

CHAPTER- VI

SUMMARY AND CONCLUSION

The present study investigated the effectiveness of cooperative learning in teaching mathematics to the students of class VII and compare its effectiveness with currently used teaching methods in the classrooms. The main objectives of the study were:

#.To study the effectiveness of cooperative learning in mathematics as compared with traditional method of teaching.

#.To investigate the effectiveness of cooperative learning on boys and girls of class VII during mathematics teaching.

Corresponding to each of the objectives following hypotheses were formulated.

(i)Cooperative learning and traditional teaching methods have the same effect on the learning of students.

(ii)Cooperative learning has the same effect on the learning of boys and girls of class VII.

As this study was an experimental research design, the investigator used pretest post test control group design to find out the effectiveness of cooperative learning strategy in mathematics among students of class VII.

Two groups of students were selected for the studies using purposive sampling . One of the groups called experimental group was exposed to cooperative learning strategy and the other one control group was taught by the conven-

tional method of teaching. In this study the students of one school form the population. The researcher had used purposive sampling in selecting the sample for this study. The sample consisted of 64 students, 32 for experimental group and 32 for control group. There were 16 boys and 16 girls in both the experimental and control groups. The sample students hailed from low middle class-families.

In this study the independent was gender and dependent variable was cooperative learning. Some variables called extraneous variables were not directly under investigation, but can effect the study, if not controlled properly. The investigator took necessary steps to control different extraneous variables such as discipline, disturbance and anxiety.

The tool used for the present study was achievement test in geometry. The investigator made test was used for this research because standardized tool could not be found to meet the specific requirements of this study. The test items were discussed with the head master, teachers of the school in which study was conducted, and the supervisor to establish the validity of achievement test. Pilot study was undertaken to establish reliability and validity of the test. Necessary modifications in the test were made and the test was administered both to the experimental and control groups prior to the study and soon after the completion of the study. Pretest to experimental and control group was conducted separately. After that the experimental group was exposed to cooperative learning approach whereas the control group was taught through lecture method. After completion of the treatment both the experimental and control groups were given post test (the same test administered as pretest).

The data so collected was subjected to analysis by computing mean, standard deviation and gain score. The analysis of the data was undertaken to draw logical and statistical inferences. In analysing the data exploratory methods were used to have a feel of the data. Descriptive statistics was used to describe the performance of experimental and control students in pretest and post-test achievement scores. Where appropriate inferential statistics was used to test the two research hypotheses stated. The findings of the study were as follows :

#Cooperative learning and traditional teaching methods have different effects on the learning of students. The performance of experimental students was significantly higher than the performance of control students.

#Cooperative learning has the same effect on the learning of boys and girls while learning through cooperative approach. This shows that there was no significant difference between boys and girls while learning through cooperative approach. This demonstrates that gender differences have no effect on the learning of an individual.

As far as implications of the study were concerned it was found that the achievement of students learning through cooperative approach was significantly higher than the students of the control group so this strategy can be implemented in classroom practices in order to improve the learning of the students.

