



A Study on Learning Strategies and Academic Achievement of Higher Secondary School Students

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ABSTRACT

The Present Study focuses on Learning Strategies and Academic Achievement of Higher Secondary School Students, this study took the approach that the school, as a learning institution, has a responsibility to increase the learners' chances of success in class by providing them with the learning strategies that will help them to participate confidently and independently in learning. Variables such as Gender, Medium of instruction, and Type of School Management have made significant feature on Learning strategies and Academic achievement.

KEYWORDS : Learning Strategies, Academic Achievement, Curriculum, Higher Secondary School Students.

INTRODUCTION

A study on learning strategies and academic achievement is part of a mature but ongoing search for factors that can improve the low academic attainment by learners and the declining educational standards in institutions of learning, which have always posed major challenges to education systems all over the world. Such a quest for effective learning is necessitated by the evidence that correlates educational success with the development and prosperity of individuals as well as that of their communities. On the other hand, low academic achievement is linked with joblessness, poverty, delinquency and crime. Notions of effective learning and academic achievement have become more pronounced in the rapidly changing and competitive world of the 21st century and beyond, where citizens are expected to learn and adapt readily to any new learning situation they encounter, and to participate fully and prosperously in their society. Most countries have introduced various projects in order to meet their educational challenges. While there may be visible changes in the education systems of some countries because of the improvement projects they introduced, the challenges are apparently still demoralizing in others.

NEED AND SIGNIFICANCE OF THE STUDY

This study took the approach that the school, as a learning institution, has a responsibility to increase the learners' chances of success in class by providing them with the learning strategies that will help them to participate confidently and independently in learning. Based on the arguments presented in the growing number of theories and studies reporting on the relation between learning strategies and academic achievement, it could be argued that teachers have a responsibility to train their learners in self-regulated learning strategies of rehearsing, elaborating and organizing information for basic and complex tasks in order to facilitate the deep processing, understanding and retention of the information that they are learning at any particular time. By so doing, they would not only raise the achievement of Learners, but the quality of education would improve.

STATEMENT OF THE PROBLEM

The present study is entitled as: A study on learning strategies and Academic achievement of higher Secondary School Students.

OPERATIONAL DEFINITIONS OF KEY TERMS

Learning Strategies

The Learning strategies are conceptualized in terms of the levels at which learners tend to reinforce the natural information-processing activities, namely by using the deep approach or the surface approach, or as processes that occur in stages in certain parts of the brain (Hartley, 1998) and (Woolfolk, 2010).

Academic achievement

The term academic achievement refers to "performance in school in a standardized series of educational test" (Good 1974). Academic achievement refers to the marks scored in the 10th annual examination by the 11th and 12th standard students.

OBJECTIVES OF THE STUDY

1. To find out the relationship between Learning Strategies and Academic Achievement of higher secondary students.
2. To find out the whether there was any difference between Learning strategies and Academic Achievement with respect to gender.
3. To find out whether there is a significant difference between Learning strategies and Academic Achievement with respect to Medium of instruction.
4. To find whether there was any difference between Learning strategies and Academic Achievement with respect to type of school.

HYPOTHESES OF THE STUDY

1. There exist no significant relationship in the Learning Strategies and Academic Achievement of higher secondary students.
2. There exists no significant difference in the Learning strategies and Academic Achievement of boys and girls.
3. There exists no significant difference in the Learning strategies and Academic Achievement of Medium of instruction.
4. There exists no significant difference in the Learning strategies and Academic Achievement of type of school management.

MATERIALS AND METHODS

Normative survey method was adopted in the study.

Population

The population for the investigation consisted of higher secondary school students in and around Karaikal, Puducherry UT.

Sample

Sample of the present study consisted of 300 higher secondary school students.

Variables

The variables of the present study include learning strategies and academic achievement.

Tools

1. Learning strategies namely **SMALSI (Stroud & Reynolds, 2006)**
2. Academic achievement will be measured on the basis of the marks scored in the 10th annual examination
3. Personal information schedule.

Procedure for data collection

The investigator visited six selected schools from where the permission was taken in advance Investigator personally administered learning strategies scale to students. The data collected from the students were analyzed statistically using appropriate statistical methods.

Statistical techniques adopted

1. Correlation analysis
1. Descriptive analysis
2. Differential analysis

Scope of the study

Understanding about the learning strategies of students of higher secondary can be utilized for design the course and the curriculum. Course design and curriculum should be in accordance with the different learning strategies. The learning program should include the opportunities for the students to achieve a growth and development in all their areas of life. The core curriculum and program of study should therefore be framed according to the curiosity, abilities, attitudes, needs of students. It is predicted that the findings of the study would help the establishment to plan curricular and activities for secondary school students.

ANALYSIS AND DISCUSSION

Table 1 Correlation coefficient (r) between Learning strategies and Academic achievement

Variables	N	r- value	Level of significance	Interpretation
Learning strategies and Academic achievement	300	0.72	0.01	High correlation

Table 1 show that correlation between learning strategies and academic achievement of higher secondary school students was 0.72 which was significant 0.01 levels. This indicated that there existed a significant high correlation between two variables. Hence the relationship between learning strategies and academic achievement is high.

Table 2 Mean, Standard Deviation and t-value of overall Learning strategies and its dimension and Academic Achievement with respect to Gender

Variables	Gender	N	Mean	S.D	t- value	Significant level
Learning strategies	Boys	150	83.71	19.70	3.77	P <0.01
	Girls	150	92.13	18.93		
Academic Achievement	Boys	150	62.99	18.83	3.22	P <0.01
	Girls	150	69.58	16.50		

The comparison of gender under study was done by selecting 150 boys and 150 girls for the variable learning strategies and Academic Achievement. The data and results given in Table 2 represent that the Mean values of Learning strategies was higher for girls (92.13) and lower for boys (83.71) and Academic Achievement was higher for girls (69.58) and lower for boys (62.99). Also the table inferred that the t-values of boys and girls differ significantly at 0.01 level with respect to Learning strategies and Academic Achievement.

Table 3 Learning strategies and its dimensions and Academic Achievement with respect to Medium of instruction

Variables	Medium of instruction	N	Mean	S.D	t- value	Significant level
Learning strategies	Tamil	140	85.44	19.75	2.05	P <0.05
	English	160	90.10	19.54		
Academic Achievement	Tamil	140	56.32	14.49	10.48	P <0.01
	English	160	75.00	16.14		

To compare the medium of instruction students under Tamil medium 140 and English medium 160 was selected for the variable learning strategies and Academic Achievement. Table 3 inferred that the Mean values of Learning strategies with respect to medium of instruction was higher for English medium (90.10) lower for Tamil medium(85.44) and Academic Achievement was higher for English medium (75.00) and lower for Tamil medium(56.32). Also the table it may also inferred that the t-values of the Tamil and English medium differed significantly at 0.05 level in learning strategies and Academic Achievement differed significantly at 0.01 level.

Table 4 Learning strategies and Academic Achievement with respect to type of management

Variables	Type of management	N	Mean	S.D	F- value	Significant level
Learning strategies	Government School	100	83.69	20.74	4.68	P <0.05
	Aided School	100	87.95	21.26		
	Private School	100	92.13	16.10		
Academic Achievement	Government School	100	53.48	11.11	184.18	P <0.01
	Aided School	100	60.66	15.53		
	Private School	100	84.71	18.44		

To compare the type of management under government school 100 students, aided school 100 students and private school 100 students was selected for the learning strategies and Academic Achievement. Table 4 inferred that the there is a significant differences in the type of management at 0.05 level and Academic Achievement also differed significantly at 0.01 level.

Conclusion

Every student gets some kind of learning, still if he has never spent a day in a school, because all his acquired characteristics are the harvest of practices and actions which are didactic in life. Education, therefore, comprises all manipulates in living. Learning strategies and academic achievement plays a considerable function for cognitive affective and psycho motor maturity of children. The syllabus and course outline should so be framed in keeping with the concern, capabilities, manners, wants and needs of persons. It is expected that the findings of the study would assist the authorities to sketch curricular and actions for secondary school students.

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