

Title EFFECT OF COOPERATIVE LEARNING ON
MATHEMATICS ACHIEVEMENT AND SOCIAL SKILLS
OF THE SIXTH GRADE STUDENTS OF MENDRELGANG
PRIMARY SCHOOL IN BHUTAN

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ABSTRACT

The study aimed at identifying the effect of cooperative learning on mathematics achievement and social skills of the sixth grade students in Bhutan. This quasi experimental study was carried out in two classes of the sixth grade (class six 'A' and class six 'B') of Mendrelgang Primary School. Class six A (n=23) was assigned as the experimental group and class six B (n=23) as the control group. The experimental group learnt fraction by cooperative learning method and the control group by direct instruction method. The researcher designed an achievement test and social skills checklist which distributed to the students before and after the implementation of the cooperative learning as the pre-test and post-test. Based on the data analysis by using the t-test, the value of significance (2-tailed) was 0.000 which indicates a significant difference between pre-test and post-test of experimental group (in achievement test and social skills) as well as between post-test of experimental group and control group (achievement test). In conclusion, the cooperative learning method is effective in improving students' mathematic achievement and social skills in Mendrelgang Primary School in Bhutan. Accordingly, it is suggested that mathematics teachers of Bhutan need to incorporate cooperative learning as a teaching method to improve students' mathematics achievement.