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AN ACADEMIC PERFORMANCE AND GENERAL AWARENESS IN ENGLISH LANGUAGE GRAMMAR AMONG ROTE MEMORY LEARNING HABITS' SECONDARY SCHOOL STUDENTS-A STUDY



Ashokkumar B. Surapur

Assistant Professor, Department of Education, Karnataka State Women's
University, Jnanashakti Campus Torvi, Vijayapur Karnataka State.

ABSTRACT:

Learning is the act of acquiring new or modifying and reinforcing, existing knowledge, behavior, skills, values, or preferences and many involve synthesizing different types of information, the ability to learn is possessed by humans, animals, plants and some machines. As technology continues to transform our society, those responsible for our current systems of learning and education are facing overwhelming pressure to adopt. Education technology,, connected learning and the rise of the net worked society is transforming the established concept of learning, teachers roles and even the nature of knowledge itself.

KEY WORDS:

Academic Performance , English Language Grammar , technology continues.

INTRODUCTION:

Formalized education is only one of many sources for the knowledge and skills we need to be able to participate in and contribute in society. Education technology and connected



Ashokkumar B.
Surapur

learning provide almost unlimited possibilities for the continuous development of skills and knowledge throughout our lives. Rote learning is a memorization technique based on reflection. The idea is that one will be able to quickly recall the meaning of the material the more one repeats it.

ROTE MEMORIZATION IN EDUCATION:

"The mind is not a vessel to be filled but a fire to be kindled."-Plutarch (46-120AD). Rote memorization is a learning process that involves repeating information until it's remembered verbatim. Students use rote memorization to prepare for spelling tests or to memorize definitions of terms, names of presidents, verb forms in a foreign languages, and multiplication tables, among other things. Rote memorization is different from meaningful learning.



DEFINITION OF ROTE LEARNING:

Rote memorization is a term for filling information to one's memory through sheer

repetition. Rote learning is viewed as bad practice, although some would argue that rote memorization is a necessary first step in learning some subjects.

STATEMENT OF THE PROBLEM:

An academic performance and general awareness in English language grammar among rote memory learning habits' secondary school students-A study

OBJECTIVES OF THE STUDY:

- 1.To find out effect of rote memory on academic performance of secondary school students in English language grammar
- 2.To find out effect of rote memory on general awareness of secondary school students in English language grammar.

REVIEW OF RELATED LITERATURE:

Learners' improvement of academic performance of learners is one of the main objectives of educational centers, because academic performance is the essential for success and progress. Different factors such as individuals learning styles and studying skills can influence academic performance. Because students are the main axis of development in any society, this study examined the relationship between study habits with academic achievement.

Chall(2000): found that student-centered education, which is also called discovery learning, has a more integrated curriculum that bases learning more on student interests, small-groups in individual instruction, and prefers individual diagnostic evaluation. A relatively new call for reform comes from those who wish to have schools pay more attention to developing students' practical thinking abilities. They share a common concern for focusing less on facts, knowledge and rote skills and more on thinking, problem solving, understanding and creating.

Swafford(2002) suggests that students become more proficient when they understand the underlying concepts of mathematics, and they understand the concepts more easily if they are skilled at computational procedures. The study discovered that there is no significant difference between the discovery learners and the rote learners with regard to achievement in one unit of mathematics.

Gardener(2007) found that rote learning causes students to have difficulty working independently without an example in front of them. The study shows that in order for students to learn, they need to use their cognitive structure to process the information instead of memorizing the process.

Douglas and Frey (2008) found that checking for understanding gives the students a model of good study skills , with teacher consistency checking for understanding students become aware of how to monitor their own understanding.

HYPOTHESIS:

- 1.Rote memory does not influence on academic performance and general awareness.
- 2.The rote memory influencing on academic performance and general awareness.

VARIABLES:

- 1.Dependent variable: Academic performance.
- 2.Independent variable: Rote memory.
- 3.Moderate variable: General awareness.

METHODOLOGY:

Secondary school students were the main target of the study. Totally 100 students were selected randomly considering the rote memory habits of study. Students were selected randomly; a task was given to test their habit of learning. The test is conducted by prior intimation to the students and based on the teachers' and parents information the rote memory students were identified and then they were taken as subjects for the study. Then a questionnaire was prepared in consultation with experts and class teachers' of the students. The selected students were give questionnaire which was based on their prescribed syllabus for 9th standard .They were informed about the purpose of the study and the confidential of their answers which is used for the research only. The scores were tabulated neatly. General linear model test is applied to find out the result.

RESULT AND DISCUSSION:

Test Between-Subjects Effects

Dependent Variable: academic performance

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Non cent. Parameter	Observed Power(a)
Corrected Model	151.985(b)	16	9.499	7.368	.000	117.889	1.000
Intercept	12718.816	1	12718.816	9865.505	.000	9865.505	1.000
RM	109.825	8	13.728	10.648	.000	85.187	1.000
GA	18.835	8	2.354	1.826	.084	14.610	.740
Error	107.005	83	1.289				
Total	70537.000	100					
Corrected Total	258.990	99					

- a. Computed using alpha = .05
- b. R Squared = .587 (Adjusted R Squared = .507)

Estimated Marginal Means

Grand Mean

Dependent Variable: 3

Mean	Std. Error	95% Confidence Interval	
26.265	.264	25.739	26.791

CONCLUSION:

Using the results positively and taking the cultural background of the students into consideration, it is recommended that along with introducing changes in the instructional and assessment strategies, efforts should be made to create awareness in the students about various learning approaches.

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