# Learning Strategies and Their Relationship with Social and Personal Variables

# A Field Study Applied on the Students of Open Learning – Damascus University

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## Abstract

The purpose of the present study is to be acquainted with the learning strategies among the students of Open Learning at the Department of Kindergarten and the Department of Class Teacher at Damascus university, as well as their relation to age, gender, academic major, and the type of secondary certificate.

The study has used learning strategies scale (Diborah Stebeck, University of California, and Heidy Gralenscky, University of Harvard). This scale was translated into Arabic and standardized by Dr. Nabeel Muhammad Zayed. The scale is composed of eleven items distributed into two dimensions: effective strategies (five items) and superficial strategies (six items). The scale was examined by a group of expert at the Faculty of Education at Damascus University. The necessary procedures have been performed in order to check the scale validity and reliability.

The sample consisted of (321) students in the Department of Kindergarten and (97) students in the Department of Class Teacher.

The statistical findings have shown that there was no correlational relationship between learning strategies and age, and there was a

siginficant relationship between superficial learning strategies and age among students of the Department of Kindergarten.

Moreover, there was a significant relationship between superficial learning strategies and age among students of the Department of Class Teacher.

Also, there was a significant relationship between effective learning strategies and age among students of Class Teacher.

Furthermore, the findings have revealed that there were statistical differences at a significance level of (0.01) between effective learning strategies and academic major in favor of the Department of Kindergarten.

In addition, there were no statistically significant differences between the learning strategies which could be attributed to sex and type of secondary certificate.

The most important statistical treatments have been used in this research such as standard deviation, T-Student, arithmetic means, correlations (Pearson), and analysis of variance using the statistical program SPSS.

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For the paper in Arabic see pages (357-391)