LEARNIG STRATEGIES AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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ABSTRCT

Education has always been a process of trial and error. Since the beginnings of education, educators have experimented with different learning tools, techniques, curricula and learning strategies to optimize the acquisition of knowledge and skills.

The purpose of this study aims to whether there is any significant relationship between learning strategies and academic achievement. In this study survey method has been adapted. Purposive sampling technique was used to selecting the sample. The sample of the study includes the high school students in Trichy district. Learning strategies tool prepared by ANIZ 2005 has been used to find out the Learning strategies of high school students. The major finding shows that there was a Positive relationship between Learning Strategies and Academic Achievement among school students. Adapting learning strategies with the existing curriculum, syllabus with text book is not easy. Because they are constructed with a view to use with the Conventional teaching methods. To make them amenable to learning strategies, modifications should be made on them.

Key Words: Learning strategies, academic achievement of high school students.

Introduction

Learning strategies are used by students to help them understand information and solve problems. 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.

Current cognitive theories of learning point to the important role students' thought processes play in learning. Students need to be mentally active processors of information if learning is to occur. In these formulations, several criteria must be met if learning is to occur. First, students must attend to information to be learned. Second, students must create an understanding of the material by creating or identifying relationships amongst the to-be-learned ideas. Third, students need to relate new ideas to prior knowledge. Fourth, students need to understand that learning requires mental effort - good learners are strategic and poor learners are not, and that strategy use is the means by which learning occurs.

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 is 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."

NEED FOR THE STUDY

Learners are the core of the teaching learning process. Each learner is unique and their learning strategies also. Every student wants to be successful in the classroom. To be successful, every student has to "know his strategies". The teacher should know the learner with reference to his entry behaviour, level of motivation, interest in the subject, attitude, aptitude and some information about his family environment. These mentioned factors influence the learner remarkably and jointly they create a pattern of learning functions in the brain, which is eventually responsible for the learning of the learner. This pattern is widely known as learning strategies, which is a key factor for the learner to learn anything and every-thing. This personalized learning pattern differs from individual to individual and even introspect in particular learner. The learning strategies have its own impact in the academic achievement of a learner. „No man is an Island", since the human person is living in the society, he/she has to interact with others. Relationship with others in the society is needed if one has to live his/her life peacefully and successfully. One who has a positive attitude of himself /herself can have a better academic achievement and also can reduce various stress of life. So, if the academic achievement of the adolescents is healthy and positive, it would help him/her grow up positively and assist in adjusting the society in which he/she is a member. Academic achievement plays the major role in adolescent students to develop their image towards the certain areas. Hence it is essential to study the relations that exist between learning strategies and academic achievement. Education plays a vital role in developing skills of an individual. India is a developing country in Science and Technology. The present study aims to study the relationship between learning strategies and academic achievement of High school students.

METHOD OF THE STUDY

The survey method has been used for the present study to find out the relationship of Learning strategies and academic Achievement of high school students. Purposive sampling technique sampling technique has been adapted for the present study for the selection of sample from the school. Sample includes the school students in Trichy district, totally 300 samples selected for this study. Learning strategies tool prepared and standardized by ANIZ (2005) have been used to find out relationship of Learning Strategies and academic achievement of high school students.

ANALYSIS AND INTERPRETATION

NULL HYPOTHESIS

There is no significant difference between the high school students Learning Strategies based on their Medium of Instruction.

TABLE-1

Table shows the significant difference between 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
	English	56	148.07	26.030		

INFERENCE

From the above table, it is inferred that t- value (2.315) is greater than the table value (1.96) at 0.01 level. Hence there is a significance difference between the Tamil and English medium high school students on their Learning Strategies mean scores. Therefore the above hypothesis is rejected.

NULLHYPOTHESIS

There is no significant difference between the high school students Academic Achievement based on their Medium of Instruction.

TABLE

Table shows the significant difference between the high school students

Academic Achievement based on Medium of Instruction using mean

scores.

VARIABLE	MEDIUM	N	MEAN	SD	t - value	L.S
Academic Achievement	Tamil	254	866.78	142.614	0.704	NS
	English	56	851.86	148.060		

INFERENCE

From the above table, it is inferred that t- value (0.704) is lesser than the table value (1.96) at 0.05

level. Hence there is no significance difference

between the Tamil and English medium high school students on their

Academic Achievement mean scores.

Therefore the above hypothesis is accepted.

NULL HYPOTHESIS

there is no significant difference among the high school students

Learning Strategies based on their Type of school**.**

Table

Table show the significant difference among the high school students

Learning Strategies based on their Type of school

VARIABLE		SUM OF SQUARES	DF	SQUARES MEAN	F value	L.S
Learning Strategies	**Between groups**	2832.233	2	1416.116	2.179	NS
	With in groups	136757.651	307	445.465		
	Total	139589.884	309			

INFERENCE

From the above table, it is observed that the F-ratio (2.179) is lesser than the table value (2.90) at 0.05 level and hence the difference is not significant. Therefore, the above mentioned hypothesis is accepted.

NULL HYPOTHESIS

There is no significant difference among the high school students Academic Achievement based on their Type of school**.**

Table

Table show the significant difference among the high school students

Academic Achievement based on their Type of school

VARIABLE		SUM OF SQUARES	DF	SQUARES MEAN	F value	L.S
Academic Achievement	**Between groups**	372063.604	2	186031.802	9.535	0.01
	With in groups	5989557.379	307	19509.959		
	Total	6361620.984	309			

INFERENCE

From the above table, it is observed that the F-ratio (9.535) is greater than the table value (4.60) at 0.01 level and hence the difference is significant. Therefore, it is considered for further analysis.

Showing the significance difference among high school students Academic Achievement based on their Types of school.

Variable	Type of school	N	Mean	S.D.	t-value	L.S
Academic Achievement	Boys	85	908.41	146.546	4.220	0.01
	Girls	123	824.46	137.093		
	Boys	85	908.41	146.546	1.614	NS
	Co-Education	102	874.91	136.892		
	Girls	123	824.46	137.093	2.750	0.01

	Co-Education	102	874.91	136.892		

INFERENCE

The above table clearly shows that there exists a significant difference between Boys vs. Girls and Girls vs. Co-education high school students based on their Academic Achievement at 0.01 level. And no significant is found among other type of school. Hence the hypothesis is partially rejected.

NULL HYPOTHESIS

There is no significant difference between the high school students Learning Strategies based on their Duration of hours studying per day.

TABLE

Table shows the significant difference between the high school students Learning Strategies based on their Duration of hours studying per day using mean scores.

VARIABLE	Duration of hours studying per day	N	MEAN	SD	t - value	L.S
Learning Strategies	Below 2 hours	137	151.28	22.880	1.997	NS
	Above 2 hours	173	156.12	19.679		

INFERENCE

From the above table, it is inferred that t- value (0.640) is lesser than the table value (1.96) at 0.05 level. Hence there is no significance difference between the Below 2 hours and Above 2 hours Duration of hours studying per day of high school students on their Learning Strategies mean scores. Therefore the above hypothesis is accepted.

NULL HYPOTHESIS – 17

There is no significant relationship between the Learning Strategies and Academic Achievement of high school students.

Table-4.17

Showing the relationship between the Learning Strategies and Academic Achievement.

Variable	Number	Correlation
Learning Strategies Vs Academic Achievement	300	0.781

INTERPRETATION

From the above table, it is observed that there is a positive relationship between Learning Strategies and Academic Achievement among school students. Therefore the null hypothesis is rejected. There exists a positive relationship among these two groups.

GRAPH SHOWING DIFFERENCE BETWEEN THE HIGH SCHOOL STUDENTS ACADEMIC ACHIEVEMENT BASED ON THEIR

SCHOOL   TYPE   USING   MEAN   SCORES
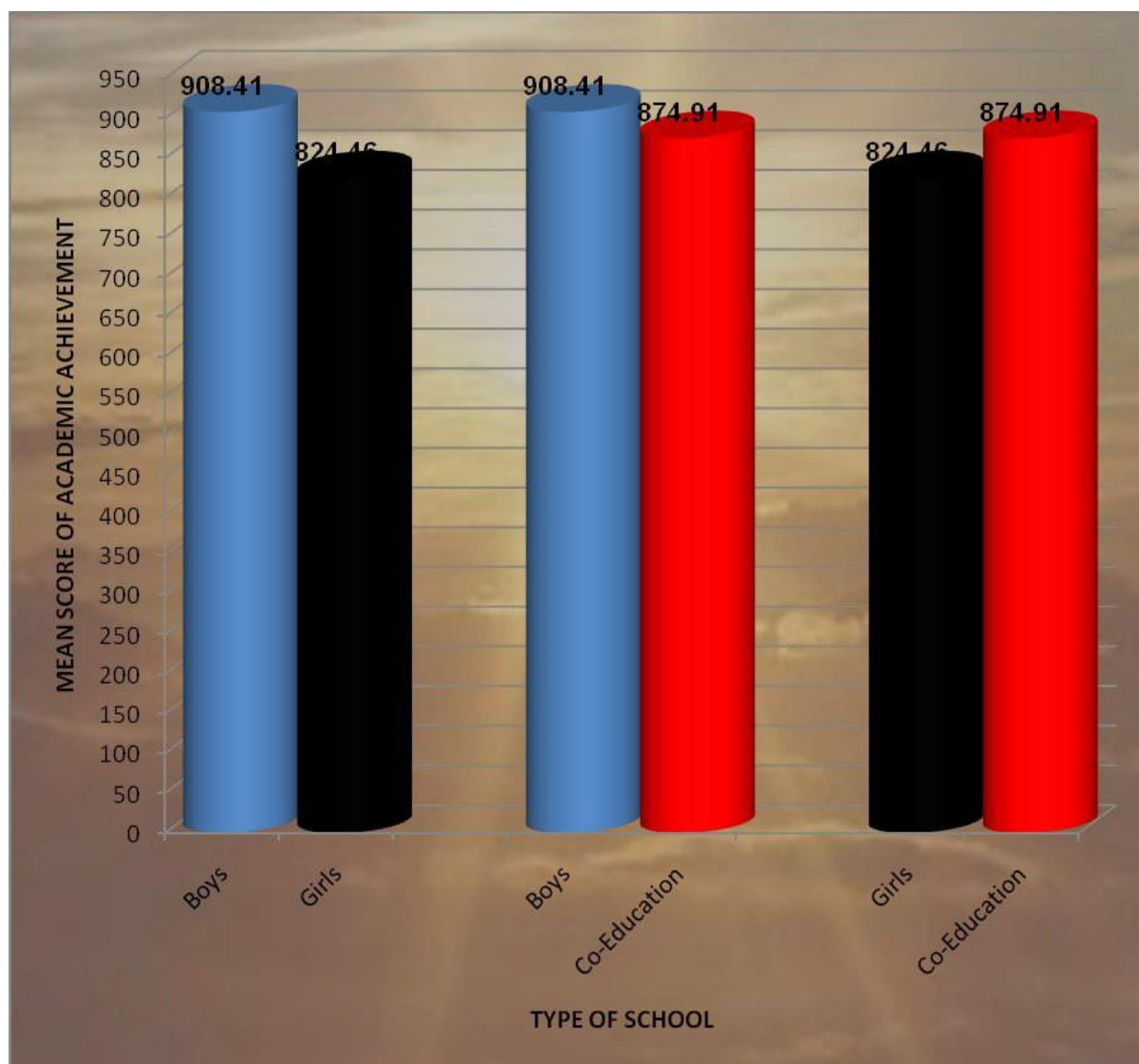
CONCLUSION

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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