# CHAPTER-V

## SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

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CHAPTER-V
SUMMARY OF FINDINGS, SUGGESTIONS AND CONCLUSION

5.1. INTRODUCTION

This chapter restates the title of the study, objectives of the study, hypotheses tested, sample and sampling technique, instrumentation, standardization of the tool, and data collection. Major findings and conclusions of the study are also discussed in this chapter.

5.2. NEED AND SIGNIFICANCE OF THE STUDY

In the Indian classroom environment, students are in different levels of abilities. Sometimes these abilities will not be useful for the students to do mathematical computation and therefore, it is very difficult for the teachers to show special attention on low ability students and train them in solving mathematical computation. In this situation, the study is needed one to help teachers to identify the dull and backward children and to help them to improve their computational ability in maths subject in a successful way.

The role of teachers is considered a decisive element that can make decision quickly and confidently with the help of this study about mathematics students. His personal approach to students to perform computational ability may create congenial atmosphere to students of mathematical class. This sort of personal approach may have a way for teachers to develop their skill in solving students problems related to mathematical computation in a desirable way. In this aspect the study is considered as an important one. The study will be more helpful to the teacher to increase their involvement in improving the students’ ability and
in solving mathematical computation, there are various factors involving in the
mathematical computation which contribute to the higher achievement in
mathematics, particularly in school students.

The present study may be helpful to teachers in regulating the qualities of
apprehension, distress, uneasiness and tension in the emotional state and reduce the
intensity of problems linked with emotional instability in mathematics in classroom climate.

By identifying the ego-stress of the students by the mathematics teachers
(Ravinder, 1977), they can improve the performance level of mathematics students.

Therefore, identifying and the effective variables of self-concept is also an
important task of the teacher to promote better performance related to
computational abilities.

Further, the present study may help the teacher to identify students' difficulties and solve the problem of students in maths class and this approach
improves students learning in an absolute way. This study may also help teachers
to perceive the problems of students related to affective variables and provide
convergent thinking and understanding the difficult problems and analyzing them.

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Therefore, identifying and the effective variables of self-concept is also an
important task of the teacher to promote better performance related to
computational abilities.
5.3 SCOPE OF THE STUDY

The scope of the study is focused in the following aspects: i) It reduces the students’ mental stress in solving the mathematical problems in order to improve their computational abilities. ii) It may control the maths problems related affective variables inside the classroom. iii) It helps learners to accomplish the goal oriented behaviour to solve maths problems. iv) It may change the attitude of maths teachers to solve their problems of slow learners and backward children v) it may also develop the skills of problem solving which is needed to improve students computational abilities and v) It may help the students to learn how to avoid maths anxiety particularly while solving the maths problem.

5.4. OBJECTIVES OF THE STUDY

The following are the objectives for the present investigation

1. To assess the level of Self - Concept, Locus of Control, Maths Anxiety and Computation Ability of students at secondary level.

2. To find out the significant differences if any between the Self - Concept, Locus of Control and Maths Anxiety of students at secondary level with respect of gender, locality, Nature of school, type of school, parents occupation and parent income.

3. To find out the relationship between Self - Concept and Computation Ability, Locus of Control and Computation Ability, Maths Anxiety and Computation Ability of students at secondary level.
5.5. HYPOTHESES OF THE STUDY

The following hypotheses are formulated for the present study

5.5.1 Major Hypothesis

1. The level of Self – Concept, Locus of Control, Maths Anxiety, and Computation Ability is moderate in students who are studying at secondary level.

2. There is no significant difference between the Self – Concept, Locus of Control, Maths Anxiety and Computation ability in students at secondary level.

3. There is no relationship between the Self - Concept, Locus of Control, Maths Anxiety and Computation Ability in students at secondary level.

5.5.2 Specific Hypotheses

4. There is no significant difference between the Self - Concept among students who are studying at secondary level with respect to gender.

5. There is no significant difference between the Self - Concept among students who are studying at secondary level with respect to locality of school.

6. There is no significant difference between the Self - Concept among students who are studying at secondary level with respect to nature of school.

7. There is no significant difference between the Self - Concept among students who are studying at secondary level with respect to type of school.
8. There is no significant difference between the Self-Concept among students who are studying at secondary level with respect to parents occupation.

9. There is no significant difference between the Self-Concept among students who are studying at secondary level with respect to parents income.

10. There is no significant difference between the Locus of Control among students who are studying at secondary level with respect to gender.

11. There is no significant difference between the Locus of Control among students who are studying at secondary level with respect to locality of school.

12. There is no significant difference between the Locus of Control among students who are studying at secondary level with respect to nature of school.

13. There is no significant difference between the Locus of Control among students who are studying at secondary level with respect to type of school.

14. There is no significant difference between the Locus of Control among students who are studying at secondary level with respect to parents occupation.

15. There is no significant difference between the Locus of Control among students who are studying at secondary level with respect to parents income.
16. There is no significant difference between the Maths Anxiety among students who are studying at secondary level with respect to gender.

17. There is no significant difference between the Maths Anxiety among students who are studying at secondary level with respect to locality of school.

18. There is no significant difference between the Maths Anxiety among students who are studying at secondary level with respect to nature of school.

19. There is no significant difference between the Maths Anxiety among students who are studying at secondary level with respect to type of school.

20. There is no significant difference between the Maths Anxiety among students who are studying at secondary level with respect to parents occupation.

21. There is no significant difference between the Maths Anxiety among students who are studying at secondary level with respect to parents income.

5.6. LIMITATIONS OF THE STUDY

1. The study is confined to the selected intervening variables on Self-Concept, Locus of Control and Maths Anxiety of secondary level students.

2. The study is limited to find out the influence of selected intervening variables on Self-Concept, Locus of Control and Maths Anxiety on Computation Ability at mathematics students studying secondary level.
3. The study is limited to identifying Self-Concept, Locus of Control and Maths Anxiety on Computation Ability in mathematics at secondary level students.

4. The study is confined the relationship of Self-Concept, Locus of Control and Maths Anxiety on Computation Ability among mathematics students at secondary level.

5.7. RESEARCH DESIGN OF THE STUDY

In the first phase, identifying the Self-Concept, Locus of Control, Maths Anxiety among the mathematics students who are studying at secondary level, by using descriptive survey research was carried out. In the second phase, identifying the variables contributed or disturbs the Computation Ability among secondary level of students were undertaken. In third phase, of assessing the level of Computation Ability of Mathematics students at secondary level was done.

5.8 SAMPLE

In the present study simple random technique has been used to collect the sample from the target population. The sample size comprises of 500 IX standard students who are studying in high schools of Trichy and Pudukottai districts in Tamilnadu State.
5.9 DATA ANALYSIS

The following statistical technique were applied to the present investigation

- Differential analysis
- Mean ,SD
- ‘t’ Test
- Karl Pearson’s product moment correlation
- ANOVA

5.10. MAJOR FINDINGS OF THE STUDY

Major Findings

1. The study concluded that almost secondary school students have moderate level of Self - concept, locus of control, maths anxiety and computation ability.

2. There is no significant difference between self - concept and computation ability of students studying at secondary level.

3. There is no significant difference between locus of control and computation ability of students studying at secondary level.

4. There is no significant difference between Maths anxiety and computation ability of students studying at secondary level.

5. It is found that there is a positive correlation exists between self – concept, locus of control, Maths anxiety and computation ability of students at secondary level.
Specific Findings

SELF-CONCEPT

1. There is no significant difference between male and female in self-concept of students studying at secondary level.

2. There is significant difference between students living in rural and urban area in Self-concept.

3. There is no significant difference between the nature of school in self-concept level who are studying in rural and urban schools.

4. There is no significant difference between type of schools (boys and girls) in self-concept of students studying at secondary level.

5. There is no significant difference between type of schools (boys and co-ed) in self-concept of students studying at secondary level.

6. There is no significant difference between type of schools (girls and co-ed) in self-concept of students studying at secondary level.

7. There is no significant difference between parent occupation (government or private) and self-concept of students studying at secondary level.

8. There is no significant difference between the students’ parental income group of below 10000 and above 10000 in self-concept of students studying at secondary level.

LOCUS OF CONTROL

1. There is no significant difference between male and female in locus of control of students studying at secondary level.

2. There is no significant difference between locality of school in rural and urban area in locus of control.
3. There is no significant difference between nature of school in rural and urban in locus of control studying at secondary level.

4. There is no significant difference between type of schools (boys and girls) in locus of control of students studying at secondary level.

5. There is no significant difference between type of schools (boys and co-ed) in locus of control of students studying at secondary level.

6. There is no significant difference between type of schools (girls and co-ed) in locus of control of students studying at secondary level.

7. There is significant difference between parent occupation (government or private) and locus of control of students studying at secondary level.

8. There is no significant difference between the parental income group of below 10000 and above 10000 in locus of control of students studying at secondary level.

MATHS ANXIETY

1. There is no significant difference between male and female in Maths anxiety of students studying at secondary level.

2. There is significant difference between locality of school in rural and urban area in Maths anxiety.

3. There is no significant difference between the students’ Maths anxiety level who are studying in rural and urban schools.

4. There is no significant difference between type of schools (boys and girls) in Maths anxiety of students studying at secondary level.

5. There is no significant difference between type of schools (boys and co-ed) in Maths anxiety of students studying at secondary level.
6. There is no significant difference between type of schools (girls and co-ed) in Maths anxiety of students studying at secondary level.

7. There is significant difference between parent occupation (government or private) in Maths anxiety of students studying at secondary level.

8. There is no significant difference between the students’ parental income group of below 10000 and above 10000 in Maths anxiety of students studying at secondary level.

5.11 RECOMMENDATIONS OF THE STUDY

The present investigation may witness various personal variables influencing the self-concept, locus of control and maths anxiety of the students while performing their academic streams. In order to control the self-concept, locus of control and maths anxiety among student communities, some fruitful activities are to be given during their academic period such as club activities, competitions, organizing programmes, dramas and dances etc which will surely control the self-concept, locus of control and maths anxiety of students who are studying at secondary level. The present investigation strongly recommends the authorities to make the students happy by organizing such activities and conducting special classes in maths in their school premises frequently which helps them control their self-concept, locus of control and maths anxiety and perform well in their academic achievement. In order to promote mathematics achievement which requires some kind of abilities such as computation ability which is important to perform mathematics in better way, the present investigation may recommend the above said activities to be carried out frequently in their school premises which
influence the contributing self-concept, locus of control and maths anxiety among high school students.

5.12 IMPLICATIONS OF THE STUDY

The present investigation implies various factors involving the controlling the self-concept, locus of control and maths anxiety among students at secondary level, which is to control by themselves and make them control by the teacher to offering some activities. It helps the concerned students to make them stable in their Maths anxiety activities. In student level it is considered most important one because of they are dealing with same kind of difficult problem in their academic streams. In order to enrich the mathematics performance it requires various type of psychological intuition such as physical stability implies major role in performing mathematics at secondary level students.

5.13. SUGGESTIONS FOR FURTHER RESEARCH

* The same investigation may be extended to higher secondary level.
* Further investigation may be conducted at college and university level students who belong to mathematical background.
* The same investigation may be carried out in middle school level.
* The present investigation may be extended to Matriculation and CBSE schools.
5.14. CONCLUSION

The present Investigation arrived at conclusion that most of the students who are studying at secondary levels are found to be moderate level in self-concept, locus of control and maths anxiety while dealing their academic streams. Particularly the mathematics subject requires deep concentration to deal mathematical problem in an easy way. In order to enrich mathematical interest among students the teacher frequently should give the orientation regarding the importance of mathematics to the secondary level students. This helps the students to reduce maths anxiety and leads to better understanding of maths concepts. In this area, the investigator has suggested some activities like yoga, meditation and group practice to perform mathematics in successful way during the school climate. Hence the present investigator made a fruitful attempt to identify the various intervening variables involving the self-concept, locus of control and maths anxiety by offering some activities to students who are studying at secondary level.