

Student Learning Strategies And Their Impact In Higher Secondary School

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ARTICLE INFO	ABSTRACT
	Learning strategies refer to any activities, techniques, or procedures used by learners to enhance their understanding of or to improve their performance on learning tasks. The sample constituted of 607 XI Standard Students both boys (300) and girls (307) in Sivagangai District. The tool used Learning Strategies is Learning Strategies Inventory (LSI) by Claire E.Weinstein, and David R. Palmer (1987). Personal data sheet prepared by the investigator. The data was analyzed by using One way analysis of Variance, Two tailed 't' test. Findings revealed that there is significant difference in their Learning Strategies owing to the differences in Gender, Region.

INTRODUCTION

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 refer to methods that students use to learn. This ranges from techniques for improved memory to better studying or test-taking strategies. A typical study skill program is SQ3R which suggests 5 steps: (1) survey the material to be learned, (2) develop questions about the material, (3) read the material, (4) recall the key ideas, and (5) review the material. Within the field of education over the last few decades a gradual but significant shift has taken place, resulting in less emphasis on teachers and teaching and greater stress on learners and learning. This change has been reflected in various ways in language education and applied linguistics, ranging from shifting the instructional focus from teachers to key works on the learner centered curriculum.

1.2.1 MEANING AND DEFINITION OF LEARNING STRATEGIES

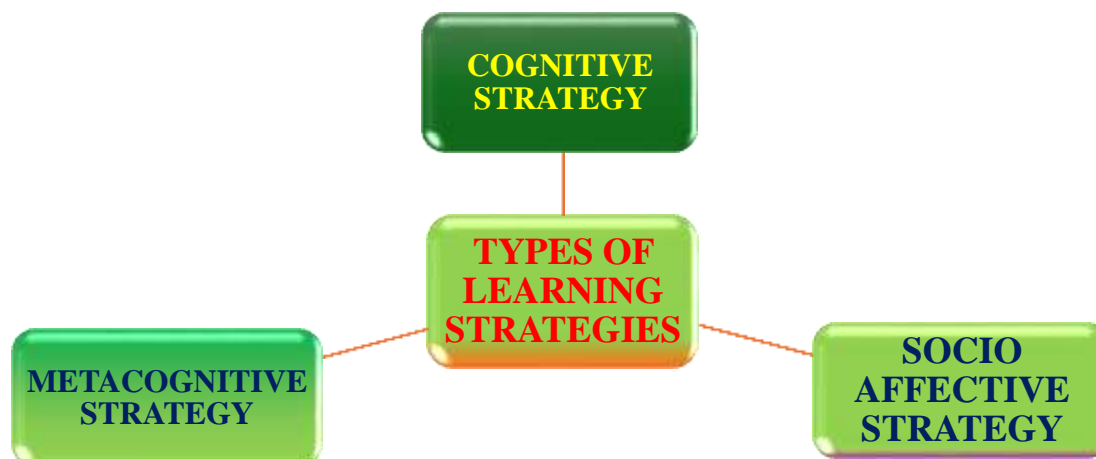
Learning strategies seem to be “tricks” for learners as to how to help them remember things better or to do tasks more efficiently. Several researchers have studied what learning strategies are and why they are effective in the learning process.

Oxford (1990) takes us to a definition which breaks the term learning strategies down to its roots-the word strategy. She informs us that this word comes from the Greek word ‘strategia’ which means generalship or the art of war. Strategy meant the management of the troops, ships, or aircraft in a war situation. She points out a similar word tactics which are tools to achieve the success of strategies. These two words, used interchangeably mean planning, competition, conscious manipulation, and movement toward a goal. In a problem solving situation, it would imply “using a plan, step or conscious action toward achievement of an objective.” Oxford continues to expand on this definition by stating that “learning strategies are specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.”

Weinstein and Mayer in witrock (1986) have coined one definition of learning strategies as “behaviours and thoughts that a learner engages in during learning and that are intended to influence the learner’s encoding process”. They go on to state various learning strategies that could be used with learners.

Nisbet and Shucksmith (1986) define learning strategies simply as “the processes that underlie performance on thinking tasks”.

TYPES OF LEARNING STRATEGIES



Learning Strategies are classified into three types. They are cognitive strategies, metacognitive strategies and socio affective strategies. Each of these types differ from one another in distinctive ways. Cognitive strategies, as the very term indicates, are strategies that focus on understanding and assimilating the data pertaining to the target language.

COGNITIVE STRATEGY

Cognitive strategy is a type of language strategy, where in the learner manipulates in many different ways the incoming information, with a view to maximize or optimize language learning.

METACOGNITIVE STRATEGY

Metacognitive strategy is a type of strategy, where in the learner rather than understanding or assimilating information, aims at working out a tactic or plan of monitoring and evaluating the success of the language acquisition that has occurred.

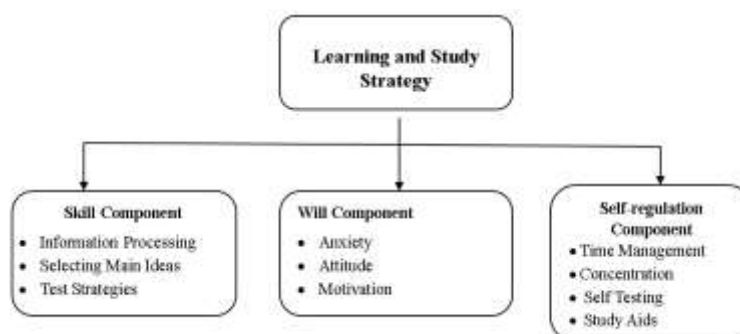
SOCIO AFFECTIVE STRATEGY

Socio-affective strategy is a broad grouping that involves interaction with others or ideational control over affect. Some of the activities that come under the purview of socio affective strategy include the following;

- Cooperation: This involves working with peers to solve problems.
- Questioning: This is done with a view to clarify or obtain additional information from teachers or peers.
- Self talk: This involves the use of mental control to assure that a learning activity will be successful. It also assists in reducing anxiety about a task.

COMPONENTS OF LEARNING STRATEGIES

The components of learning and study strategies Inventory Scales (Weinstein and Palmer 1987)



Will Component

The will components of strategic learning are: Attitude, Motivation and Anxiety. This scales measure students' receptivity to learning new information, their attitudes and interest in college, their diligence, self-discipline, and willingness to exert the effort necessary to successfully complete academic requirements, and the degree to which they worry about their academic performance.

Self-Regulation Component

The self-regulation component of strategic learning are: concentration; Time Management; Self-Testing and study Aids. These scales measure how students manage, or self-regulate and control, the whole learning process through using their time effectively, focusing their attention and maintaining their concentration over time, checking to see if they have met the learning demands for a class, an assignment or a test, and using study support such as review sessions, tutors or special features of a textbook.

NEED AND SIGNIFICANCE OF THE STUDY

All of us are aware that a sound and effective system of education results in the enfoldment of the learners' potentialities, enhancement of their competencies and transformation of their interests, attitudes and values. Realizing this today, the world talks about universalization of education with the explicit aim of providing 'quality education for all'. When we look at various levels of education at present, almost all the sections of the society require quality education.

As the societies have come under the impact of science and technology there are many means and many sources of learning. The teacher should be aware of the various laws and theories of learning and their educational implications and applications. It is not only the teacher's responsibility to provide learning experiences, but it is also the responsibility of the pupils to utilize them properly by adopting efficient procedures of learning. One will be able to learn by himself if he has developed proper learning strategy which can lead him to learn and read efficiently and effectively, how-to memories quickly and how to read systematically. The problem of study is immense importance both from theoretical and practical point of view. To be good student it is necessary to be able to read, memorize and write speedily and effectively.

Hence this study will have wider educational implications. Further this study is intended to generate thoughts and ideas among the teachers to help the children for improving their learning strategies.

STATEMENT OF THE PROBLEM

In this investigation and attempt is made to study on **Student Learning Strategies and their Impact in Higher Secondary School.**

OPERATIONAL DEFINITIONS

Learning Strategies are specific actions taken by the learners to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations.

OBJECTIVES OF THE STUDY

- To examine the difference between Learning Strategies with respect to Gender and Region

REVIEW OF RELATED LITERATURE

Suthanthiradevi Jasmine & Kavitha (2022) conducted a study on learning strategies and its dimensions of higher secondary school students in Thanjavur district. This study aims to find out the Learning Strategies and its dimensions of higher secondary school students in relation their selected variables in Thanjavur District of Tamil Nadu. This study was conducted on 750 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 its dimensions. ii) There is significant difference between boys and girls of higher secondary students in their Learning Strategies and its dimensions except structural iii) There is no significant difference between rural and urban area of higher secondary students in their Learning Strategies and its dimensions except structural iv) The government, Matriculation and government aided higher secondary school students differ significantly in their Learning Strategies and its dimensions.

Udhaya Mohan Babu & Kalaiyarasan Ganesan (2020) conducted a study on Learning Style of Higher Secondary School Students. The author has investigated the learning style of the students and behavioral change in the learner and also when they note the persistence of this change. There is no significant difference between XI and XII standard higher secondary school students in their learning styles in the dimensions. This study will be more fruitful when suggestions given by the investigator are applied for further study and it will be of great help for those who want to study further in this field.

Raja Kumar (2015) conducted a Study on Learning Strategies and Academic Achievement of Higher Secondary School Students. The study took the approach that the school, as a learning institution, has a responsibility to increase the learners' chances of success in a class by providing them with the leaning 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 significantly influenced learning strategies and Academic achievement.

DESIGN OF THE STUDY AND METHODS OF INVESTIGATION HYPOTHESIS

The following Hypothesis have been framed at the outset based on the objectives of the study as stated in chapter one.

- There is no significant difference in Learning Strategies owing to the difference in Gender and Region.

TOOLS USED FOR THE STUDY

The following tool used to collect data for the present study:

- Modified tool of Learning Strategies Inventory (LSI) by Claire E.Weinstein, and David R. Palmer(1987)

NATURE AND THE SELECTION OF THE SAMPLE

The sample for the study has been selected by using stratified random sampling technique, the size of the sample is 607 and it comprises 12 Higher Secondary Schools.

ANALYSIS AND INTERPRETATION OF THE DATA

- There is no significant difference in Learning Strategies owing to the difference in Gender and Region

Table 1 't' Ratio for difference in Learning Strategies owing to difference in Gender and Region

Variable	Sub Variables	N	Mean	Standard Deviation	df	't' value	p Value and Significance Level
Gender	Boys	300	195.64	18.187	605	0.000	p=0.032 p<0.05 S
	Girls	307	213.17	22.353			
	Science	307	204.32	21.048			
Region	Urban	302	198.84	17.786	605	0.000	p=0.000 p<0.01 S
	Rural	305	210.12	24.595			

INTERPRETATIONS

Gender

The above table shows that the mean scores of boys is 195.64, with standard deviation of 18.187 while the mean scores of girls is 213.17 with standard deviation of 22.353. Here the 'p' value is 0.032 which is less than the p value at 95% confidence level (0.05) with degrees of freedom of 605. Hence, we conclude that Boys are better than Girls in their Learning Strategies. The hypothesis which assumed no difference in Learning Strategies owing to the difference in Gender is not accepted. Therefore, there is significance difference in Learning Strategies with respect to Gender among XI standard students favouring boys.

Region

The above table shows that the mean scores of Urban is 198.84, with standard deviation of 17.786 while the mean scores of Rural is 210.12 with standard deviation of 24.595. Here the 'p' value is 0.000 which is less than the p value at 99% confidence level (0.01) with degrees of freedom of 605. Hence, we conclude that Rural area Students are better than the Urban area Students in their Learning Strategies. The hypothesis which assumed no difference in Learning Strategies owing to the difference in Region is not accepted. Therefore, there is significance difference in Learning Strategies with respect to Region among XI standard students favouring rural students.

MAJOR FINDINGS OF THE STUDY

- ❖ There is significance difference in Learning Strategies with respect to Gender and Region among XI standard students.

EDUCATIONAL IMPLICATIONS OF THE PRESENT STUDY

Any research study can never be called research study of the education if, it has not been implemented, that is educational implications. Educational implication means, implications of research findings in improving the educational practice. Following are the implication drawn on the basis of the conclusions:

- ❖ Findings of the present study will be beneficial to school principals, policymakers, psychologists, teachers and research scholars of the education discipline.
- ❖ Findings of the present study will serve the research scholars of the area as base in advancing research studies related to the effectiveness of different learning strategies for different types of learners.
- ❖ This study provides knowledge about the suitability of different effective learning strategies across the Urban and Rural area students and accordingly help in developing different learning models.
- ❖ The findings of the study also provide the basis for effective teaching and learning by using suitable strategies and teaching methods.
- ❖ This study also directs the teacher, how by using different methods and strategy they can guide the thinking of all the pupils in to approximately the same channels. The problems may be raised and defined, solutions may be proposed, tested and conclusions may be drawn-all as a class.

Conclusion

The study on student learning strategies and their impact in higher secondary school revealed significant differences in learning strategies based on gender and region. Using statistical analyses such as One-Way Analysis of Variance and the Two-Tailed 't' test, the findings indicate that students' learning approaches vary due to demographic factors. These differences highlight the need for teachers to adopt inclusive and adaptive teaching methods that cater to diverse learning styles. Understanding these variations can help in designing targeted interventions to improve student learning outcomes.

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