

Chapter - 6

CHAPTER - VI

Summary and Conclusions

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There is increasing public concern about the improvement of education, and particularly the education of those who, for one reason or another, enter secondary schools with abilities and strategies that handicap them in achieving success. In many cases, one of the problems is that neither home backgrounds nor schools have helped young students become aware of alternative ways of approaching learning situations, and of options other than increasing or decreasing one's effort as one approaches different learning situations. Education is frequently direct in ways that provide students with opportunities to carry out elaboration, self-monitoring or other strategies, but seldom is any explicit attention given to help students to become aware that they have a choice in types of learning strategies that may be employed. In general, educational activities are teacher directed and students learn to conform to the teacher's directions without any conscious thought about why the teacher directs them to carry out certain activities.

Moreover, teachers themselves do not think teaching involves the development of more effective repertoires of learning strategies. Students are directed to carry out certain learning activities, but grades and other feedback to the students are primarily directed to the correctness of the

outcome, rather than to the strategy used to achieve the result. Students seldom get directed training and practice in developing study strategies. Rather, they stumble upon effective strategies only when, by chance, they vary their approach and find that one method works better than others. Because students own theories of intelligence and learning often involve the notion that failure to learn is the result of low innate ability, they attribute their failures to stable, unchangeable factors which they can do nothing about. Their motivation to learn is low because they feel it is useless to try. Changing attributions and self-concepts to include the idea that needed skills can be developed may have a significant effect upon their motivations.

The present investigation aims to know the learning strategies and to investigate the factors affecting learning strategies of IXth standard students.

The Title of the Study

An inquiry into the factors influencing the learning strategies of IXth standard students.

Objectives

1. To study the influence of sex, types of school and levels of academic achievement on learning strategies.
2. To know the impact of mother's education, father's education, mother's occupation, fathers occupation, family income, co-curricular activities, types of

family and tuition classes on learning strategies.

3. To study the relationship between learning orientation and learning strategies.
4. To make a detailed study of two students having good learning strategies and two students having poor learning strategies.

Major Hypotheses

1. Sex, types of school and levels of academic achievement will have no significant effect on ten scales of learning strategies and composite learning strategies.
2. Interaction between two or more, of the above variables under study will have no significant effect on ten scales of learning strategies and composite learning strategies.
3. Mother's education, father's education, mother's occupation, father's occupation, family income, types of family, co-curricular activities and tuition classes will have no significant effect on the scales of learning strategies and composite learning strategies.
4. Learning orientation will have no significant relationship with learning strategies.

Sample

For the purpose of present study eight Gujarati medium schools of Baroda city were selected. Out of eight schools,

four were anami group schools and four were independent schools.

From these eight randomly selected schools, IXth standard students were considered, and they were categorised as follows :

High achievers : the students who have obtained marks above 60% in both VIIth and VIIIth standards.

Middle achievers : The students who have obtained marks between 40% and 60% in both VIIth and VIIIth standards.

Low achievers : The students who have passed with promotions in both VIIth and VIIIth standards.

The total sample consisted of 900 students. Out of these 900 students 450 were from anami group schools and 450 were from independent schools. Of these 450 students each, 150 were high achievers, 150 were middle achievers and 150 were low achievers.

Tool

1. Personal data form :

Personal data form was prepared to get the information about mother's education, father's education, mother's occupation, etc.

2. Learning And Study Strategies Inventory (LASSI)

The inventory developed by Claire, E. Weinstein, David R. Palmer and Ann. C. Schute at University of Texas at Austin was used for the purpose of the present study. LASSI diagnoses students learning and study strategies on following ten scales :

Scales	Number of Items
ATT	6
MDT	7
TMT	8
ANX	8
CON	8
INP	8
SMI	5
SFT	8
STA	8
TST	8
TOTAL	74

As the scale was standardized in American situations, it was found necessary to undergo adaptation procedures. Test-retest reliability calculated, was 0.78 which was quite high.

The tool consisted of 74 items, while responding the items on LASSI, the student has to indicate the answer by tick marking under any one of the columns - Never, seldom, sometimes often, Always. The scoring of the items is from 1 to 5 in case of positives items and 5 to 1 in case of negative items. The score of each item was added to get the scale wise score and the total score. High score indicates and good learning strategies.

3. Student's Learning Orientation Profile (SLOP)

The student's learning orientation profile was prepared in collaborative project of six countries namely Japan, Malaysia, U.K., Nigeria, Sri Lanka and India. From India Dr. (Mrs.) Jaylaxmi Indireson was researcher. The instrument provides a measure of the student's learning orientation profile which can be used to understand the factors affecting student's learning.

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This profile has seven scales with eight items on each scale. The items are in Likert format on four point scale with response categories - Strongly agree, agree, disagree and strongly disagree.

Scales

1. Personal Development orientation for learning (PEDOL)
2. Assessment Domination in Learning (ADOL)
3. Intrinsic Orientation in Job getting and Learning (INJOL)
4. Apathy in Learning (APAL)
5. Involvement in Learning (INVOL)
6. Extrinsic Orientation in Learning (EXOL)
7. Significant - Other orientation in Learning (SIGOL)

The scoring is from 4 to 1 for positive items and 1 to 4 for negative items. the score each item was added to get the total score each scale as well as of the whole profile Higher the score, the better the learning orientation.

Procedure of Data Collection

First of all the permission from the principals of all the selected schools was taken for data collection from the students. As mentioned earlier 900 students were selected on the basis of their achievement in VIIth and VIIIth standards. These students were first given personal data form to be filled in. Then learning orientation profile was administered. And finally learning and study strategies inventory was administered. At the time of administration of these tools the instruction regarding how to give the responses and what points will they keep in mind, while responding each item were given. They were also assured regarding the confidentiality of the data and were told about the purpose for which the data will be used.

Analysis of the Data

The data collected were analyzed with the help of the statistical techniques of analysis of variance and co-efficient of correlations. The data were analyzed into three parts. In part-I, in order to check the main as well as interaction effects of sex, types of school and levels of academic achievement on composite learning strategies and different scales of learning and study strategies inventory, the techniques of analysis of variance was used and wherever the F-ratio of more than two groups was found significant the tuckey gap test was employed . To examine the main effects of mother s education, father's education, mother s occupation,

etc. on composite learning strategies and each of the scales of learning and study strategies inventory, the same technique of analysis of variance was used in the part-II. In the Part-III, to study the relationship between learning and study strategies and learning orientation the coefficient of correlation technique was used.

Moreover, the case study of four students were made. Out of these four students two had good learning and study strategies and two had poor learning and study strategies. On the basis of data analysis, discussion and interpretation of results the following findings are drawn :

Findings

1. Sex influences students' motivation to learn, their time management techniques, anxiety and worry about school work, information processing and supporting techniques of learning.

Sex does not influence attitude and interest for study, students ability to pay concentration to learning tasks, their ability to select main ideas and recognise important information regarding study, ability to adopt self-testing techniques and test strategies, and also composite learning strategies.

2. Types of school influence student's attitude, time management technique, self testing strategy, testing strategies and composite learning strategies.

Types of school do not effect student's motivation. anxiety, concentration, information processing, selecting main ideas and study aids.

3. Levels of academic achievement influence all the ten scales of learning strategies and also composite learning strategies.
4. Sex and types of school jointly influence anxiety of students for academic tasks.
Sex and types of learning jointly do not influence any other scales of learning strategies and composite learning strategies.
5. Sex and levels of academic achievement jointly influence self testing technique.
Sex and levels of academic achievement jointly do not affect any other scales of learning strategies and also composite learning strategies.
6. Types of schools and levels of academic achievement jointly do not affect any scale of learning strategies and composite learning strategies.
7. Sex, types of school and levels of academic achievement jointly influence the student's information processing.
Sex, types of school and levels of academic achievement jointly do not affect any other scales of learning strategies and composite learning strategies.
8. Mother's education has an impact on student's attitude towards study and composite learning strategies.
Mother's education has no impact on any other scales of learning strategies.
9. Father's education has an impact on student's attitude towards study and composite learning strategies.

- Father's education has no impact on any other scales of learning strategies.
10. Mother's occupation has no impact on any scales of learning strategies and composite learning strategies.
 11. Father's occupation has no impact on any scales of learning strategies and composite learning strategies.
 12. Family income has an impact on student's attitude towards study, concentration and total learning strategies.
 13. Types of family have no impact on any of the scales of learning strategies and composite learning strategies.
 14. Co-curricular activities have no impact on any of the scales of learning strategies and on composite learning strategies.
 15. Tuition classes have no impact on any of the scales of learning strategies and composite learning strategies.
 16. Personal development orientation in learning influences very strongly all scales of learning strategies as well as total learning strategies.
 17. Assessment domination in learning has significant influence on all the scales of learning strategies except anxiety and attitude. It also influences the total learning strategies.
 18. Intrinsic orientation in job getting and learning has influence on all the scales of learning strategies and total learning strategies.
 19. Lower apathy in learning has an impact on all the scales of learning strategies and total learning

strategies.

20. Involvement in learning influences all the scales of learning strategies and total learning strategies.
21. Extrinsic orientation in learning has an impact on all the scales of learning strategies and total learning strategies.
22. Significant - other orientation in learning has significant influence on attitude, motivation, time management techniques, concentration, study aids and total learning strategies.
Significant other orientation in learning has no influence on anxiety, information processing, selecting main ideas, self testing and test strategies.
23. Total learning orientation has influence on total learning strategies.
24. The students having healthy family and classroom environment generally have better learning orientation, learning strategies and higher academic achievement.

Conclusions

- Learning orientation as a variable is a determiner of learning strategies.
- Effectiveness of learning strategies depend upon the innovative practices adopted in school, seminar and workshops organised for updating teacher's knowledge and efforts made by the learners. (Life anami group schools)
- Generally girls use better learning strategies than

boys.

- Learning Strategies have direct relations with academic achievement.
- Parents' occupation, types of family are independent of learning strategies.
- Tuition classes do not contribute to the development, use and selection of learning strategies.
- C.C.A. neither strengthen nor weaken the learning strategies.
- Healthy family and classroom environment, good learning orientation and effective learning strategies generally reflect in the academic achievement.

Some implications which emerged from this investigation are highlighted below :

Research implications

Academic achievement was found to influence practically all the scales of learning and study strategies inventory. Generally higher achievers have better learning strategies than middle and low achievers. Hence the middle and low achievers should be encouraged to use and adopt proper learning strategies. In case, their low achievements are not because of any other reasons but are due to lack of adopting and using appropriate learning strategies, the encouragement given to them would enhance their academic achievement.

Generally anami group school students have better learning strategies than independent school students. Here it may be implied that the independent schools management and principals should adopt the ways and techniques employed by anami group schools.

It was also found in the present investigation that the students who have better learning orientation have generally good learning strategies. It, therefore, is necessary that students who have poor learning orientation should be oriented properly for learning, keeping in mind personal domination, assessment domination, involvement in learning, etc. Moreover, they may be helped to develop origin ideology in learning, that is, originality and creativity etc. in learning.

Suggestions for the further researches

No research work is complete in itself. Every research problem provides background for further studies on various issues. Many of the research findings seem to suggest avenues for further researches in the field of learning strategies.

1. A study of change in the use of learning strategies as a result of a training program would be an avenue for further research.
2. Comparative study of urban and rural students, deprived or minority group students and general categories students with respect to their learning and study strategies may be undertaken.
3. Comparative study of the students of different regional mediums of instructions and English as medium of instruction using learning and study strategies may be studied.
4. Construction and standardisation of a test of individual learning strategies on the line of schemech et.al. (1983), Schulte and weinstein (1981) would be a big contribution in India to the field of educational measurement.
5. Research in the line of Dansereau (1979) on the design of learning strategies curriculum would help learners to make the most efficient use of their available sources to acquire, retain and utilise information.
6. A training programme for improving learning and study strategies may be developed in the line of Wilbert J.

Mcleachie, et. al. (1984), for socially deprived students in order to enhance their levels of academic achievement.

7. A research into the contribution of individual differences towards learning strategies would perhaps lead to the identification of certain other relevant individual variables.