

**THE EFFECT OF COOPERATIVE LEARNING STRATEGY
IN LEARNING MATHEMATICS AT PRIMARY LEVEL**



A

THESIS

BY

MADAN KUMAR TIMILSINA

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

SUBMITTED

TO

DEPARTMENT OF MATHEMATICS EDUCATION

CENTRAL DEPARTMENT OF EDUCATION

UNIVERSITY CAMPUS

TRIBHUVAN UNIVERSITY

2014

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LETTER OF CERTIFICATE

This is to certify that **Mr. Madan Kumar Timilsina** a student of academic year 2067/068 B.S. with campus Roll No. 2058, thesis register number 967, T.U. Registration No. 9-1-57-191-2003 and Examination Symbol No. 281457 has completed his thesis under my supervision during the period prescribed by the rules and regulations of Tribhuvan University, Nepal and the thesis entitled "**THE EFFECT OF COOPERATIVE LEARNING STRATEGY IN LEARNING MATHEMATICS AT PRIMARY LEVEL**" embodies the result of his investigation conducted during the period of 2014 under the Department of Mathematics Education, University Campus, Kirtipur, Kathmandu. I recommend and forward that his thesis be submitted for the evaluation as a partial fulfillment for the Degree of Master's of Education

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(Mr. Krishna Prasad Adhikari)
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LETTER OF APPROVAL

A

Thesis Submitted

By

Madan Kumar Timilsina

Entitled

“The Effect of Cooperative Learning Strategy in Learning Mathematics at Primary Level” has been approved for the partial fulfillment of the requirement for the Degree of Master of Education.

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Mr. Madan Kumar Timilsina

ABSTRACT

This study investigates the rationale and value of using cooperative learning strategies in the mathematics classroom with special reference to its effectiveness of cooperative method in achievement in mathematics and analyze the behaviour of students during experiment. In this it is compared with conventional regular teaching method.

A pretest-posttest non equivalent group design was adopted for the purpose of the study. In this research, achievement test, class observation, teaching episodes and unstructure interview were the main tools for the study. The study sample was composed of 30 students in grade IV public school of Humla district. Two groups experimental and control were selected by random sample method from a sample school. The researcher developed the achievement test. Both the experimental and control groups were taught by researcher himself using cooperative and conventional regular teaching method respectively. Then the researcher have taken the pre and post mathematical achievement test to assess students achievement. The researcher calculated mean, variance and standard deviation of both group. The researcher has analyzed the data with the help of mean, variance and standard deviation than used the statistical t-test at the 0.05 level of significance. Also the researcher noted that both groups students behaviour, attendance rate, participation, learning interaction and class/home work in learning mathematics.

From the analysis of collected data, mean achievement score of students taught by using cooperative learning method is better than the students taught by conventional method. This study demonstrates that cooperative learning strategies enhance the teaching and learning process by transforming focus from a teacher centred situation into a student centred learning context. It is recommended that more research be carried out in different field of study to concentrate on improving the quality of learning and enhancing problem solving skills.

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