



The Impact of Learning Strategies on Academic Performance of Transnational Higher Education Students (TNE)

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ABSTRACT

This study investigates the impact of learning strategies on the academic performance of transnational higher education (TNE) students. In the context of Pakistan, where traditional rote-learning methodologies are prevalent, this research focuses on understanding the learning strategies adopted by transnational university students and their influence on academic outcomes. The rote-learning methodology is a traditional technique adopted by the students in higher education degree programs in the universities of Pakistan. This technique has made domestic students the passive recipient of information during their lectures in classrooms and hence influence their learning outcomes (Bal-Taştan et al., 2018). The study aims to bridge the gap in research regarding the correlation between learning strategies and academic performance among transnational students. The significance of this study lies in its potential to shed light on how learning strategies affect academic success and satisfaction levels among TNE students. The research employs a cross-sectional, quantitative, survey-based approach to gather data from transnational students enrolled at the IVY College of Management Sciences (ICMS) in Lahore, Pakistan. The collected data is analyzed using descriptive statistics and regression analysis. The findings reveal that learning strategies, particularly microstrategies and keys of memory and metacognition, are significantly correlated with academic achievement. Moreover, student satisfaction levels are also positively associated with academic performance. The results suggest the need for targeted training programs to enhance learning strategies among students and promote a deeper understanding of the relationship between learning approaches and academic success.



Introduction

Experts and researchers agree that learning strategies have a great impact on the academic outcomes of students. Obviously, the mental capabilities of all the students are different due to which they tend to adopt different learning strategies. This fact influences their academic performances to a great extent. Limited research is conducted in Pakistan which correlates learning strategies with academic performances. This study has shown a connection between learning strategies and academic performances of transnational higher education students.

Learning Strategies and Their Definitions

Learning strategies encompass a range of cognitive, metacognitive, and social techniques employed by students to enhance their learning experiences (Thomas et al., 2021). Microstrategies involve detailed techniques such as summarizing and outlining, while macrostrategies focus on overarching methods like self-regulation and planning (Ismail et al., 2018; Lipka et al., 2019). These strategies are pivotal in shaping students' approaches to studying, which ultimately influence their academic performance.

Correlation between Learning Strategies and Academic Performance

Numerous studies have investigated the relationship between learning strategies and academic outcomes. Ismail et al. (2018) found that teaching learning strategies can significantly improve academic performance, particularly when tailored to individual learning preferences. Vlachopoulos and Makri (2019) and Pascoe et al. (2020) highlighted the positive impact of effective learning strategies on academic achievement, suggesting that students who adopt active learning techniques tend to perform better. Conversely, some studies have shown conflicting results, indicating a negative correlation between specific learning strategies and academic success (Murillo-Zamorano et al., 2019; Chen and Yang, 2019). The varying results underscore the complexity of the relationship between learning strategies and academic performance.

Contextual Factors and Learning Strategies

Cultural and educational contexts can influence the choice and effectiveness of learning strategies. In countries like Pakistan, where rote learning is deeply ingrained in educational practices, students might rely more on memorization-based strategies (Bal-Taştan et al., 2018). This can impact the critical thinking and problem-solving skills necessary for higher academic achievements. Research by Cheng et al. (2019) highlighted the importance of adapting learning strategies to the cultural and educational contexts of TNE students to enhance their academic performance.

Contextual Factors and Learning Strategies

Satisfaction levels among TNE students are closely related to academic performance. Students who are satisfied with their learning experiences and university choices are more likely to engage actively in their studies and adopt effective learning strategies (Jaiswal and Al-Hattami, 2020). The relationship between student satisfaction and academic performance underscores the need for a holistic approach to educational quality that encompasses teaching methods, support systems, and learning strategies.

Statement of the Problem

The market for transnational higher studies is highly competitive -like, Pakistan in South East Asia - universities that attain a higher level of satisfaction among students can hope to acquire significant benefits in terms of prestige and ranking. A review led in the UAE found that students who decide to learn at worldwide branch grounds have various inspirations and decision models contrasted with those of global understudies who decide to learn at the fundamental grounds of colleges situated in Australia, the UK, or the USA. Notwithstanding, no such review has been directed on a national, provincial, or international level in the context of Pakistan. It is fascinating to find the impact and satisfaction of students who decide to learn at international branches of universities in Pakistan and whether these pupils are satisfied with their own encounters at branch grounds.

Objectives

- To explore the learning strategies adopted by transnational university students enrolled in the graduate and post-graduate degree programs of the IVY College of Management Sciences (ICMS), Lahore, Pakistan.
- To find the impact and satisfaction of students who decide to learn at international branches of universities in Pakistan and whether these pupils attain satisfaction with their own encounters at branch grounds.

Research Questions

- What learning strategies are adopted by the transnational students in the IVY College of Management Sciences (ICMS), Lahore?
- What are the impacts of these learning strategies on the performances of these transnational students?
- How far are these transnational students satisfied with their academic performances who adopted learning strategies?
- What factors are responsible for these transnational students to adopt learning strategies?

Theoretical Framework

Cognitive learning theory is kept into consideration during this study. This theory employs metacognition in order to develop a better understanding of the thinking process which compels an individual to learn (Lipka et al., 2019).

Methodology

Research Design

A cross-sectional, quantitative, survey research design is used for the conduction of this research work.

Population sample size

This study is conducted in Lahore, the capital of the largest province of Pakistan by Population. The subjects are selected from all departments (Business, Computing, Art & Design, Law and Psychology) of the IVY College of Management Sciences (ICMS), Lahore, Pakistan. All those students who are included in the study are transnational and enrolled in graduate and postgraduate degree programs in ICMS. While the rest of the students are fallen within our exclusion criteria. In this way 100 students were selected for the study.

Sampling technique

The cluster sampling technique is used to select the study population.

Instrument

In this study, the researchers utilize an instrument that was previously formulated by Zych et al. i.e., the "ACRA-C" scale for evaluating learning techniques (Izabela Zych, 2017). The first part of the instrument is about the demographic and personal details of the students. The second part of the instrument is having 22 questions (5 items about learning habits, and 17 items about learning strategies). All these questions are assessed by using the Likert scale (from 1=Never use; to 4=Always use). The third part of the questionnaire is taken from previously published studies (Mai, 2010; Jacqueline Douglas, 2006; Clemes et al., 2008) comprised of questions related to the satisfaction level of the students. All these items are assessed by using 6 points Likert scale (1= strongly disagree to 6=strongly agree).

Pilot Testing

A pilot study is conducted on 20 students. The reliability and validity of the questionnaire was evaluated from Cronbach alpha test and split half method.

Validity

The validity of the questionnaire is evaluated by means of the split half method as 0.683 (Parsons, 2021).

Reliability

The reliability of the questionnaire is evaluated with Cronbach alpha as 0.732. It implies that the questionnaire designed for this study is highly reliable (Table 1).

Table 1: Reliability of the questionnaire

Sr No.	Variables	No. of items	Cronbach alpha
1	Microstrategies	5	0.649
2	Keys of memory and metacognition	5	0.712
3	Emotional and social support	7	0.714
4	Study habits	5	0.841
5	Satisfaction level	4	0.926
	Total	26	0.732

Data Analysis

The collected data is examined through a computer software package known as SPSS. All the results are presented in tabular form. Statistical techniques like descriptive statistics and regression analysis is employed to test the data.

Results

Characteristics of the study participants

Among 100 students, 43% are males while the rest of 57% were females. Most of them (62%) are having age more than 25 years. They are enrolled in business, computing, art and design, law, and psychology departments. Majority of them are being enrolled in HND (level 4) degree and have gained good GPA (42%) (Table 2).

Table 2: Characteristics of the study participants (n=100)

Sr No.	Variable		f (%)
1	Gender	Male	43 (43)
		Female	57 (57)
2	Age	<25 years	38 (38)
		>25 years	62 (62)
3	Department	Business	20 (20)
		Computing	20 (20)
		Art and design	20 (20)
		Law	20 (20)
		Psychology	20 (20)
4	Degree	HND (level 4)	30 (30)
		HND (level 5)	23 (23)
		Top-up (level 6)	21 (21)
		Bachelor's (3 years program)	26 (26)
5	GPA	Below average	5 (5)
		Good	42 (42)
		Very great	39 (39)
		Excellent	14 (14)

Assessment of using learning strategies and satisfaction level of the study participants

A large number of study participants (96%) agree that they use Keys of memory and metacognition by saying "I drew, pictures and analogies to explain the data" followed by micro strategies (93%) by saying "I remember outlines, charts, reasonable guides, and so on" (Table 3 and 4).

Sr No.	Variables	Never Use	Rarely Use	Often Use	Always Use	Mean±SD
		1	2	3	4	
A	Micro strategies					
1	I make summaries after underlining	0 (0)	15 (15)	52 (52)	32 (32)	5.18±0.822
2	I make outlines after the finish of every point	0 (0)	11 (11)	81 (81)	8 (8)	4.64±1.11
3	I sum up after every point, example or record the main things	5 (5)	7 (7)	64 (64)	24 (24)	4.76±1.25
4	I draw outlines from underlined material and synopses	1 (1)	16 (16)	38 (38)	45 (45)	5.21±1.24
5	I remember outlines, charts, reasonable guides, and so on.	0 (0)	0 (0)	7 (7)	93 (93)	5.13±0.90
B	Keys of memory and metacognition					
6	I use signs and drawings to highlight important data	0 (0)	29 (29)	16 (16)	55 (55)	5.01±0.88
7	I understand the importance of using techniques to elaborate the study material	0 (0)	0 (0)	50 (50)	50 (50)	4.72±0.73
8	I think the purpose of learning procedures is beneficial for remembering the curriculum	0 (0)	0 (0)	10 (10)	90 (90)	5.11±0.72
9	It helps me to recall things by reviewing events or stories	0 (0)	3 (3)	71 (71)	26 (26)	4.61±0.65
10	I drew, pictures and analogies to explain the data	0 (0)	0 (0)	4 (4)	96 (96)	5.14±0.91
C	Emotional social help					
11	I study the books because this activity gives me pleasure and satisfaction	0 (0)	1 (1)	64 (64)	35 (35)	4.71±0.73
12	I stay away from interruptions when I study	0 (0)	0 (0)	11 (11)	89 (89)	4.59±1.43
13	I figure out family issues to focus on in my study	2 (2)	7 (7)	79 (79)	12 (12)	4.62±0.86
14	I resolve issues with fellow students, teachers, or family	9 (9)	11(11)	46 (46)	34 (34)	5.01±0.71
15	I talk to fellow students, lecturers or family to clarify study doubts	8 (8)	12 (12)	45 (45)	35 (35)	5.24±0.73
16	It gives me satisfaction when others value my work positively	0 (0)	0 (0)	18 (18)	82 (82)	5.29±0.93
17	I encourage and help my fellow students to be academically successful	0 (0)	0 (0)	51 (51)	49 (49)	5.98±0.32
C	Study Habits					
18	I try to express what I have learned in my own words, instead of repeating literally what the teacher or the book says	2 (2)	4 (4)	19 (19)	75 (75)	4.66±0.81
19	I try to learn the topics in my own words instead of memorizing them literally	0 (0)	23 (23)	48 (48)	29 (29)	4.51±1.73
20	When I study I try to mentally summarize what is most important	0 (0)	0 (0)	8 (8)	92 (92)	4.75±0.64
21	When beginning to study a lesson, I first skim over the whole thing	0 (0)	39 (39)	19 (19)	41 (41)	5.32±0.77
22	When I study a lesson, in order to improve comprehension, I take a break and afterward review it in order to learn it better	11 (11)	15 (15)	39 (39)	65 (65)	5.82±0.71

Table 4: Satisfaction level of the students

Satisfaction level		Strongly Disagree	Somewhat Disagree	Disagree	Agree	Strongly Agree	Somewhat Agree	Mean±SD
1	Overall, I am very satisfied with my university.	0 (0)	0 (0)	0 (0)	0 (0)	82 (82)	18 (18)	5.49±0.75
2	My choice of university was a wise decision.	0 (0)	19 (19)	0 (0)	0 (0)	47 (47)	34 (34)	4.17±0.38
3	My program offers good value for money.	0 (0)	0 (0)	0 (0)	0 (0)	83 (83)	17 (17)	4.00±1.99
4	I felt comfortable on campus	0 (0)	0 (0)	0 (0)	0 (0)	27 (27)	73 (73)	4.38±0.82

Regression Analysis Model

Linear regression analysis is employed to test the correlation between learning strategies, and satisfaction level on the academic achievements of students. The variables microstrategies ($\beta = 0.126$, $p = 0.04 < 0.05$) and keys of memory and metacognition ($\beta = 0.185$, $p = 0.000 < 0.01$), and satisfaction level ($\beta = 0.071$, $p = 0.001 < 0.01$) were found to be significantly correlated with students' academic achievements (Table 5).

Table 5: Linear Regression analysis

Sr No	Variables		β	T	Sig	Correlation coefficient R	Coefficient of determination R ²
1	Learning strategies	Microstrategies	0.126	2.484	0.040	---	---
		Keys of memory and metacognition	0.185	3.561	0.000	0.229	0.327
		Emotional and social support	0.065	0.211	0.531	---	---
		Study habits	0.083	1.342	0.422	---	---
2	Satisfaction level		0.071	0.240	0.001	---	---

Discussion

A large number of study participants agree that they use Keys of memory and metacognition by saying "I drew, pictures and analogies to explain the data" followed by micro strategies by saying "I remember outlines, charts, reasonable guides, and so on". This can be justified by the way that in Pakistani colleges and universities, students are encouraged to utilize micro strategies like cramming the data as opposed to macro strategies like self-directed learning and making plans for learning. In most of the cases, students are the passive recipient of the knowledge. They are involved in summing up and noting down what the educator teaches to them on a particular book for reference. This is in contrast the outcomes for college students in a study conducted by Cheng et al. (2019) where students utilized metacognitive techniques and data handling procedures (Cheng et al., 2019).

Linear regression analysis is employed to test the correlation between learning strategies, and satisfaction level on the academic achievements of students. The variables of learning strategies including Microstrategies, and keys of memory and metacognition, and satisfaction level are found to be significantly correlated with students' academic achievements. These results are in line with a study which exhibited learning strategies and academic achievement (Jaiswal and Al-Hattami, 2020).

Recommendations

It is suggested that training programs for teaching strategic learning techniques be organized to instill these learning skills among students in Pakistan. Additionally, this training program must fulfill the learning needs of both genders separately according to their level and fields of study. Moreover, students should understand the importance of learning strategies in enhancing their academic performances.

Conclusion

It is concluded that keys of memory and metacognition are the most widely used learning strategies. The variables of learning strategies including micro strategies, and keys of memory and metacognition, and satisfaction level are associated with students' academic achievements.

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