innovations is being discussed. Mathematics teachers’ organizations can be instrumental in establishing a climate of confidence in carrying out
innovations and a positive attitude to new approaches in teaching mathematics.

9) Properly instruct and guide the students for carrying out different activities and precautionary measures should be taken so that students are not misguided.

10) Study mathematical journals and modern books of professional interest. Any facilities of in-service training should be availed of for improving teaching of mathematics.

The teacher can always ask himself two questions: 1.‘ Is there some new way in which I can present this material in order to make it more meaningful and more interesting?’ 2. ‘What activities, demonstrations, teaching aids, etc. would enrich the classroom presentation and direct attention of students to the important elements?’ Once the teacher discovers innovative ways to arouse interest and enthusiasm in the class, teacher will be able to use these ideas again the following year, since those will be new and fascinating to a different class. But teacher should keep in mind that as time passes, the world undergoes a change, the environment surrounding students changes and their needs also changes, so one has to continuously go on modifying and discovering new ways of teaching which proves him a better teacher.

5.5. SUGGESTIONS FOR FURTHER RESEARCH

The following suggestions are given as further research on the study.

i) Only few factors such as mathematics awareness and academic achievement related to different teaching methods are studied. It is therefore, suggested that the
studies may be extended with the factors like government policies, social environment, media influence, school environment and so on.

ii) Higher secondary students are taken for this study. It is therefore recommended that the study may be conducted among the other professional students and nonprofessional students.

iii) 360 higher secondary students studying in Kanyakumari District, Nagercoil Educational District are taken. It is therefore suggested that the study may be extended to other district schools.

iv) This study may be conducted from college level and regarding that curriculum can be modified.

v) In order to validate the results, this study may be replicated by assessing the different teaching methods with the help of other standardized tools.

vi) Innovative programmes of different teaching methods can be practiced within teacher education programme to provide teacher candidates with additional skills to meet the challenges of an increasingly diverse student population.

vii) Research based on teacher candidates into the classroom and analyzing their effectiveness through the gains of their students in social, emotional and academic learning, will provide a fertile field for future investigation.

In this study only impact on mathematics teaches alone is assessed. In order to give weight age to the findings future research should be made on the impact
of the same teaching methods on all the subjects taught in XIth and XIIth and hence must arrive at a consolidated finding.

5.7. CONCLUSION

“The destiny of India is now being shaped in the class room”. One of the assertions of Kothari Commission finds ample use by all who want to talk or write on education. The statement throws light on the importance of the place called "Class room" in a formal system of education. It is really the place where the matured personality of the teacher influences the unshaped personality of the students. Clearly speaking, the way by which the teacher- student interaction that flourishes in the class room decides the expected bahavioural outcome. Even for class room teaching proper-teacher-students interaction is much expected to bring the expected behavioural outcome in teaching.

Today our great and pressing need is for great teachers. Our greatest need at the moment is not for more and better information, it is far more and better dissemination of the information already have, it is to hold the student, to prevent him from becoming a drop out, a welfare recipient. For every student that fails or drops out, for every teacher and society as a whole has failed just that much. These are the days of educational decisions. The educationists succeed or fail in the first great opportunity that society has given us to prove the cause of education for the 21st century. It reminds us of the great eradicator who said, "I educate my students for the future, the future is where I plan to spend the rest of my life".