

Chapter-V

Summary of Findings and Their Educational Implication

This chapter presents a brief summary of the study findings, the conclusions drawn from various analysis in chapter IV. This followed by the educational implication based on the findings of the study. Recommendations and suggestions for further research on related topic have also been outlined.

5.1 Introduction

The present study deals with the study of classroom environment achievement motivation and attitude towards mathematics. The major areas of the study to compare the classroom environment, achievement motivation and attitude towards mathematics of the students of different schools. The samples drawn from for this purpose from four schools of 'Fanda Block' of Bhopal division. For this the analysis of data is described. The following findings were emerged from the analysis of the data are presented below.

5.2 Summary of Findings

5.2.1 Significance difference of classroom environment, achievement motivation and attitude towards mathematics.

- The perception about attitude and achievement was not found significantly different of the students belonging to different categories of classroom environment.

- The perception of the students belonging to different categories of attitude towards mathematics about achievement motivation was not significantly different. As far as perception about classroom environment is concerned it results significant different.

- The perception about classroom environment and attitude towards mathematics was not found significantly different of the students belonging to different categories of classroom environment.

5.2.2 Relationship among the variables classroom environment, achievement motivation and attitude towards mathematics of students belonging to different types of school.

- The correlation between classroom environment, attitude towards mathematics and achievement motivation was statistically significant at 0.05 level.
- The interrelationship between achievement motivation and attitude towards mathematics was not significant.

5.2.3 Comparison of Classroom environment, achievement motivation and attitudes towards mathematics localitywise.

- The perception of urban and rural students about classroom environment was not found significantly different.

5.3 Conclusion of the study

- Classroom environment is related to achievement motivation and attitude towards mathematics. This indicates that achievement motivation and attitude towards mathematics can be improve by providing better psycho-social environment of the school.
- There was not much difference in achievement motivation as far as urban and rurals students are concerned.

- The attitude towards mathematics of urban students were high in comparison to their rural counter parts. This indicates that family background of the students has positive influence towards attitude. In rural schools a better classroom environment could be of great help to develop a right kind of attitude toward student.
- A significant relationship ($r=0.22$) was observed between classroom environment and attitude towards mathematics. A high positive coefficient of correlation was also obtained between achievement motivation and perception of the students about classroom environment.

5.4 Educational Implications and Recommendations

The findings of the study found that classroom environment was closely related to achievement motivation and attitude towards mathematics of the students. It means psychosocial environment (behaviour of teachers, interaction between teacher and students, active participation of students in classroom activity) provide opportunities to improve learning task. This in turn increases achievement motivation and can develop positive attitude towards mathematics.

To improve the psychosocial environment in the schools the suggestions and recommendation made are as follows :

- The teacher should give the opportunities to students for free exposure of their views, opinions in the classroom.
- The teacher should take personal interest in each students, help in solving their problems and tackle them according to the needs of individuals.
- Students should be given freedom to choose their own partners for group work.

- Students should be encouraged to find the answers as well as the reasons by themselves.
- Students should be given opportunity to work at their own place.
- Various types of teaching aids should be used by the teachers to clarify the difficult concept of the students.
- The teachers should try to generate the habits among students to use and collect information from locally available resources.

5.5 Suggestions for Further Research

In the light of the results of present study, the present problem can be undertaken from various other angles. Some of the suggested areas where investigations can be undertaken, are listed below :

1. As ICEQ has four different forms and only the actual form is used in the study and other three are untouched, exploration may be done to study the preferred classroom and their association to the actual classroom.
2. A comparative study with the variable exclusively boys & girls school as sample can be undertaken.
3. Socio economic status, I.Q. age may be taken under consideration for the development of attitude towards mathematics and achievement motivation.
4. Studies of the similar nature can be undertaken on institution run by different management.

