SUMMARY OF THE THESIS

The present study was intended to investigate the effect of co-operative mastery learning strategy on achievement in social studies of ix graders in relation to achievement motivation and academic stress. The study was experimental in nature. Sample of the study consisted of 210 (105 experimental group and 105 controlled group) IX class students from three Government secondary schools of Ludhiana district of Punjab, India. Experimental group was exposed to co-operative mastery learning strategy and the controlled group was exposed to conventional method. Achievement test in social studies (developed and standardized by the investigator), Achievement Motivation Scale (Revised in 2011) by Deo and Mohan, Academic Stress (Revised in 2005) by Bisht, Mixed Type Group Test of Intelligence (Revised in 2008) by Mehrotra and Instructional packages for Co-operative Mastery Learning Strategy (Developed and Validated by the investigator) were used as tools for data collection. The results of the study showed that achievement in social studies of group taught through co-operative mastery learning strategy is significantly higher as compared to group taught through conventional method. Students with high Achievement Motivation score significantly better in social studies than the students with low Achievement Motivation. Students with low academic stress score significantly better in social studies than the students with high academic stress. The interaction between achievement motivation and group (method of teaching), interaction between academic stress and group (method of teaching) and the interaction among achievement motivation, academic stress and group (method of teaching) are all found non-significant.