



A STUDY ON LEARNING STRATEGIES AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN VELLORE DISTRICT

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ABSTRACT

This study examined the relationship between learning strategies and Academic Achievement of high school students in Vellore District this study adopted survey method of research participants were 310 high school students randomly selected from different high schools in Vellore District. The research Instruments used for data collection learning strategies prepared by Anzi (2005) tested at 0.05 and 0.01 level of significance. The findings indicated that there is a positive relationship between learning strategies and Academic Achievement of high school students. There is exist significant impact with respect to medium of instruction. Type of school, parental Educational Qualification, parental occupation, Annual Income, of high schools students and there is no significant impact on First Generation Learner, Duration of hours studying per day, of high school students.

Keywords: Learning strategies, Academic Achievement, Types of Learning, Sampling, Hypothesis.

Introduction

A mutual aim of teaching and learning is to help the student learn tasks more efficiently and hopefully be able to transfer this knowledge to new situations. Learning strategies have been used throughout time to make this aim achievable. Learning strategies are the tools and techniques used by the learner in the understanding and learning of new materials or skills.

A learning strategy is a tool or technique used by students to enable them to successfully approach new learning situations and to complete school assignments independently. Learning strategies can be used to enhance learning and comprehension of skills or text; to integrate new information with previous knowledge; and to recall information or skills for application in both familiar and new situations. Learning strategies can help student's complete tasks successfully despite their disabilities by utilizing the strengths they bring to the learning process.

Learning strategies determine the approach for achieving the learning objectives and are included in the pre-instructional activities, information presentation, learner activities, testing, and follow-through. The strategies are usually tied to the needs and interests of students to enhance learning and are based on many types of learning styles. Learning strategies basically encompass the entire spectrum of a learning environment, to include processes, such as media, methods, technologies, and styles. And most importantly, strategies tie in both the learning methods and media to ensure they meet the needs of the Organizational goal.

Learning strategies are the particular habits or patterns espoused when engaged in the learning process. The proficiency of different learners in learning, reasoning and problem solving varies widely, and so do the strategies they evolve to carry out these activities. Hayes (1985)

raises the possibility that there may be several hundred plausible learning and thinking strategies, and identifies at least fifty different strategies that he himself presents in a basic learning-strategies course for students. Many researchers have examined the field of learning strategies, which has emerged as part of the cognitive science revolution in instructional technology.

Learning Strategies

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"Learning Strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self directed, more effective, and more transferable to new situations" (Oxford, 1990, p. 8).

Learning strategies refer to methods that students use to learn. This ranges from techniques for improved memory to better studying or test-taking strategies. For example, the method of loci is a classic memory improvement technique; it involves making associations between facts to be remembered and particular locations. In order to remember something, you simply visualize places and the associated facts.

Academic Achievement

Academic achievement or academic performance is the

outcome of education - the extent to which a student, teacher or institution has achieved their educational goals.

Academic achievement is commonly measured by examinations or continuous assessment but there is no general agreement on how it is best tested or which aspects are most important -procedural knowledge such as skills or declarative knowledge such as facts.

Academic is used to describe things that relate to the work done in schools, colleges, and universities, especially work which involves studying and reasoning rather than practical or technical skills.

Achievement encompasses student ability and performance; it is multidimensional; it is intricately related to human growth and cognitive, emotional, social, and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student's life in public school and on into post secondary years and working life. Merriam Webster defines achievement as "the quality and quantity of a student's work."

Statement of the Problem:

Formally the problem can be stated as follows. A study on Learning strategies and Academic Achievement of high school students in Vellore District.

Objectives of the study:

1. To find out the significant difference between of high school students learning strategies based on their.
 - a) Gender
 - b) Medium of Instruction
 - c) Type of school
 - d) Parental Educational Qualification
 - e) Parental Occupation
 - f) Annual Income of the family
 - g) First Generation Learner
 - h) Duration of hours studying per day
2. To find out the significant difference between of high school students Academic Achievement based on their
 - a) Gender
 - b) Medium of Instruction
 - c) Type of school
 - d) Parental Educational Qualification
 - e) Parental Occupation
 - f) Annual Income of the family
 - g) First Generation Learner
 - h) Duration of hours studying per day
3. To find out significant relationship between the learning strategies and Academic Achievement of

high school students

Hypothesis of the study:

1. There is no significant difference between of high school students learning strategies based on their
 - a) Gender
 - b) Medium of Instruction
 - c) Type of school
 - d) Parental Educational Qualification
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2. There is no significant difference between of high school students Academic Achievement based on their
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 - g) First Generation Learner
 - h) Duration of hours studying per day
3. There is no significant relationship between the learning strategies and Academic Achievement of high school students.

Research Design

Methodology

The study was conducted through survey method of Research and it is most suitable for the present study.

Sample

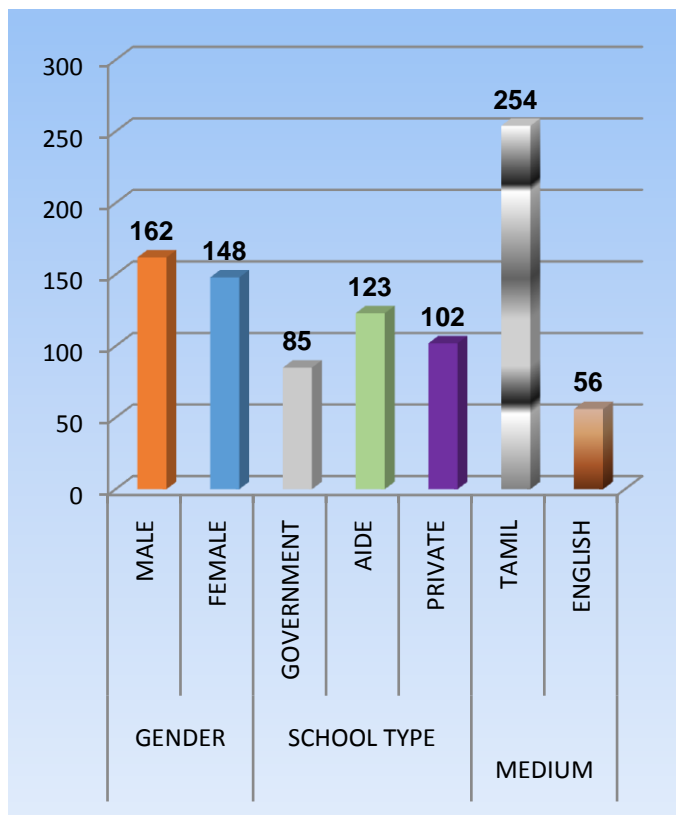
A stratified random sampling technique was adopted for the selection of sample 310 high school students were taken for the study.

Table 3.2 Distribution of sample

| <i>Supporting variable</i> | <i>Category</i> | <i>No. of Sample</i> |
|----------------------------|-------------------|----------------------|
| <i>Gender</i> | <i>Male</i> | <i>162</i> |
| | <i>Female</i> | <i>148</i> |
| <i>Medium</i> | <i>Tamil</i> | <i>254</i> |
| | <i>English</i> | <i>56</i> |
| | <i>Government</i> | <i>85</i> |
| | <i>Aided</i> | <i>123</i> |

| | | |
|--------------------|---------|-----|
| Type of Management | Private | 102 |
|--------------------|---------|-----|

Graph



Research Tools

To verify the hypothesis formulated to the study the following tools have been used.

Learning strategies tool prepared by Anzi (2005)

Statistical Techniques

In the present study the following statistical techniques were used.

- Descriptive analysis : Mean, standard deviation, Percentage
- Differential analysis : t-test, F-test
- Relational analysis : Correlation

Major findings

1. It is found that there exists no significance difference between the Male and Female high school students on their Learning Strategies mean scores.
2. It is found that there exists significance difference between the Male and Female high school students on their Academic Achievement mean scores.
3. It is found that there exists significance difference between the Tamil and English medium high school students on their Learning Strategies mean scores.

4. It is found that there exists no significance difference between the Tamil and English medium high school students on their Academic Achievement mean scores.
5. It is found that there exists no significant difference among the high school students Learning Strategies based on their Type of school.
6. It is found that there exists a significant difference between Boys vs. Girls and Girls vs. Co-education high school students based on their Academic Achievement.
7. It is found that there exists significant difference between Uneducated vs Degree & Above and School Education vs. Degree & Above Parental Educational Qualification of high school students based on their Learning Strategie.
8. It is found that there exists no significant difference among the high school students Academic Achievement based on their Parental Educational Qualification.
9. It is found that there exists significant difference between Self - Employee vs Government - Employee Parental Occupation of high school students based on their Learning Strategies.
10. It is found that there exists no significant difference among the high school students Academic Achievement based on their Parental Occupation.
11. It is found that there exists significance difference between the Annual income of the family of high school students on their Learning Strategies mean scores.
12. It is found that there exists no significant difference between the high school students Academic Achievement based on their Annual income of the family.
13. It is found that there exists no significant difference between the high school students Learning Strategies based on their First Generation Learner.
14. It is found that there exists no significant difference between the high school students Academic Achievement based on their First Generation Learner.
15. It is found that there exists no significant difference between the high school students Learning Strategies based on their Duration of hours studying per day.
16. It is found that there exists no significant difference between the high school students Academic Achievement based on their Duration of hours studying per day.
17. It is found that there exists a positive relationship between Learning Strategies and Academic Achievement high school students.

TABLE 1.2 Table shows the significant difference between the high school students Academic Achievement based on their Gender using mean scores.

| VARIABLE | GENDER | N | MEAN | SD | t-value | L.S |
|----------------------|--------|-----|--------|---------|---------|------|
| Academic Achievement | Male | 162 | 899.98 | 143.965 | 4.767 | 0.01 |

Graph 2 Graph showing difference between the high school students academic achievement based on their gender using mean scores

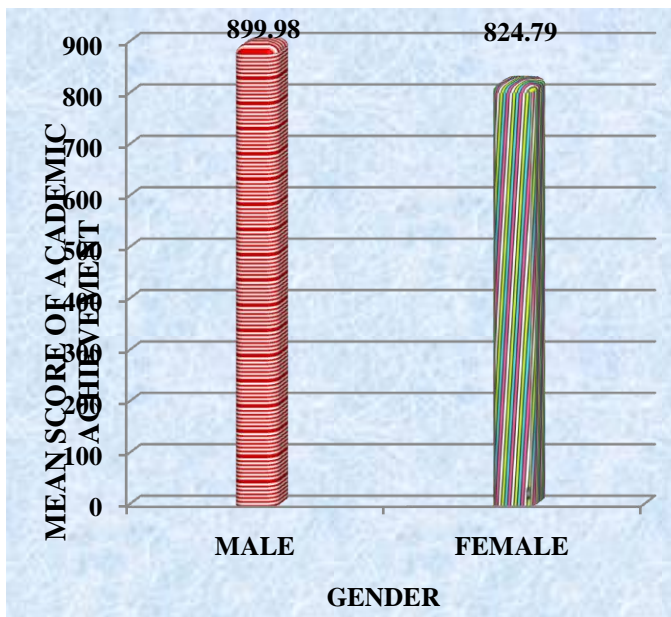
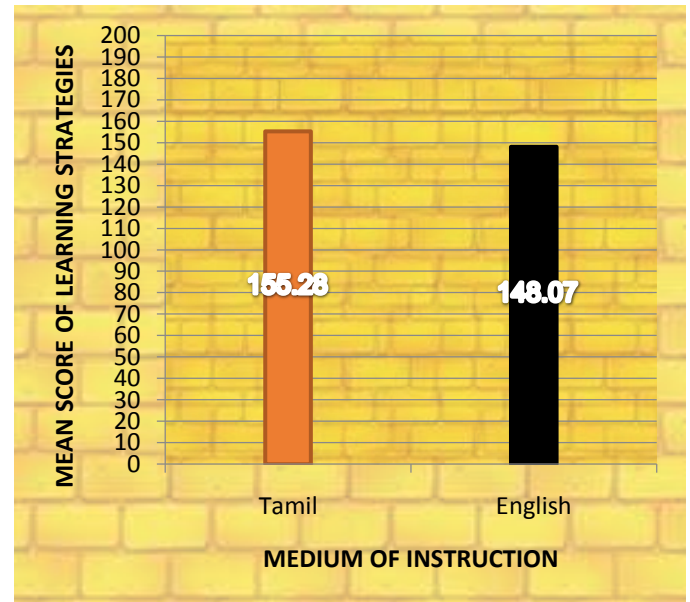


Table 2 Table shows the significant difference between the high school students learning Strategies based on Medium of Instruction using mean scores.

| VARIABLE | MEDIUM | N | MEAN | SD | t-value | L.S |
|---------------------|--------|-----|--------|--------|---------|------|
| Learning Strategies | Tamil | 254 | 155.28 | 19.875 | 2.315 | 0.05 |

Graph 3 Graph showing difference between the high school students learning strategies based on their medium of instruction using mean scores



Educational Implication

The present investigation was conducted mainly to study the effectiveness of learning strategies and its affect on Academic achievement of High school students. The study reveals that both the gender do not show more difference in their strategies of learning subject content. In medium of instruction English medium students possess more strategies than tamil medium students. It replicates in academic achievement that English medium students achievement is better than Tamil medium students.

First generation students learning strategies is better than the other students. All round development of the learner is considered as the basic aim of all educational systems. Development is not possible without interaction. The higher the interaction, the more the development. Higher classroom interaction (inter-group, intra-group and teacher-pupil) was observed in the Cooperative Classroom when compared to the Conventional Classroom. Hence, for the all-round development (Social development, Psychological development, Emotional development, Cognitive development, etc.) of the learners, Cooperative Learning Strategies are more helpful than the Conventional Methods.

Through the Learning Strategy, social skills such as mutual respect, democratic thinking, helping mentality, leadership quality, and conflict resolution are acquired as well as academic skills. Hence, the classroom is converted into a community of learners in its real meaning. Thus the classroom activities seem quite social and natural to the learners, the classroom becomes self disciplined and the teacher tension is minimized.

Adopting Learning Strategies with the existing curriculum, syllabus and text books is not easy. Because, they are

constructed with a view to use with the Conventional Teaching Methods. To make them amenable to Learning Strategies, modification should be made on them.

CONCLUSIONS

To make the serving teachers acquainted with the Learning Strategies, in service courses can be conducted. Workshops, demonstration classes etc. would help them to be familiar with various types of Learning Strategies. In traditional curriculum the teacher's role is that of the sole giver of knowledge and the student's role is that of the passive recipient. In the present study with three Selected learning strategies, the ideas and interests of students influence the learning process where the teacher serves as a guide rather than the source of knowledge. To provide learning centered education, curriculum should provide opportunities for positive interdependence, individual accountability, heterogeneous grouping, and shared leadership with teaching of social skills. Based on the findings of the study the investigator argues for implementing a curriculum which help students to address higher level thinking including application, skill, analysis, synthesis and evaluation. Such a redesigned curriculum should provide tools such as organized problem solving and inquiry based learning activities with which students formulate and test their ideas, draw conclusion and inferences.

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