

**EFFECTIVENESS OF REWARD ON MATHEMATICS ACHIVEMENT OF  
GRADE III STUDENTS**

**A  
THESIS  
BY  
JAMUNA RIJAL**

**IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE  
OF MASTER OF EDUCATION**

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*Letter of Approval*

A

Thesis

By

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The thesis entitled “**Effectiveness of Reward on Mathematics Achievement of Grade III Students**” has been approved in partial fulfillment of the requirements for the degree of Master of Education, specialization in Mathematics Education.

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This is to certify that **Mrs. Jamuna Rijal**, a student of academic year 2068/069 with campus Roll No. 133 Thesis No. 1031, Exam Roll No. 281615 and T. U. Registration Number 7-2-32-834-2005 has completed this thesis under my supervision for the period prescribed by the rules and regulations of Tribhuvan University, Nepal. The Thesis entitled “**Effectiveness of Reward on Mathematics Achievement of Grade III Students**” has been prepared based on the results of her investigation conducted during the period of April, 2015 to August, 2015. I hereby, recommend and forward that her thesis be submitted for the evaluation as the partial requirement to award the degree of Master of Education specialization in mathematics.

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.....

Jamuna Rijal

## **ABSTRACT**

The study entitled "Effectiveness of Reward on Mathematics Achievement of Grade III Students" is an attempt to study the effectiveness of reward on students' achievement. It was conducted in Rasuwa district involving 17 students in experimental group and 15 students in control group. The study had two purpose: one is to analyze the effect of reward on mathematics achievement of grade III students and second is to gain an insight into the students' participation in learning during experiment.

This study used pre-test post-test non-equivalent group design and data was collected through experiment done providing one group with reward and another without reward by conducting the experiment for three weeks duration. Open-ended interview and classroom observation, where also taken for qualitative data. Achievement test papers, open-ended questions for interview, checklist and rating form for observation were main tools of this study. The t-value was calculated from the scores of achievement test to find the significance difference between two mean scores of pre-test and post-test and the information from interview and observation were analyzed using qualitative techniques.

It is concluded that psycho-symbolic reward with verbal reward play effective role to increase students' achievement scores and practice of reward creates positive consequences such as increasing students' involvement, punctuation and appropriate changes in students' activities and work habits.

## TABLE OF CONTENTS

	<b>Pages</b>
<b>LETTER OF APPROVAL</b>	<b>i</b>
<b>LETTER OF CERTIFICATE</b>	<b>ii</b>
<b>ACKNOWLEDGEMENT</b>	<b>iii</b>
<b>ABSTRACT</b>	<b>iv</b>
<b>TABLE OF CONTENTS</b>	<b>v</b>
<b>LIST OF TABLES &amp; FIGURES</b>	<b>vii</b>
<b>Chapters</b>	
<b>I. INTRODUCTION</b>	<b>1-9</b>
Background of the Study	1
Statement of the Problem	5
Significance of the Study	6
Objectives of the Study	7
Hypothesis of the Study	7
Delimitations of the Study	8
Operational Definition of the Terms	8
<b>II. REVIEW OF RELATED LITERATURES</b>	<b>10-15</b>
Literature Review	10
Theoretical Framework	14
Conceptual Framework	14
<b>III. METHODS AND PROCEDURES OF THE STUDY</b>	<b>16-36</b>
Design of the Study	16
Study Area	17
Formation of Control Group and Experimental Group	17
Intervention	18
Variables of the Study	18
Method of Experiment	19
Method of Construction of Episode	19

Control of Extraneous Variables	20
Some Uncontrollable Variables in the Experiment	22
Data Collection Tools and Techniques	22
Validity and Reliability of the Tools	23
Data Collection Procedures	24
Data Analysis Procedures	25
<b>IV. ANALYSIS AND INTERPRETATION OF DATA</b>	<b>26-37</b>
Analysis and Interpretation of Achievement scores of Experimental and Control Groups on Pre-test.	26
Analysis and Interpretation of Achievement scores of Experimental and Control Groups After Experiment	28
Analysis and Interpretation of Data Obtained from Open-ended Interview and Class Room Observation.	32
<b>V. SUMMARY, FINDING, CONCLUSION AND RECOMMENDATION</b>	<b>38-41</b>
Summary	38
Findings of the Study	38
Conclusion of the Study	40
Recommendation for Implication	40
Areas for Further Study	41
REFERENCES	42-43
APPENDICES	

## LIST OF TABLES & FIGURES

	Pages
Table No 1    Design of the Study	16
Table No. 2    Analysis of Pre-test Result	28
Table No. 3    Analysis of Post-test Result	30
Fig. No. 1    Conceptual Framework of Relationship Among Reward, Achievement Scores and Extraneous Variables	15
Fig. No. 2    Bar Graph to show Achievement Scores on Pre-test	27
Fig. No. 3    Bar Graph to show Achievement Scores on Post-test	29