CHAPTER – 6

FINDINGS AND CONCLUSION

6.1 FINDINGS

- The students with high socio economic status group is better than the students with low socio economic status group is Achievement in Mathematics.
- The students of small families are well off than the students of big families with regard to achievement in Mathematics.
- The students whose parents are highly qualified are better in Achievement in Mathematics
- The students whose parents are in secure profession are better in Achievement in Mathematics.
- The students whose parents are having a fixed and adequate source of income are better in Achievement in Mathematics.
- The students whose monthly family income is more are comparatively better in Achievement in Mathematics.
- The students who reside in pucca stable house are better in terms of Achievement in Mathematics.

- In high level of Intelligence, students with high socio-economic status are better than the students with low socio economic status in Achievement in Mathematics.
- In Average Level of Intelligence, students with high socio economic status are better than the students with low socio economic status in Achievement in Mathematics.
- In below Average Level of Intelligence, students with high socio economic status are better than the students with low socio economic status in Achievement in Mathematics.
- Achievement in Mathematics are different for different levels of Intelligence.
- Interaction effect between intelligence and socio economic status has no significant effect on Achievement in Mathematics.
- Intelligence and Achievement in Mathematics are positively related to each other.
- Over all Socio economic status and Achievement in Mathematics are positively related.
- Among different dimensions of socio economic status number of family members, educational qualification of the parents, source of income of the family, monthly income of

the family, house category has positive correlation with Achievement in Mathematics.

- Among different dimensions of socio economic status, occupation of the parents has negative correlation with Achievement in Mathematics.
- Intelligence and four dimensions of socio economic status viz. source of income, number of family members, occupation and house categories are the common predictor of students Achievement in Mathematics.

6.2 CONCLUSION

Though the world is more mathematically inclined, the majority of students in school feel it as more abstract. The teacher can teach it with the help of modern educational technological devices and more advanced effective methods of teaching, there is a poor performance of the students in the mathematics. But it is found that students' achievements in mathematics at secondary level under Tripura Board of secondary Education are very poor. Hence, there must be some factors like psychological, social and biographical affecting the learner in learning of mathematics at large.

The major thrust of the present research was to study the nature and contributory factors of Achievement in Mathematics of

the secondary level students. The study aims to explore the factors that are enhancing as well as deteriorating the Achievement of Mathematics of the students and for this purpose the following important variables have been undertaken: Intelligence, and Socio-Economic Conditions.

Through the present study it is apparent that Intelligence is a fundamental factor which can predict mathematical academic achievement in schools, and has an important role in students' future success (Kuncel et al., 2004; Chamorro-Premuzic & Furnham, 2005). It can be concluded that Intelligence and 4 dimensions of SES i.e. Source of Income, Number of Family Members (Family Type), Occupation and House category are the main common predictors of Students Achievement in Mathematics.

6.3 SUGGESTIONS TO PARENTS AND TEACHERS

- Students with low socio-economic status are comparatively poor in mathematics so students with low socio-economic status should be given special emphasis so that they can overcome the problems in mathematics and can do good results.
- Students with big families are to be given attention by the family members and the teachers so that they improve their achievement in mathematics.

- As the parents educational qualification has a role in achievement in mathematics so the teachers of the school should take care those students whose parent's educational qualification is low.
- Security in parent's occupation has an impact on their children's achievement in mathematics, so those students whose parents occupation is not secured they should be encouraged for good achievement in mathematics.
- Fixed and adequate source of income enhance students achievement in mathematics. If the children's source of income is not fixed and adequate they should be motivated for good performance in mathematics.
- If the monthly income of the family is low then students should be provided with various types of scholarships for improving economic conditions and academic achievement in mathematics.
- House conditions of the students influence their achievements in mathematics so those who have poor house conditions special attention should be given for their improvement in mathematics.

- Students whose intelligence level is below and socio-economic status is poor, they should take special care for good achievement in mathematics.
- Intelligence has an important impact on achievement in mathematics so level of intelligence should be given proper weight age in learning mathematics. If the intelligence level is low then special care should be taken for them so that they can learn mathematics.
- Students whose intelligence level is very low, their achievement in mathematics is also very poor so for very low intelligence level students mathematics should be taught them in such a way so that they can achieve minimum level of the subject.

From above discussion it is clear that achievement in mathematics to some extent depends on intelligence and socio-economic status of the students. In reality intelligence is psychological and biological, teachers cannot increase intelligence level and socio-economic status is social areas, teachers cannot change the social status. So the teachers while teaching they have to teach considering all these. Teachers should identify the children's intelligence level and realize the social status, and then they should take care for the children so that they can achieve mathematics at minimum level.

6.4 AREAS OF FURTHER RESEARCH

After a thorough review of the Achievement and its related variables, numerous interesting and useful studies await to be concluded in these areas which basically aimed to relate some other aspects as listed below:-

In present study, the results obtained by the researcher might not cover all the areas of achievement in mathematics, intelligence and socio-economic status of children. Further research may be needed to cover all the population. Hence some valuable recommendation for the further research in this field is recommended. These are –

- In the present study researcher has taken only the former west Tripura district but research can be taken in other two former districts of Tripura.
- In present study research has taken only secondary level students but research can be done on students at

  a) Primary level

  b) Upper primary level

  c) Higher secondary level.
- Achievement in mathematics not only depends on intelligence and socio-economic status so research can be done on the following areas:

a) Attitude and achievement in mathematics

b) Interest and achievement in mathematics

c) Mental health and achievement in mathematics

d) Drill and practice and achievement in mathematics.

- Research can be done on class room environment and achievement in mathematics
- Research can be done on methods of teaching and achievement in mathematics
- Research can be done on curriculum and achievement in mathematics.

Hence in wide canvas of the present research field it can be said that a few noteworthy points of psychosocial correlates have been traced to add new dimensions of knowledge regarding Achievement in Mathematics. Future effort is needed in the field of education and wellbeing of the students so that the human attribute of positive thinking and efficient dealing can be turned out into the most precious human resource and investments in terms of nurture, cultivation and manifestation to enhance human equipment to phase out inevitable negativities of life.