CHAPTER: 5

FINDINGS AND CONCLUSION

5.1 Introduction

This study has attempted to study the students' mathematical interest, and school environment This chapter contains summaries findings of study and conclusion above the findings, the conclusion drawn from various analysis in chapter 4. Which followed by educational implications based on findings of study. Further some recommendations and suggestions also provided for future research on related topics have also been kept in view.

5.2 Summary

The present study deals with the study of the school environment, students' interest in Mathematics. The major areas of the study to find out the relationship between student interest in mathematics and school environment of different schools of Bhopal (M. P). The samples were drawn for this purpose from four schools of "Fanda Block" of Bhopal division. For this the analysis of data is described. The following findings emerged from the analysis of the data are presented below**.**

5.3 Statement of the problem

"**a study of students' interest in mathematics in relation to school environment"**

5.4 Objectives of the Study

1. To study the mathematical interests of secondary school students.
2. To compare the mathematical interest between boys and girls in secondary school.
3. To compare the mathematical interest of secondary students of government and private schools.
4. To compare the mathematical interest between students of CBSE and STATE board affiliated schools.
5. To study the school environment of government and private secondary schools.
6. To compare the school environment of CBSE and STATE board affiliated schools.

7. To study the relationship between mathematical interest and school environment.

5.5 Hypotheses of the Study

1. There is no significant relationship between the school environment and students' interest in mathematics.
2. There is no significant difference in interest in mathematics between boys' and girls' students.
3. There is no significant difference in students' interest in mathematics between private and government schools.
4. There is no significant difference in interest in mathematics between students in different types of schools.
5. There is no significant difference between interest in mathematics of students studying schools affiliated to different boards.
6. There exists no significant relationship between students in different types of schools.
7. There exists no significant relationship between students of schools affiliated to different boards.
8. There is no significant difference in interest in mathematics between students of schools affiliated to different boards.

5.6 Scope and Delimitation of the Study

1. This study is limited to secondary schools of Bhopal district (MP) only.
2. This research is limited to secondary students of class 9^{th} only.
3. The study was delimited to students from four selected secondary schools (DMS-RIE, Bal Bhawan, St. Michael, and Jahangiria), with a sample of 30 students per school (15 boys and 15 girls) studying in the class ninth of Bhopal district (MP).
4. The study was delimited to two variables only i.e. interest in mathematics, and school environment.

5. Sample was limited to 120 students by random selection

5.7 VARIABLES UNDER THE STUDY

school climate, Gender, School types, school boards type, students' interest in mathematics

5.8 SAMPLE OF THE STUDY

Sample was selected by using stratified random sampling, Two State Government Schools, Two Central Government Schools and in which two schools are private and two are government Schools from Bhopal, (M. P)

5.9 TOOLS USED FOR DATA COLLECTION

Research tools used for the data collection largely influences the nature of findings. Keeping the importance of tool in research, for the study research used school climate scale (SCS) for measurement of SCHOOL climate by Dr. Ashok Sharma and Anita Soni was published by AROHI MANOVIGYAN KENDRA, JABALPUR, Mathematical interest inventory developed by L N Dubey M. A (psy) M. Ed educational psychology and guidance college, JABALPUR which were published by AGRA PSYCHOLOGICAL RESEARCH CELL was used to find out students' interest level of mathematics.

5.10 PROCEDURE FOR DATA ANALYSIS

The research was visited the school and gather information about school climate of IX class students. The researcher was on IX class students and collected the data.

5.11 Major Findings

There exists a significant difference in mathematical interest between boys and girls of secondary school students of class 9^{th}. Boys show higher average interest in mathematics than girls.

Girls in Jahangiria school are mostly in the average category, possibly indicating a neutral attitude towards mathematics. Girls in St. Michael and Bal Bhawan have a higher percentage

in the high-interest category, showing greater enthusiasm. Boys in CBSE schools (DMS, Bal Bhawan) have a more balanced distribution, with a mix across all interest levels.

There exists a significant difference in mathematical interest between boys and girls of private school students in comparison to government school students.

There exists a significant difference in CBSE and private school students generally scored higher on interest and school environment scales.

There exists a positive moderate correlation (r = 0.46) confirms a significant relationship between school environment and mathematical interest.

Qualitative responses confirm the role of teaching quality, classroom atmosphere, and personal experiences also as influential factors in students' mathematical interest.

5.12 EDUCATIONAL IMPLICATIONS

The purpose of educational research is not only to contribute new facts to the field of education for the sake of knowledge alone but it should yield some recommendations for the improvement in educational policies and curriculum developmental process and practices. The results of the present study reaffirmed the relationship of the variables viz. students' mathematical interest in relation to the school environment.

The present study shows that boys score better than girls in interest in mathematics. Educational policy makers, mathematics teachers, should create strategies and environments to encourage girls' having law interest in mathematics. This can be helpful in their future career.

Allowing them to explore the ways of mathematical instruments and kits or laboratories.

CBSE private school students show higher mathematical interest and also in school scale scores. These differences occurred due to the presence of good resources and mathematics laboratories and kits, and different pedagogical practices used in CBSE affiliated schools

rather than STATE board affiliated schools. The government should take an initiative in the area of building mathematics laboratories in government schools to enhance the students' mathematical practices and policy makers recommended some pedagogical techniques which increases government school students' interest in mathematics.

School teachers should encourage interactive and activity-based learning in mathematics. Train teachers for engaging pedagogies. Providing training to teachers regarding engaging pedagogies to use during the teaching learning process. Professional development for teachers to enhance engagement strategies.

The government should improve the classroom and school environment for better learning. Change peoples' mentality to reduce gender bias and offer equal support to both boys and girls in educational practices. Regular feedback and support should be given to students struggling with mathematics. School climate improvements should be prioritized to foster better academic interest.

5.13 SUGGESTIONS FOR FUTURE RESEARCH

- The present study was conducted only in four secondary schools of Bhopal district. Similar studies can be carried out all over India.
- A similar study can be carried out upon the students of different age groups and different educational levels.
- A similar study can be carried out upon the students of different boards such as ICSE, and on other STATE BOARDS.
- A comparative study of similar type may be carried out in different states
- to study certain regional variations.
- Similar study can be done stream-wise and students have different school types such as boardings, madarsaa school', URDU boards etc….