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A study on certain select factors relating to cognitive learning strategies of adult learners pursuing equivalancy programme in Kerala

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Abstract
In the present study the investigator made an attempt to study the effect of certain select factors relating to meta-cognitive learning strategies of adult learners pursuing equivalency programme in Kerala. Descriptive survey method was adopted for the study. The sample consist 489 adult learners and statistical technique used for the study were Pearson's Product moment coefficient correlation. Result indicate that there exist a significant positive relationship between 'cognitive Learning Strategies' and independent variables -sof Adult Learners pursuing Equivalency programme.

Keywords: adult learners, cognitive learning strategies, meta-cognitive learning strategies, Kerala

Introduction

Kerala is the first complete literate state in India and achieved this great target on 18th April, 1991. Though several decades crossed after the declaration of complete literacy in Kerala, the neo literates became illiterate in course of time due to lack of practice and absence of opportunity to continue their studies through a meaningful post-literacy programmes. Hence, the National Literacy Mission realized the need for launching post-literacy programmes and designed a scheme of continuing education. This has been approved by Government of India and come in to force from 1st January 1996.The scheme has divided the Continuing Education programme in to four categories-Equivalency Programme (EPs), Income Generating Programmes (IGPs), Quality of Life Improving Programmes(QLIPs) and Individual Interest Promotion Programmes. UNESCO (2006) also reported that "the formal education system does not meet these urgency of providing education for all especially for out of school population. For to meet this needs different policies and strategies. *i.e*, lifelong and continuing education programme like Equivalency Programme."

This is the context in which Kerala State Literacy Mission Authority launched an educational programme called 'Equivalency Learning Programme' on 26th January 1999. It gives opportunity for neo-literates and dropouts of formal school to enrol in Equivalency programme and achieving certificate equivalent to the formal education. It leads to opening of the new horizons of higher education for neo literates and adult learners who are dropout from formal stream of education.

Starting of Equivalency programme helped a large number of school dropouts to continue their studies in their later stages. They attended regular classes organized in the district centres which give them enormous experience which is similar to regular education.

The academic climate prevailing in the Equivalency centers differ in many ways compared to regular classrooms. The learning in equivalency programme has become an individual responsibility of the learner. Teachers were unable to support the students in their learning related difficulties. This led the self motivated adult learners, who attend equivalency programme, to come across many hurdles in their process of studies. Their personal, familial, economical and social issues made a trade off with their learning. Overcoming these issues are key to the success of the Equivalency Programme. This is the specific context in which the investigator is making an attempt to explore the influence of certain learner's related variables on Learning Strategies of adult learners who pursue equivalency programme.

Need and significance of the study

Under Equivalency programme, the learners are heterogeneous- with respect to age, gender, socio-economic status and so on. The tastes, interest and family background of the learners in group may vary widely. Majority of them are the major economic source of family and have not got adequate environment for learning due to job related and family related engagements. Thus time become an elephant in the room for the learners, who pursue Equivalency Programme. Lack of time doesn't allow them to approach the learning material reflectively and critically. Higher order learning skills faces serious challenges for these learners. This leads to mugging up of information and cramming. As a result, the participants of Equivalency Programme start complaining about their own inefficiency in remembering the information taught to them.

Good number of studies proved that strategic learning can improve student's performance. A number of studies identified strong relationship between learning strategies and achievement (Lenz & Hughes, 1990; Graham, *et al*., 1991; Miller and Mercer, 1993; Bulgren, *et al*. 1995 and Lee, *et al*. 1999). Studies of Hughes and Schumaker, (1991), Moody

and Raymond (1993) shows that strong relation with strategic learning and student's performance. Though there is a plethora of literature about the effect of learning strategies on various dimensions of student, it is hard to find such studies related to adult learners. This shows grave negligence about the learning related issues of adult learning. It may not be an exaggeration to say that researches on learning related issues of adult learners is a neglected area. In India such negligence has magnified effect. Kerala being the first state to execute Equivalency Programme, under literacy mission, such studies carry vital importance. This is the context in which this study is carried out.

The investigator could not find any studies related to Learning Strategies and factors influencing Learning Strategies of adult learners. This has leaded the investigator, take up the present study entitled as

"*A study on certain select factors relating to Cognitive Learning Strategies of Adult learners pursuing Equivalency programme in Kerala."*

Statement of the problem

The investigator has been selected certain factors like Family Environment, Emotional Intelligence, Socio Economic Status and Job Involvement influence on the Learning Strategies of adult learners pursuing Equivalency programme. Therefore, problem for the present study was stated as "A Study on Certain Select Factors Relating To Cognitive Learning Strategies of Adult Learners Pursuing Equivalancy Programme in Kerala."

Objectives

To test whether there exist any significant difference in the correlation obtained sbetween each of the independent variables (Family Environment, Emotional Intelligence, Socio-Economic Status and Job Involvement) and Cognitive Learning Strategies of adult learners pursuing equivalency programme for the total sample and sub-samples selected for the study.

Hypotheses

There will be significant difference in the correlation obtained between the independent variables (Family Environment, Emotional Intelligence, Socio-Economic Status and Job Involvement) and Cognitive Learning Strategies of adult learners pursuing equivalency programme for the total sample and sub-samples selected for the study.

Methodology

The methodology followed by the investigator is discussed below:

Variables for the study

Independent variables selected for the present study is Family Environment, Emotional Intelligence, Socio-Economic Status and Job Involvement. Dependent variable for the study is Cognitive Learning Strategies of adult learners pursuing Equivalency Programme. Demographic variables selected for the study are gender (male/female), locale (rural/urban), maritalstatus (married/unmarried) and employment status (employed/unemployed).

Sample for the study

The present study is intended to carry out on a representative sample of 439 Adult learners pursuing equivalency classes for 10th standard level at, Malappuram district of Kerala state. The sample will be drawn by cluster random sampling technique giving due representation to factors like gender, locale, marital status, employment status and category.

Tools and Technique used in the Study

Five instruments are used for the data collection of the study. Out of five instruments, Learning Strategy Scale for Adult Learners was developed and standardized by the investigator with the help of Research Supervisor(reliability:0.863 validity:0.74) Family Environment Scale (Bhatia, H. & Chadha, N.H, 1993) Emotional intelligence Scale (Dhar, U., Hyde, A. & Pethe, S., 2005) Socioeconomic Status Scale (R. L. Bharadwaj, 2005) and Job Involvement Scale (Srivastava, D. K, Dhar, S. & Dhar, U., 2001) were adopted tools used for the study.

Statistical technique used for the study

The present study used Pearson's Product Moment Coefficient of Correlation and Test of significance of difference between correlation 'r'.

What is Learning Strategy?

Oxford (1990) theorized that student adopt different kinds of strategies for learning. Oxford classified three types of strategies. They are Meta cognitive strategies, Cognitive strategies and Socio affective strategies.

Meta cognitive strategies

Meta cognitive planning: - Deciding the purpose of a particular learning task.

Advance organization: Previewing and upcoming learning passage or activity and linking it with what is already known.

Selective attention: Deciding in advance to focus on important aspects of language input and to ignore distractions.

Self-monitoring: Checking one's understanding while listening and identifying errors in written production.

Self-evaluation: Judging how well one has learned the material by analyzing one's own written work or checking one's reading record.

Cognitive strategies

Resourcing: Using reference material such as dictionaries, grammar books, tapes, T.V., video cassettes for receiving and transmitting messages.

Grouping: Classifying words and concepts according to their attributes or personally meaningful groups.

Inference: Making guesses based on previous knowledge such as guessing meaning of unfamiliar words with linguistic clues or predicting outcomes using background knowledge.

Reasoning: Applying prior knowledge to facilitate the acquisition of new knowledge.

Elaboration: Making learning material concrete and

personally meaningful by integrating the new material in to existing semantic networks and by retaining items to one another to make relationship explicit.

Note-taking: Writing down key words and points in abbreviated form to sort or organize language information.

Visualizing: Visualizing setting of a listening passage to understand and remember new information.

Socio- affective Strategies

Lowering anxiety: Reducing anxiety by listening to soothing music or reading humorous stories or reminding oneself of progress by using the self-talk technique or by writing progressive journals.

Asking questions: Asking the speaker (teacher or peer) to give additional explanation examples or verification.

Cooperation: Working with peers to solve problems, build confidence and pool information.

Purdie and Hattie (1996) classified strategies for self-regulated learning. The 14 self-regulated learning strategies are self-evaluation, organization and transformation ,goal setting and planning , information seeking , record keeping and self-monitoring, environmental structuring, giving self-consequences, rehearsing and memorizing, seeking social assistance (from peers, teachers or other adults) and reviewing (notes, books or texts). These strategies are thought to represent the range of behavior that students engage in to regulate their personal functioning, academic behavioral performance and learning environments.

Analysis and interpretation of data

Correlation of Cognitive Learning Strategy and each of Independent variables of adult learners pursuing Equivalency Programme for the Total sample

The details of correlation between 'Cognitive Learning Strategy' and each of the Independent variables. Viz Family Environment, Emotional Intelligence, Socio Economic Status and Job Involvement of adult learners pursuing Equivalency Programme for the total sample are presented in the Table.

Table 1: Relationship between Cognitive Learning Strategy and Family Environment, Emotional Intelligence, Socio Economic Status and Job Involvement of adult learners pursuing Equivalency Programme

Independent variables	N	r	Level of significance	Confidence interval		Shared variance
				Lower limit	Upper limit	
Family environment	439	0.982**	0.001	0.978	0.985	96.43
Emotional intelligence	439	0.816**	0.001	0.771	0.853	66.59
Socioeconomic status	439	0.968**	0.001	0.96	0.974	93.70
Job involvement	439	0.887**	0.001	0.858	0.91	78.68

**Correlation is significant at the 0.01 level (2-tailed)

Interpretation of findings

a) **Family Environment and Cognitive Learning strategy:-**For the total sample, the correlation between Family Environment and Cognitive Learning strategy is 0.982, which is found to be significant($p<0.01$). Hence the relationship between these two variables is considered to be real. The relationship can be verbally interpreted as high correlation. The obtained correlation is positive, this means that increase in one variable results a corresponding increase in the other variable. Hence any increase in Family Environment results in increase in Cognitive Learning strategy of adult learners.

   The 0.01 confidence interval for the total sample is found to be between 0.978 and 0.985. This shows that if the correlation is worked out for the same variable for the whole population, the resulting correlation will be between these intervals at 0.01 level of probability. The shared variance of Cognitive Learning Strategy with Family Environment is 96.43. This means that 96.43 percent of what is measured by Family Environment is related to Cognitive Learning Strategy.

b) **Emotional Intelligence and Cognitive Learning Strategy:-**For the total sample, the correlation between Cognitive Learning Strategies and Emotional Intelligence is 0.816, which is found to be significant ($p<0.01$). Hence the relationship between these two variables is considered to be real. The relationship can be verbally interpreted as high correlation. The obtained correlation is positive, this means that increase in one variable result a corresponding increase in the other variable. Hence any increase in Emotional intelligence results an increase in Cognitive Learning strategy of adult learners.

   The 0.01 confidence interval for the total sample is found to be between 0.771 and 0.853. This shows that if the correlation is worked out for the same variable for the whole population, the resulting correlation will be between these intervals at 0.01 level of probability. The shared variance of Cognitive Learning strategy with Emotional intelligence is 66.59. This means that 66.59 percent of what is measured by Emotional intelligence is related to Cognitive Learning Strategy.

c) **Socio-economic Status and Cognitive Learning Strategy:-** For the total sample, the correlation between Cognitive Learning Strategies and Socio Economic Status is 0.968, which is found to be significant($p<0.01$). Hence the relationship between these two variables is considered to be real. The relationship can be verbally interpreted as high correlation. The obtained correlation is positive; this means that increase in one variable result a corresponding increase in the other variable. Hence any increase in Socio-economic status results an increase in Cognitive Learning strategy of adult learners.

   The 0.01 confidence interval for the total sample is found to be between 0.96 and 0.974. This shows that if the correlation is worked out for the same variable for the whole population, the resulting correlation will be between these intervals at 0.01 level of probability. The shared variance of Cognitive Learning Strategy with

Socio Economic Status is 93.70. This means that 93.70 percent of what is measured by Socio Economic Status is related to Cognitive Learning Strategy.

d) Job involvement and Cognitive Learning Strategy: - For the total sample, the correlation between Cognitive Learning Strategy and Job Involvement is 0.887, which is found to be significant ($p<0.01$). Hence the relationship between these two variables is considered to be real. The relationship can be verbally interpreted as very high correlation. The obtained correlation is positive; this means that increase in one variable result a corresponding increase in the other variable. Hence any increase in Job Involvement results an increase in Cognitive Learning Strategy of adult learners.

The confidence interval for the total sample is found to be between 0.858 and 0.91. This shows that if the correlation is worked out for the same variable for the whole population, the resulting correlation will be between these intervals at 0.01 level of probability. The shared variance of Cognitive Learning strategy with Job Involvement is 78.68. This means that 78.68 percent of what is measured by Job Involvement is related to Cognitive Learning Strategy.

Correlation of Meta-cognitive Learning Strategy and each of the independent variable for Male and Female adult learners pursuing Equivalency Programme

The details of correlation between Meta Cognitive Learning Strategy and each of the Independent variables for Male and Female adult learners pursuing Equivalency programme.

Table 2: Relationship between Meta-cognitive of Learning Strategy and Independent variables For Male and Female Adult Learners pursuing Equivalency Programme

Dependent Variables	Independent Variables	N		r	Level of significance	Confidence Interval		Shared Variance
						Lower limit	Upper limit	
Cognitive Learning Strategy	Family Environment	male	199	0.974	0.001	0.963	0.981	94.86
		female	240	0.975	0.001	0.966	0.982	95.06
	Emotional Intelligence	male	199	0.934	0.001	0.907	0.953	87.23
		female	240	0.747	0.001	0.664	0.812	55.80
	Socio Economic Status	male	199	0.950	0.001	0.929	0.965	90.25
		female	240	0.953	0.001	0.933	0.967	90.82
	Job involvement	male	199	0.866	0.001	0.812	0.905	74.99
		female	240	0.903	0.001	0.868	0.929	81.54

The coefficient of correlation estimated between 'Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of Rural adult learners is found to be significant at 0.01 probability level. The value of 'r' ranging from 0.866to 0.974. The percentage of overlap is ranging from 74.99 to 94.86. From these findings, it can be concluded that there exist significant positive relationship between ' Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of adult learners pursuing Equivalency programme for Male sample.

The coefficient of correlation estimated between 'Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of Rural adult learners is found to be significant at 0.01 probability level. The value of 'r' ranging from 0.747to 0.953. The percentage of overlap is ranging from 55.80 to 95.06. From these findings, it can be concluded that there exist significant positive relationship between ' Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of adult learners pursuing Equivalency programme for Female sample.

Correlation of Cognitive Learning Strategy and each of the independent variable for Rural and Urban adult learners pursuing Equivalency Programme

The details of correlation between Cognitive Learning Strategy and each of the Independent variables for Rural and Urban adult learners pursuing Equivalency programme.

Table 3: Relationship between Cognitive of Learning Strategy and Independent variables For Rural and Urban Adult Learners pursuing Equivalency Programme

Dependent Variables	Independent Variables	N		r	Level of significance	Confidence Interval		Shared Variance
						Lower limit	Upper limit	
Cognitive Learning Strategy	Family Environment	Rural	313	0.978	0.001	0.971	0.983	95.64
		Urban	126	0.982	0.001	0.972	0.988	96.43
	Emotional Intelligence	Rural	313	0.782	0.001	0.719	0.832	61.15
		Urban	126	0.914	0.001	0.867	0.945	83.53
	Socio Economic Status	Rural	313	0.970	0.001	0.961	0.977	94.09
		Urban	126	0.948	0.001	0.919	0.967	89.87
	Job involvement	Rural	313	0.885	0.001	0.849	0.912	78.32
		Urban	126	0.879	0.001	0.815	0.922	77.26

The coefficient of correlation estimated between 'Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of Rural adult learners is found to be significant at 0.01 probability level. The value of 'r' ranging from 0.782to 0.978. The percentage of overlap is ranging from 61.15 to 95.64. From these findings, it can be concluded that there exist a significant positive relationship between ' Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of adult learners pursuing Equivalency programme for Rural sample.

The coefficient of correlation estimated between 'Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of Rural adult learners is found to be significant at 0.01 probability level. The value of 'r' ranging from 0.879to 0.982. The percentage of overlap is ranging from 77.26 to 96.43. From these findings, it can be concluded that there exist a significant positive relationship between ' Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of adult learners pursuing Equivalency programme for Urban sample.

Correlation of Cognitive Learning Strategy and each of the independent variable for Married and Unmarried adult learners pursuing Equivalency Programme

The details of correlation between Cognitive Learning Strategy and each of the Independent variables for Married and Unmarried adult learners pursuing Equivalency programme.

Table 3: Relationship between Meta-cognitive of Learning Strategy and Independent variables For Married and Unmarried Adult Learners pursuing Equivalency Programme

Dependent Variables	Independent Variables	N		r	Level of significance	Confidence Interval		Shared Variance
						Lower limit	Upper limit	
Cognitive Learning Strategy	Family Environment	Married	309	0.978	0.001	0.971	0.983	95.64
		Unmarried	130	0.986	0.001	0.978	0.991	97.21
	Emotional Intelligence	Married	309	0.767	0.001	0.7	0.821	58.82
		Unmarried	130	0.912	0.001	0.865	0.943	83.17
	Socio Economic Status	Married	309	0.963	0.001	0.951	0.972	92.73
		Unmarried	130	0.969	0.001	0.952	0.98	93.89
	Job involvement	Married	309	0.889	0.001	0.854	0.916	79.03
		Unmarried	130	0.870	0.001	0.803	0.915	75.69

The coefficient of correlation estimated between 'Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of Married adult learners is found to be significant at 0.01 probability level. The value of 'r' ranging from 0.767 to 0.978. The percentage of overlap is ranging from 58.82 to 95.64. From these findings, it can be concluded that there exist significant positive relationship between ' Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of adult learners pursuing Equivalency programme for Married sample.

The coefficient of correlation estimated between 'Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of Unmarried adult learners is found to be significant at 0.01 probability level. The value of 'r' ranging from 0.87 to 0.986. The percentage of overlap is ranging from 75.69 to 97.21. From these findings, it can be concluded that there exist significant positive relationship between ' Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of adult learners pursuing Equivalency programme for Rural sample.

Correlation of Meta-cognitive Learning Strategy and each of the independent variable for Employed and Unemployed adult learners pursuing Equivalency Programme

The details of correlation between Meta Cognitive Learning Strategy and each of the Independent variables for Married and Unmarried adult learners pursuing Equivalency programme.

Table 3: Relationship between Meta-cognitive of Learning Strategy and Independent variables For Employed and Unemployed Adult Learners pursuing Equivalency Programme

Dependent Variables	Independent Variables	N		r	Level of significance	Confidence Interval		Shared Variance
						Lower limit	Upper limit	
Cognitive Learning Strategy	Family Environment	Employed	332	0.973	0.001	0.965	0.979	94.67
		Unemployed	107	0.988	0.001	0.979	0.992	97.61
	Emotional Intelligence	Employed	332	0.778	0.001	0.716	0.828	60.52
		Unemployed	107	0.931	0.001	0.889	0.957	86.67
	Socio Economic Status	Employed	332	0.966	0.001	0.956	0.974	93.31
		Unemployed	107	0.959	0.001	0.933	0.975	91.96
	Job involvement	Employed	332	0.891	0.001	0.858	0.916	79.38
		Unemployed	107	0.852	0.001	0.767	0.907	72.59

The coefficient of correlation estimated between 'Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of Employed adult learners is found to be significant at 0.01 probability level. The value of 'r' ranging from 0.778 to 0.973. The percentage of overlap is ranging from 60.52 to 94.67. From these findings, it can be concluded that there exist significant positive relationship between ' Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of employed adult learners pursuing Equivalency programme.

The coefficient of correlation estimated between 'Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of unemployed adult learners is found to be significant at 0.01 probability level. The value of 'r' ranging from 0.852to 0.988. The percentage of overlap is ranging from 72.51 to 97.61. From these findings, it can be concluded that there exist significant positive relationship between ' Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of unemployed adult learners pursuing Equivalency Programme.

Discussion

FortheSubsamplesUrban,Rural,Male,Female,Married,Unmarried,Employed,Unemployed,General,O.B.Cand SC/ST category, the coefficient of correlation estimated between 'Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of Adult Learners are found to be significant at 0.01 probability level.

Similarly, for the Sub samples Urban, Rural, Male, Female, Married, Unmarried, Employed, Unemployed, General, O.B. Cand SC/ST category, the coefficient of correlation estimated between 'Dimensions of Learning Strategy., viz Meta cognitive, cognitive and socio affective strategies' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of adult learners is found to be significant at 0.01 probability level.

From these findings, it can be concluded that there exist significant positive relationship between 'Learning Strategy' and 'Independent variables' viz.,Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of adult learners pursuing Equivalency Programme for the subsamples. Also it can be concluded that there exit a high significant positive relationship between 'Dimensions of Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of adult learners pursuing Equivalency Programme for the subsample.

Research studies related to this areas were also supported this findings. Lawrence A. Kurdek (1988) administered a study which reveals that students with parents(father and mother) and nuclear families had attained better academic performance and less problematic behaviour in school than those of students who were brought out either in mother-custody or stepfather families. Rice (2007) examined the relationship of the emotional intelligence to academic achievement and were to be found significantly correlated with grade point averages. Vig, S. (2004) investigated a study on college students and found significant correlation between emotional intelligence and academic achievement. Kelu (1989) found that parental education level, parental occupation level, parental income, socio-economic status, family acceptance of education, cultural level of family and socio-familial status are correlates of language skills. Usha (1992) conducted a study of certain socio-familial correlates of secondary school science achievement. It was found that the best social correlates of achievement in physical science were identified as in the educational level of father, educational level of mother, occupational level of mother and occupational level of father. The best familial correlates of achievement in physical science were (in order of importance) home learning facility, family acceptance of the child, size of the family, parental sex bias in education, family environment and order of birth. Singh, M. (1994) examine a research which indicated that job satisfaction of bank employees was found to be affected positively by occupational level, job-involvement and participation was found to be significant.

Thus the findings of the present study goes in line with established research results. More specifically, present study throw light in to the relationship between learning strategy and Independent variables and between each of the dimensions of Learning strategy and each of the independent variables in various subsamples selected for the study.

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