

**EFFECT OF MATERIAL ON MATHEMATICS ACHIEVEMENT
IN ALGEBRA**

THESIS

BY

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**FOR THE PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION**

**SUBMITTED TO
THE CENTRAL DEPARTMENT OF EDUCATION
DEPARTMENT OF MATHEMATICS EDUCATION
UNIVERSITY CAMPUS
KIRTIPUR, KATHMANDU**

NEPAL

2015

LETTER OF APPROVAL
THESIS SUBMITTED
BY
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Entitled

'Effect of Material on Mathematics Achievement in Algebra' has been approved for the partial fulfillment of the requirements for Master's Degree in Mathematics Education.

Committee for viva-voice

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LETTER OF CERTIFICATE

This is to certify that Mr. Bharat BahadurShahi, a student of academic year 2068-2069 with campus Roll. 3113, T.U. Registration No. 6-1-55-364-2002, Exam Roll No. 281477and Thesis No. 1051 has completed this thesis under my supervision during the period prescribed by the rules and regulation of Tribhuvan University, Nepal. This thesis entitled **'Effect of Material on Mathematics Achievement in Algebra'** has been prepared based on the results of his investigation. I recommended and forward that his thesis be submitted for the evaluation as the partial requirement to award the Degree of Master of education in mathematics.

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ACKNOWLEDGEMENTS

At first, I am grateful to my thesis supervisor Dr. EkaRatnaAcharyaReaderof Department of Mathematics Education, Tribhuvan University who guided me throughout the study. His invaluable guidance made me complete and present this research work in this form.

I am equally grateful to Associate Prof.Laxmi Narayan Yadav, Department Head of Mathematics Education, Tribhuvan University, for his encouragement and cooperation while doing this research work.

Similarly, my sincere thanks go toProf.Dr. Hari Prasad Upadhyayand all Gurus and Gurumas of the Department of Mathematics Education for their direct and indirect help in carrying out this research work successfully.

I am thankful to all my colleagues for sharing their experiences about the study. I would like to thank all my family members who inspired me throughout to the research work.

I wish to acknowledge with appreciation and gratitude to many people for their encouragement and critical responses. Without them, I would have been incapable of writing this thesis.

Finally but foremost, I must express my best friend Mr. Dilli RamDhunganafor hiscomputer work and management the all materials.

.....

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ABSTRACTS

This is experimental research '**Effect of Material on Mathematics Achievement in Algebra**'. The objective of this study is to compare the mathematical achievement of grade VIII students taught with using algebraic tile and without using algebraic tile and how it was affected to teach algebra by using algebraic tile.

A pre-test post-test non-equivalent control group experimental design was adopted for the purpose of the study. In order to fulfill the objectives of the study, researcher selected the student of grade VIII studying in Shree Katyayani Secondary School as an experimental group and Shree Kalika Secondary School Achhama control group. The experimental and control group of students were taught algebra by researcher himself through algebraic tile and without using algebraic tile respectively for 3 weeks. After completion of the experiment, achievement tests on the chapter (consisting very short, short and long question) was administered to both groups and mean score was calculated from the sample of 15 students in experimental and control groups. The difference in mean achievement scores was tested using t-test for determining statistical difference between them. A part from qualitative outcomes the researcher observed the students regularity, interaction, co-operation and readiness for learning.

In conclusion, the researcher found that the main achievement scores of students taught by using algebraic tile becomes higher than the mean achievement scores of students taught without using algebraic tile of teaching mathematics. In qualitative aspects, while using algebraic tile of algebra students felt algebra learning easy which, increased their confidence and level of understanding regarding mathematical learning.

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