

Chapter the subject should have a variety

Education



**ASSIGN
BUSTER**

Chapter 4 SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS This chapter discusses the conclusion, implications of the findings and recommendations based on the findings.

Conclusions Based on the data gathered, the age of the respondents is in accordance with the age norm of grade 12 learners. The overall weighted mean of level of attitude towards mathematics was 2.62 and interpreted as “highly positive”. Study habits had an average weighted mean of 2.

54 and interpreted as “seldom”. School satisfaction and school pressure had an average of 2.78 and 2.59 respectively and is interpreted as “moderate”. These profile of the learners points out that they have inclination in Mathematics. This may serve as springboards in teaching-learning process.

In terms of level of performance of the learner in Mathematics, the learners obtained the mean grade of 82.80 with verbal interpretation of “average”.

Through the test significance, the researcher came up with the following conclusion: there is no significant relationship between the student-related barriers such as attitude, study habit, school satisfaction and school pressure and their academic performance in mathematics. This means that the performance of the learners in mathematics was not affected by the student related barriers in terms of attitude, study habit, school satisfaction and school pressure. Recommendations

Based on the conclusion, the following recommendations are made: 1.

Attitude, study habit, school satisfaction and school pressure, though found not significantly related to mathematics performance of learners needs to be improved. Administrators and teachers may look into the findings of

this study so that Mathematics performance of learners be improved. 2. In order that learners' attitude could be improved towards mathematics, teachers of the subject should have a variety of well chosen educational materials to present concepts to motivate the student's interest in Mathematics that affect their performance. 3. School activities should be minimized since it affects the learner's academic performance in Mathematics as perceived by the learners.

Learners tend to lose their concentration if there are class interruptions. 4. Learners should be encouraged to join seminar, workshops, and conferences in Mathematics to boost learners' confidence and upgrade their learning skills. 5. Teachers need to participate in seminars and in-service trainings on mathematics so they would be updated with the latest skills and trends needed in teaching of mathematics. Thus, they are exposed to the latest techniques and technology in the field of mathematics. 6. To have a better performance; a.

the students need to be given more exercises and drills in addition to the exercises given in the class. b. teachers may use different methods, different teaching aids and materials to motivate the learners. c.

Well-planned action plans need to be designed to cater to the needs of the learners that may enhance their performance in mathematics. d. teachers with specializations should not only for higher years but also for the lower years. 7. Similar Study may be conducted using more variables to reinforce the findings of the study. 8.

To elevate the learners' academic performance in Mathematics from average to high, the researcher proposed an action plan.