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**Study on set function concept developments characteristics for junior high school students.**

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The development characteristics and levels of junior high students' set function concept were studied through 693 students from grade one to grade three in 5 middle schools located in Beijing. The results showed that the set function concept development levels were lower at grade two than at grade one and three; there were not obvious differences between gender, grade factor, school factor or gender plus grade factor had obvious effects on students' set function concept development. There were remarkable differences ( $p < 0.05$ ) between grade two and three by multi-level comparing analysis; mathematics education quality effects the set function concept development.

*Classification:* D63