



THE RELATIONSHIP BETWEEN LEARNING STRATEGIES AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN KUMBAKONAM TALUK

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ABSTRACT This study aims to find the relationship between Learning Strategies and Academic Achievement of the Higher Secondary School Students. This study was conducted on 60 higher secondary school students. This study also found that there was a i) the higher secondary school students have average level of Learning Strategies and Academic Achievement. ii) There is significant relationship between Learning Strategies and Academic Achievement of the Higher Secondary School Students. iii) There is significant difference between boys and girls of higher secondary school students in their Learning Strategies and Academic achievement. iv) There is significant difference between rural and urban area of higher secondary school students in their Learning Strategies and Academic achievement. v) There is significant difference between government and private higher secondary school students in their Learning Strategies and Academic achievement.

KEYWORDS :

INTRODUCTION

Learning is a cognitive process. It is one of the most important mental functions of human, animals and artificial cognitive systems. It relies on the acquisition of different types of knowledge support by perceived information. Psychologists define learning as “a relatively permanent change in behavior, which occurs as a result of activity, training, practice or experience”. Strategies are 'the secret algorithms of learning'. The term 'strategy' is used to indicate a level above that of skills: strategies are the executive processes which choose, co-ordinate and apply skills. Understanding the strategies of learning and gaining self-knowledge, in the form of awareness of the processes we use in learning helps us to control these processes and give us the opportunity to take responsibility for our own learning.

The definition of a strategy is an organized approach to a task and it can be called a method, plan, tool or technique that facilitates learning, aids problem solving, or accomplishes any task undertaken by the learner. Strategies provide a carefully sequenced plan of student behaviors designed to effect successful task completion and learning. Learning strategies is a technique that assists in the acquisition, manipulation, integration, storage and retrieval of information across situations and settings. In simpler terms strategies are the tools and techniques used by the learner in the understanding and learning of new material or skills. The term 'learning strategy' is used to describe the assisting of the learner in his learning. An example of a learning strategy would be to restate instructions in one's own words. Learning strategies may also assist in improving one's memory but they take into account such things as the characteristics, of the learner and the learning materials.

Statement of the problem

The present study is termed as “Learning Strategies and Academic achievement of Higher Secondary School Students” in Thanjavur District.

Need and significance of the study

The outcome of students' achievement in the course depends on the learning strategies they use. Various researches have investigated the relationship between these learning strategies and academic success. Byrne *et al.* (2001) revealed that the deep and strategic approaches are positively associated with high academic performance and the surface approach with poor academic performance. There was a significant positive relationship between the deep and strategic approach and the total assessment marks.

Strichart and Mangrum (1933) also state reasons why students need to learn strategic practices for learning. They contend that “for learning to occur, students must be able to remember newly acquired information so that they can retrieve the information and use it whenever necessary. Information that is not remembered is of no value to students for dealing with current requirements in or out of school.

The present study is significant because it encourages autonomous learning especially in the time of the large amounts of information and

technological complexities to our world and our societies and it provides insight for both teachers and learners on strategy use. It highlights the importance of using effective strategies in carrying out learning activities. It stresses the value of strategy instruction in planning courses in order to help learners become successful learners. Education is unique investment and academic achievement is a vital aspect of it. In this world of industrialization and globalization, education has become highly commercial and academic excellence has gained through tough competitions. The educational status of an individual is highly depicted through the academic achievement. Academic achievement of students has been a great concern to educationist since time immemorial. Now a day, this trend has been intensively felt by the academicians, parents and students. Strikingly, academic achievement has become a detrimental index in determining a child's future.

Objectives of the Study

- i. To find out the level of Learning Strategies and Academic achievement among Higher Secondary School Students.
- ii. To find out whether there is any significance difference between Learning Strategies and Academic Achievement of the Higher Secondary School Students with respect to gender.
- iii. To find out whether there is any significance difference between Learning Strategies and Academic Achievement of the Higher Secondary School Students with respect to location of the students.
- iv. To find out whether there is any significance difference between Learning Strategies and Academic Achievement of the Higher Secondary School Students with respect to types of the schools.
- v. To find out whether there is any relationship between Learning Strategies and Academic Achievement of the Higher Secondary School Students

Hypothesis of the study

- i. There is no significant difference between Learning Strategies and Academic Achievement of the Higher Secondary School Students with respect to gender.
- ii. There is no significant difference between Learning Strategies and Academic Achievement of the Higher Secondary School Students with respect to location of the students.
- iii. There is no significant difference between Learning Strategies and Academic Achievement of the Higher Secondary School Students with respect to types of the schools.
- iv. There is no significant relationship between Learning Strategies and Academic Achievement of the Higher Secondary School Students.

Design of the Study

The investigator has used survey method to study on Learning Strategies and Academic achievement among Higher Secondary School Students. The survey method gathers data from a relatively large number of cases of particular time. It attempts to describe and interpret what exists at present conditions, processes, trends, attitudes

and belief for which the survey type of research would be more relevant and useful.

Population & Sample of the Study

The population for the present study comprises of higher secondary school students, who were studying in govt and private higher secondary school in Pandhanallur of Tamil Nadu. The sample consists of 60 higher secondary school students.

HYPOTHESES TESTING

There is no significant difference in Learning Strategies and Academic achievement of higher secondary school students with respect to selected variables.

Table -1 Significant difference in Learning Strategies and Academic achievement of higher secondary school students with respect to selected variables

Variable	Boys		Girls		value of 't'	Remarks
	Mean	SD	Mean	SD		
Learning Strategies	22.12	5.58	23.18	6.13	2.10	S
Academic Achievement	23.01	6.43	24.78	6.89	2.89	S
	Rural		Urban			
	Mean	SD	Mean	SD		
Learning Strategies	24.12	5.58	26.18	7.03	3.00	S
Academic Achievement	22.01	6.43	23.78	6.89	1.98	S
	Government		Private			
	Mean	SD	Mean	SD		
Learning Strategies	25.82	5.98	26.98	7.43	3.13	S
Academic Achievement	25.01	6.93	24.78	6.79	2.96	S

(At 5% level of significance, the table value is 1.96)

NS- Not significant, S- Significant

It is inferred from the above table that the calculated value of t' (2.10 and 2.89) is greater than the table value of 't' (1.96) at 5% level of significance for df 59. Hence the null hypothesis is **rejected**. Thus, there is significant difference between boys and girls of higher secondary school students in their Learning Strategies and Academic achievement. While, comparing means scores of girl's student have better than boy students in their Learning Strategies and Academic achievement.

It is inferred from the above table that the calculated value of t' (3.00 and 1.98) is greater than the table value of 't' (1.96) at 5% level of significance for df 59. Hence the null hypothesis is **rejected**. Thus, there is significant difference between rural and urban area of higher secondary school students in their Learning Strategies and Academic achievement. While, comparing means scores of urban area higher secondary school student have better than rural area higher secondary school students in their Learning Strategies and Academic achievement.

It is inferred from the above table that the calculated value of t' (3.13 and 2.96) is greater than the table value of 't' (1.96) at 5% level of significance for df 59. Hence the null hypothesis is **rejected**. Thus, there is significant difference between government and private higher secondary school students in their Learning Strategies and Academic achievement. While, comparing means scores of private higher secondary school student have better than government higher secondary school students in their Learning Strategies and Academic achievement.

Findings of the Study

- i. The higher secondary school students have average level of Learning Strategies and Academic Achievement.
- ii. There is significant relationship between Learning Strategies and Academic Achievement of the Higher Secondary School Students.
- iii. There is significant difference between boys and girls of higher secondary school students in their Learning Strategies and Academic achievement. While, comparing means scores of girl's student have better than boy students in their Learning Strategies

and Academic achievement.

- iv. There is significant difference between rural and urban area of higher secondary school students in their Learning Strategies and Academic achievement. While, comparing means scores of urban area higher secondary school student have better than rural area higher secondary school students in their Learning Strategies and Academic achievement.
- v. There is significant difference between government and private higher secondary school students in their Learning Strategies and Academic achievement. While, comparing means scores of private higher secondary school student have better than government higher secondary school students in their Learning Strategies and Academic achievement.

Recommendation of the Study

- Teachers should help students discover their own learning preferences and provide constructive feedback about the advantages and disadvantages of various Learning Strategies. Also, teachers should respect the learners' present preferences and encourage their development, while at the same time creating opportunities for students to experiment with different ways of learning.
- Ineffective learning strategies, self-esteem, Poor study skills, test anxiety, learning styles all these things impede academic success. Measure the skills related to academic success early in a student's school career, enabling you to proactively address weaknesses. A Learning Strategy is a person's approach to learning and using information. Students use Learning Strategies to help them understand information and solve problems. Students who do not know or use good learning strategies often learn passively and ultimately fail in school. Learning Strategy instruction focuses on making students more active learners by teaching them how to learn and how to use what they have learned to be successful.

Suggestions for further research

- The Present study has been conducted on all Higher Secondary school students.
- The study could be extended to all other levels of education.
- Learning strategies and Academic Achievement can be studied in relation to some other variables like School environment, Study habit learning style.
- The study could be replicated with another District and State of different age group level.

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