



**CHAPTER- V:  
SUMMARY,  
FINDINGS AND  
RECOMMENATIONS**

# CHAPTER – V

## SUMMARY, FINDINGS AND RECOMMENDATIONS

### 5.1 INTRODUCTION

In the first chapter, researcher presented with an introduction to the problem, stated the problem and brought out the rationale of the problem. Further researcher formulated objectives of the study and also framed research questions that guided the research work. In addition, researcher presented with objectives of the study. At the end researcher has mentioned the limitations of the study.

In the second chapter, researcher presented the brief review of researches that have been conducted by various individuals and agencies.

In the third chapter, the methodology of the present of the present work has been described.

In the fourth chapter, researcher presented the data analysis and interpreted them.

This chapter includes a brief summary of the study; findings and the conclusions drawn from various analyses along with the recommendations for further research on related area have also been outlined.

The present study tried to see the Attitude towards mathematics and its relationship with perceived career choices among 9<sup>th</sup> class students.

### 5.2 STATEMENT OF THE PROBLEM

The present study is undertaken to find out relationship between attitude towards mathematics and perceived career choices of student of class 9<sup>th</sup>.

Attitude towards mathematics and its relationship with perceived career choices among 9<sup>th</sup> class students.

### **5.3 OBJECTIVES OF THE STUDY**

1. To study students attitude towards mathematics.
2. To compare the attitude towards mathematics of boys and girls.
3. To study various career choice of students.
4. To study the influence of school on attitude towards mathematics.
5. To study the influence of gender, school and their interaction on attitude towards mathematics
6. To study the relationship between attitude towards mathematics and career choices.

### **5.4 HYPOTHESIS OF THE STUDY**

1. There is no significant difference between attitude towards mathematics of boys and girls.
2. There is no significant influence of school on attitude towards mathematics.
3. There is no significant influence of gender, school and their interaction on attitude towards mathematics.

### **5.5 RESEARCH QUESTION**

Does interest towards mathematics has any influence on career choices of 9<sup>th</sup> standard students?

## **5.6 VARIABLES**

In the present study investigator has selected one independent and one dependent variable. The independent variable is attitude towards mathematics. The dependent variable is career choice.

## **5.7 LIMITATIONS OF THE STUDY**

Following were the limitations of the study

1. The study was limited to the attitude towards mathematics and its relation with perceived career choices.
2. The researcher has delimited her study to a CBSE SCHOOL (D.M.S.) and a STATE BOARD school (I.P.S.) of Bhopal areas due to time constraints and lack of resources.
3. The sample of 90 students was taken due to limited scope of time of the study.
4. The study was conducted on one class i.e. class IX, of each school in Bhopal area.

## **5.8 METHOD**

To accomplish the objective of present study descriptive survey method was used.

## **5.9 SAMPLE**

A sample of 90 students of D.M.S. school and Indira Priyadishini Hr. Sec. School in Bhopal city was selected using purposive sampling.

## **5.10 RESEARCH TOOLS**

In this study 2 types of research tools were used for the collection data.

1. Attitude towards mathematics inventory
2. Career choice survey questionnaire

## **5.11 DATA ANALYSIS**

In the present study, Descriptive statistics and t- test, Mean, SD and ANOVA are used to analyze data.

## **5.12 FINDINGS**

The major findings are as follows:

1. The majority of the students have neutral attitude towards mathematics.
2. There is no significant difference between attitude towards mathematics of boys and girls.
3. There is no significant influence of school on attitude towards mathematics.
4. There is no significant interaction of gender and school on attitude towards mathematics.
5. There is positive relationship between attitude towards mathematics and perceived career choice.

## **5.13 Education implication**

Mathematics is a core subject which has linkage with other subjects. A child can enhance his/ her creativity and aspiration by developing positive attitude towards mathematics to achieve high goal.

Higher maths ability is often believed to go hand-in-hand with greater levels of general intelligence. At the same time, many students have a negative attitude towards maths. Maths anxiety is defined in the research literature as feelings of concern, tension or nervousness that are experienced in combination with maths. Research in education, cognitive psychology and neuroscience shows that anxiety can lead to a drop in maths performance. 'maths/science is only required by those students who choose to follow a scientific career'; 'maths is only for bright kids'; and 'societal and/or peer pressures prevent girls admitting they like and enjoy maths, whatever the level of difficulty of the study'. The latter myth relates to a

phenomenon known as stereotype threat, which has been widely researched in order to understand girls' higher levels of maths anxiety, poorer achievement and lower representation in maths-related careers. Application of this theory suggests that girls are exposed to negative stereotypes about gender and maths, and the threat of this stereotype makes them more vulnerable to feeling anxious.

Myths in relation to gender and maths are not the only ones that have the potential to negatively impact students' learning in maths. There is a common misconception that maths is only important for people with career interests in fields like engineering, business and science when, in fact, it is a subject that provides thinking skills invaluable to everyday life. Teachers have the opportunity to dispel negative stereotypes and myths about maths, and to help create a positive classroom environment that encourages students to have a go without fear. In order to do this, students should feel that maths is just like any other subject and hard work will bring about improvement. Teachers also have the opportunity to encourage their students to believe that things like gender stereotypes and negative peer culture should not limit their mathematical choices. Students should also be made aware of the many applications of maths in many careers and life pathways. Armed with this outlook, they will be able to fulfil their maths potential and make choices based on factors other than anxiety. Therefore, positive attitude towards mathematics can dispel the fear of math among students and reinforce interest to take this subject in a more joyful learning.

Work is very important; it has to be benefit with the innate ability of child, most of ability crafted through developing attitude towards mathematics.

#### **5.14 Suggestions for further research studies**

- This study may further extended in increasing sample size.
- This study may further extended to secondary school and college students.
- This study may further extended in rural schools, residential schools, welfare schools and special schools.

- This study may further extended by taking variable like medium of instruction, age and socio-economic background.
- This study may further conducted on different subjects as well as.
- A study may further conducted to find relationship between attitude towards mathematics and academic achievement.

### **5.15 Conclusion**

The primary goal of this study was to contribute to our understanding or knowledge of the attitude towards mathematics and different career. This study was conducted to study attitude towards mathematics and its relationship with perceived career choice.