



A STUDY ON LEARNING STRATEGIES AND ACADEMIC ACHIEVEMENT OF STANDARD XI STUDENTS IN KANCHEEPURAM DISTRICT

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ABSTRACT:

The present study was aimed to find out the relationship between learning strategies and academic achievement of standard IX students in Kancheepuram district. Survey method was used. A sample of 300 IX standard students was selected by using random sampling technique. Data was analyzed by t-test, F-test, and coefficient of correlation. Results showed that there is significant difference in learning strategies and academic achievement of XI standard students with regard to their medium of instruction and type of school. Finding also revealed that there is significant positive relationship between learning strategies and academic achievement of XI standard students ($r=0.779$).

KEYWORDS : Learning Strategies, Academic Achievement, XI Standard Students.

INTRODUCTION:

Research over the past 30 or more years in educational, school, and related areas of psychology has demonstrated repeatedly that students who engage in strategic learning and test-taking perform at higher levels academically than those who do not, Academic achievement levels can be improved significantly by improving the study skills, learning, reading comprehension, test-taking, and related strategies of learners at all ages and is effective with both regular and special education students.

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 information recall 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.

OBJECTIVES OF THE STUDY

- To find out the significant difference in learning strategies and academic achievement of XI standard students based on medium of instruction.
- To find out the significant difference in learning strategies and academic achievement of XI standard students based on type of school.
- To examine the significant relationship between learning strategies and academic achievement of XI standard students.

HYPOTHESES

1. There is no significant difference in learning strategies of IX standard students with regard to medium of instruction.

2. There is no significant difference in learning strategies of IX standard students with regard to type of school.
3. There is no significant difference in academic achievement of IX standard students with regard to medium of instruction.
4. There is no significant difference in academic achievement of IX standard students with regard to type of school.
5. There is no significant relationship between learning strategies and academic achievement of XI standard students.

METHODOLOGY

Normative survey method is used for this study. A random sample of 300 XI standard students was selected from Kancheepuram district.

Tool

- SMALSI by Stroud and Reynolds (2006).

Data Analysis

Table 1: Learning Strategies of XI Standard Students based on Medium of Instruction

Medium of Instruction	N	Mean	SD	df	t-value	Remark
Tamil	140	85.44	19.75	298	2.052	Significant @0.05 level
English	160	90.10	19.54			

From Table-1, the calculated t-value 2.052 is greater than the table value 1.96 at 0.05 level. Hence the hypothesis-1 is rejected.

Table 2: Learning Strategies of XI Standard Students based on Type of School

Learning Strategies	Source of variable	df	Sum of square	F	Remark
	Between groups	2	4269.173	10.12	
	Within groups	297	65270.224		
	Total	299	69539.397		

From Table-2, the calculated F-value 10.12 is significant at 0.01 level. Hence the hypothesis-2 is rejected.

Table 3: Academic Achievement of XI Standard Students based on Medium of Instruction

Medium of Instruction	N	Mean	SD	df	t-value	Remark
Tamil	140	56.32	14.49	298	10.486	Significant @0.01 level
English	160	75.00	16.14			

From Table-3, the calculated value 10.486 is greater than the table value 2.58 at 0.01 level. Hence the hypothesis-3 is rejected.

Table 4: Academic Achievement of XI Standard Students based on Type of School

	Source of variable	df	Sum of square	F	Remark
Academic Achievement	Between groups	2	3253.981	6.379	Significant @0.01 level
	Within groups	297	57571.019		
	Total	299	60824.95		

From Table-4, the calculated F-value 6.379 is significant at 0.01 level. Hence the hypothesis-4 is rejected.

Table 5: Relationship between Learning Strategies and Academic Achievement of XI Standard Students

Learning Strategy vs. Academic Achievement	r-value	Remark
	0.779	Significant @0.01 level

Table-5 depicts that the 'r' value 0.779 is significant at 0.01 level. Hence the hypothesis-5 is rejected. Thus there is significant positive relationship between learning strategies and academic achievement of XI standard students.

FINDINGS

- There is no significant difference in learning strategies of IX standard students with respect to medium of instruction and type of school.
- There is no significant difference in academic achievement of IX standard students with respect to medium of instruction and type of school.
- There is significant relationship between learning strategies and academic achievement of XI standard students.

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