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## A STUDY ON SCHOOL MOTIVATION AND LEARNING STRATEGIES AMONG MIDDLE SCHOOL STUDENTS BASED ON GENDER

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### Abstract

Successful learning of students is consistently associated with their school motivation. To enhance the learning strategies of the students through Effective Learning Module. To enable the students to apply appropriate Learning Strategies. To study whether there is any difference in the School Motivation and Learning Strategies of students based on Gender. There is no significant difference in the overall pre-test scores and Post –Test scores of learning strategies of the middle school students through Effective Learning Module based on Gender. For the present study, the data were collected from population of eight standard (12 years and 13 years) sample size of 304 Government Middle school students. The sampling technique used for the study is convenience sampling. For School motivation and Learning strategies Inventory (SMALSI), Stroud & Reyonlds, (2006) was used, the modified SMALSI tool consist 6 dimensions and 40 statements. Two negative questions were introduced. The mean score of Pre-Test shows boys and girls do not differ in School motivation and Learning strategies of the middle school students through Effective Learning Module based on their Gender. The overall mean score of Post-Test shows that boys are higher than Girls at 5% level in School motivation and Learning strategies of the middle school students through Effective Learning Module based on their Gender. This upward trend is more remarkable in Post-Test than Pre-Test, which further signifies enhancement of achievement as a result explains the applied methodology was very much interacted and well taken by the students.

**Key words:** school motivation, learning strategies, learning module

### INTRODUCTION

Successful learning of students is consistently associated with their school motivation. This may help educators to improve learning of students. It is a well-known fact that learners' capability to raise their enthusiasm to participate in overall activities related to academics have been considered as a

significant factor to understand their performance and learning (Wolters, 2009).

### STATEMENT OF THE PROBLEM

The present study is specifically intended to the study of Effectiveness of accelerated techniques on school motivation and learning strategies with

respect to Gender, Number of Members in the Family, Order of Birth, Qualification of Father/Mother and Number of Siblings among middle school students.

The present study is stated as "A Study on Enhancement of Effective Learning Module on School Motivation and Learning Strategies among Middle School Students based on Gender".

#### **NEED AND SIGNIFICANCE OF THE STUDY**

Accelerated learning technique module focuses on making the students an active learner by teaching them how to learn and how to use what they have learned to solve day to day problems and be successful. To attain success in this direction, the teacher must diagnose the learning strategies that would help students succeed in academic pursuits.

The basic learning strategies of the present-day students were identified by the researcher. After identifying their learning strategies, their effectiveness needs to be established and then implemented. The identified strategies were used as base to train students, keeping in mind the individual differences among the students.

#### **MAIN OBJECTIVES OF THE STUDY**

- To enhance the learning strategies of the students through Effective Learning Module.
- To enable the students to apply appropriate Learning Strategies.
- To study whether there is any difference in the School Motivation and Learning Strategies of students based on Gender.

#### **DELIMITATIONS OF THE STUDY**

- The study was limited to 12 years and 13 years students.
- The institutional variables were not taken into account
- The study included only the students of English medium
- The study included only the rural areas of Government Middle school students around Chennai.

#### **HYPOTHESIS OF THE STUDY**

- H.1.** There is no significant difference in the overall pre-test scores of learning strategies of the middle school students through Effective Learning Module based on Gender
- H.2.** There is no significant difference in the overall post-test scores of learning strategies of the middle school students through Effective Learning Module based on Gender

#### **SELECTION OF THE SAMPLE**

A sample is a representative section of the population under study. The factor to be considered in selection of sample was as follows:

1. Sample size must be large enough to make generalisation.
2. The Sample must be free from bias and
3. The sample must represent the population in all the aspects of the study.

For the present study, the data were collected from population of eighth standard (12 years and 13 years) sample size of 304 Government Middle school students. The convenience sampling technique was used in this study.

#### **FORMATION OF THE TOOL**

The personal data sheet consist of details like Gender, Age were employed to get the personal information about the students and for School motivation and Learning strategies Inventory (SMALSI), Stroud & Reyonlds, (2006) was used. It was modified in terms of language and content wherever necessary. The modified SMALSI tool consist 6 dimensions and 40 statements. Two negative questions were introduced.

**Table 1. Dimensions of School motivation and Learning strategies Inventory (SMALSI)**

School Motivation and Learning Strategies Inventory (SMALSI) with Dimensions	Number of items
Study Strategies	8 items ( 1 -8)
Note taking / Listening	8 items (9-16)
Reading / Comprehension	8 items (17-24)
Writing / Research Skill	5 items (25-29)
Organizational Technique	4 items (30-33)
Time Management	7 items (34-40)

The SMALSI tool has the following points of reference, Never True (NT), Rarely True (RT), Sometimes True (ST), often true (OT) and always true (AT). Out of 40 items 38 are positive questions and 2 (8 and 11) are negative questions. The scoring was 1,2,3,4,5 for positive items and 5,4,3,2,1 for negative items. The Minimum score is 40 and maximum possible score is 200.

**RELIABILITY**

Data collected from pilot study test is analyzed and the Reliability of coefficient of SMALSI inventory is 0.94.

**STATISTICS**

H.1. There is no significant difference in the overall pre-test scores of learning strategies of the middle school students through Effective Learning Module based on Gender

**Table. 2. Mean and Standard Deviation of the pre-test scores of learning strategies of the middle school students through Effective Learning Module based on Gender**

School motivation and Learning strategies Dimensions	Gender				t- Value	Level of Significance
	Boys		Girls			
	Mean	SD	Mean	SD		
Study Strategies	23.67	2.413	23.38	2.329	1.077	0.282
Note Taking/ Listening	23.51	2.401	23.47	2.427	0.138	0.891
Reading / Comprehension	23.43	2.403	23.55	2.488	0.403	0.688
Writing / Research skills	16.23	1.721	16.28	1.728	0.512	0.608
Organizational Techniques	16.25	1.725	16.33	1.806	1.127	0.260
Time Management	23.45	2.250	23.54	2.402	0.137	0.729
<b>Overall school motivation and Learning Strategy</b>	<b>126.39</b>	<b>5.419</b>	<b>126.19</b>	<b>4.911</b>	<b>1.154</b>	<b>0.997</b>

Note : 1. \*\* denotes significant at 1% level; 2. \* denotes significant at 5% level

From the above Table, it is exposed that there is no significant difference between boys and girls in pre-test scores of School motivation and Learning

strategies of the middle school students through Effective Learning Module.

The mean score of Pre-Test shows boys and girls do not differ in School motivation and Learning strategies of the middle school students through Effective Learning Module based on their Gender.

**Hence the null hypothesis is accepted.**

H.2. There is no significant difference in the overall post-test scores of learning strategies of the students through Effective Learning Module based on Gender

**Table 3. Mean and Standard Deviation of the post-test scores of learning strategies of the students through Effective Learning Module based on Gender**

School motivation and Learning strategies Dimensions	Gender				t- Value	Level of Significance
	Boys		Girls			
	Mean	SD	Mean	SD		
Study Strategies	34.82	2.422	34.98	2.290	1.998	0.158
Note Taking/ Listening	34.94	2.381	34.56	2.432	0.201	0.995
Reading / Comprehension	34.33	2.763	34.58	2.620	0.810	0.757
Writing / Research skills	22.66	1.520	21.59	1.221	1.573	0.211
Organizational Techniques	22.69	1.395	21.57	1.329	0.751	0.902
Time Management	30.50	1.285	30.53	1.325	0.201	0.627
<b>Overall school motivation and Learning Strategy</b>	179.94	5.366	177.81	4.530	<b>0.220</b>	<b>0.011*</b>

Note: 1. \*\* denotes significant at 1% level;

2. \* denotes significant at 5% level

From the above Table of Post-Test, it is revealed that there is significant difference in overall scores boys and girls in school motivation and Learning strategies of the middle school students through Effective Learning Module based on their Gender.

The overall mean score of Post-Test shows that boys (179.94) are higher than Girls (177.81) at 5% level in School motivation and Learning strategies of the middle school students through Effective Learning Module based on their Gender.

In dimension scores shows that there is no significant difference between Boys and Girls in school motivation and Learning strategies of the middle school students through Effective Learning Module. **Hence the null hypothesis is Partially Accepted.**

**FINDINGS**

The mean score of Pre-Test shows boys and girls do not differ in School motivation and Learning

strategies of the middle school students through Effective Learning Module based on their Gender. The overall mean score of Post-Test shows that boys are higher than Girls at 5% level in School motivation and Learning strategies of the middle school students through Effective Learning Module based on their Gender. This upward trend is more remarkable in Post-Test than Pre-Test, which further signifies enhancement of achievement as a result explains the applied methodology was very much interacted and well taken by the students.

**SUGGESTIONS FOR FURTHER RESEARCH**

- The academic achievement of the student can be studied
- The comparative study can be implemented to students with different region and people
- The study could be extended to other important skills such as LSRW (learning, speaking, Reading and writing)

- Duration of the study may be increased to find out the effect of this approach.

### CONCLUSION

The learning strategies and school motivation have a major role in language learning

process in which they can influence the outcome of language learning. It is important in language learning strategies instruction to develop learners' motivation to use the strategies. In return, the use of learning strategies can increase learner motivation for language learning activities.

An individual can achieve their goals by acquiring the necessary knowledge and skills through learning. The schools are the place where the students acquire these knowledge and skill. So, the teachers should empower the students to become more self-directed learners by developing learning to learn skills in their students so that they become lifelong learners. Students can become efficient learners with the support of teachers.

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