

solving (CPS) strategy produced superior overall gains in both achievement and attitude scores than the control group taught via the conventional method.

Therefore the CPS strategy proved to be more effective in enhancing mathematics achievements than the conventional teaching methods. It also improves the attitude of learners towards mathematics. This corroborates the findings of [4].

6. Recommendations

The use of cooperative problem-solving strategy in teaching algebraic word problems in particular and mathematics in general has been found to be very effective in mathematics classrooms. It is also a veritable tool in minimizing mathematics phobia in the learners and improving their attitudes towards the learning of mathematics. The study therefore recommends that (a) Pedagogical training of teachers in Nigerian Colleges of Education and Universities should incorporate the in-depth study of various methods of mathematics task presentation to students especially the cooperative problem-solving strategy. Similarly (b) Text-writers should take cognizance of cooperative problem-solving strategy in the treatment of algebraic word problems. (c) Education stakeholders should encourage teachers to use this strategy in teaching mathematics so that students share their intellect, coexist harmoniously and learn without anxiety and enjoy mathematics lessons.

7. References

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