

## **FACTORS AFFECTING LEARNING**

**Dr. Jasbir Kaur**  
**Assistant Professor**  
**Psychology**

### **(1) Factors Associated with Learner**

Learner is the key figure in any learning task. In fact process of learning starts from the involvement of the learner in the learning process. Many factors that can be associated with the learner are:-

#### **1. Learners physical and mental health**

In the process of learning sound mind and sound body is the pre-requisite. A learner who is not physically fit, suffering from certain kind of disease have some kind of physical handicap in terms of vision and hearing problem, problems with processing of information, any kind of learning disability may adversely affect the learning capacity of the learner. Along with the physical handicaps a learner may suffer from many mental handicaps like emotional immaturity, living a life full of stress, tension, anxiety, depression, frustrations etc. which can have a negative effect on the efficiency of the learner.

#### **2. Basic potentialities of the learner**

What a learner is inherited in terms of basic potential may affect the process of learning. It includes:-

- 1. Level of maturity or Readiness-** Maturity is the first step towards learning any task. If the learner is mature enough or he is physically and mentally ready to learn a task he will learn it effectively.
- 2. Aptitude and Attitude** – If the learner has required aptitude and attitude towards learning, the process of learning will be speedy, effective and favorable.
- 3. Attention and interest** – without attention the process of learning cannot be started. A learner has to properly attend the things he wants to learn and attention to a large extent

depends upon the interest of a learner. A learner will try to attend only those things in which he is interested.

4. **Level of Intellect** – Level of intellect has a direct relation with the learning. An individual possessing good intellect can easily learn the things and retain them for a longer time.
5. **Memorisation Ability**- A good memory power is an aid to learning. An individual who is endowed with good memorization ability quickly learns his task and also retain it for a longer period of time. In other words there is less amount of forgetting and learning becomes permanent in nature.

3. **Will power** – Determination on the part of learner is must for effective learning with a strong will power a learner can learn the many things which otherwise may seem impossible.

4. **Level of aspiration and achievement motivation** – What a learner expects from his life will certainly have an effect as his achievements. A learner who aspire much to learn and makes a consistent effort to fulfill his aspiration, will surely get success in life.

5. **Goals of life** – Learning depends upon the learner's goals in life. Clarity, determination and hard work in pursuing his goal have a positive effect on learning. If goals or philosophy of life is not clear to the learner, his all efforts may go in vein and can only bring dissatisfaction.

6. **Motivation** – How much a learner is motivated to learn a task will have a positive effect on learning. Learning is highly influenced if a learner is intrinsically motivated, when he has an inner urge to learn and achieve something in life. External motivation in terms of rewards, praise, success can also have a positive effect on learning.

7. **Sensation and Perception** – sensation and perception helps in the process of learning. A good use of sense organs and an acute perception of the environment will help in better learning.

## (2) **Factors Associated with the Methodology of Learning and Teaching**

Learning depends upon the methods, techniques and approaches used for teaching and learning of the selected contents.

1. **Whole and part method** – while learning any type of content a learner can adopt whole or part method of learning, which methodology is appropriate depends upon age, maturity, level

of intellect, memory, level of understanding of the learner. On average whole method produces more satisfactory results.

2. **Recitation method** – Learning with recitation method produces effective results. Recitation makes the learner active, can help him in removing his errors, gives him timely feedback and organization of the content.
3. **Learning by insight** – Insightful learning yields better results than learning through trial and error method. As while learning through insight an individual responds to the totality of the situation, sees cause and effect relationship and deduce the solution of the problem using his inner sight.
4. **Spaced vs Unspaced** – under spaced learning the content to be learned are divided and each part is learned separately. While in massed or un-spaced learning the whole content is to be learned in one stretch. Both spaced and unspaced method are equally effective, but results can vary depending upon age, maturity and understanding of the learner as well as length and difficulty of the task.
4. **Practice** – Practice makes a man perfect. So while learning more emphasis should be given to practicing the material again and again. But practice with understanding is must for effective learning; mere rote memorization does not help much.
5. **Linking the recent learning with the past** – Learning will be facilitated if a correlation is established between previous and current learning. Whatever is learned in the previous situation or environment serve as link in forming new associations or bond.
6. **Seeking correlation** – Transaction of teaching learning process becomes easy and effective if the concept of correlation is kept into mind. Correlation facilitates the task of learning as it allows maximum transfer of learning from one area to another. Different types of correlation can be seeked like –
  - (a) Correlation among the different subjects or areas.
  - (b) Correlation within the branches or experiences of the same area.
  - (c) Correlation with real life happenings and situations.
7. **Knowledge of results or feedback** – Process of learning will be facilitated if the learner gets the timely feedback or knowledge about his progress on the path of learning. It will help in

making required change in case of failure or slow progress and provides enthusiasm to move further rapidly in case of success.

- 8. Learning by doing** – Any act of learning in which learner is actively involved, will be better learned and remembered than passive participation. Through learning by doing, an individual gets the practical knowledge which he can use in his daily life.
- 9. Utilization of maximum number of senses** – for effective learning, utilization of maximum number of senses should be there. As we all know that the senses are considered as gateway of knowledge, we connect to the external world using our power of senses, so far maximum knowledge generation a learner must use all his sense organs in combination with each other.
- 10. Individual or Self Learning** – it always seems to be a good practice if a learner makes an independent effort or indulge in the process of self learning. Self or individual learning provides ample intrinsic motivation to the learner and helps him in reaching his goal through his own pace without any external pressure.
- 11. Cooperative learning** – Along with individual or independent learning, cooperative or team learning is also yields beneficial results. A learner gets an opportunity to interact with the other partners in the learning process. In cooperative learning each learner is influenced by the strategy, planning and methodology of other learner while pursuing a common goal.
- 12. Factors associated with methodology of teaching** – A multiple strategy can be followed while planning for providing learning experiences to the learners. Learning methodology can be planned keeping in mind the age and grade level of the learners as well as the inherent differences among them. We can successfully use lecture method, seminar, team teaching, cooperative learning, programmed instruction, project method, group discussions at higher grade levels. For the children at lower grade level we must emphasize on learning by doing, play way method, demonstration, experimentation, use of audio- visual aids etc.
- 13. Maxims of teaching** – Various maxims of teaching can be used to make the process of learning easy and effective like Known to unknown, Simple to complex, Concrete to abstract, Particular to general, Deductive to inductive, Psychological to logical, Empirical to rational, Indefinite to definite. We can use them in combination or as an individual approach depending upon the content, age and grade and level of students.

#### **Factors Associated with Man and Material Resources**

Several factors associated with available human and non-human resources in the process of learning can affect the process of learning. It includes:-

- 1. Quality of Teachers** - A teacher is the king pin in entire process of learning. A teacher must possess the necessary requisite to carry forward the task of teaching like-Good command over the subject matter, knowledge of various teaching skills, a sound physical and mental health, good mannerism, love and dedication towards profession and the children. A teacher should focus on three C's i.e Care, Commitment and Concern towards his job as well as towards his students.
- 2. Socio emotional climate** – Presence of a healthy, social and emotional climate in the form of healthy pupil- teacher relation, use of democratic practices, provision of co- curricular activities, judicious time table, mutual respect and understanding between staff and head of the institution, between colleagues, between pupils, techniques of reinforcement used, provision of guidance services, acknowledgment and appreciation of learners achievements all facilitate the process of learning.
- 3. Availability of appropriate learning material and facilities-** availability of appropriate teaching and learning material in the form of good teaching learning aids, text books, library and laboratory services, play grounds etc. create enthusiasm among learners and facilitate the process of learning,
- 4. Availability of proper conducive environment and learning situations-** Some factors which are external in nature has their great impact on the performance of the learner. A wide variety of factor needed special consideration like peaceful atmosphere, ample sitting arrangement, illuminated classrooms, good source of ventilation, adequate level of temperature and humidity, flexibility in time table, cooperative learning atmosphere, freedom to respond and be creative, support and motivation from the people involved in the process of learning etc.

#### **Task related factors**

- 1. Difficulty of the task** – difficult task takes much time in learning and can also produce discouragement on the part of learner. Learner starts losing his interest and does not pay much attention. So for better learning, tasks to be learned should have moderate difficulty level.

2. **Similarity of task** – similarity of the task will facilitate transfer of learning and results in effective learning. More the commonness between the two situations more will be the associations and better will be the learning.
3. **Meaningfulness of the task** – more meaningful the task, more effective will be the learning. Vague and ambiguous material consume much time and results in frustration. With meaningful task, the learner can easily form associations which facilitate the process of learning.
4. **Length of the task** – The task which is lengthy takes much time and become difficult to learn. A learner gets discouraged if he has to learn a lengthy material. Sometimes under such situation, he quits early and does not want to complete the process. If the task is too lengthy, it is better to break down it into smaller units, it will definitely motivate the learner to pursue the task without any difficulty.
5. **Appropriateness of task** – Appropriateness of the task is also an important factor in learning. If the material to be learned is not appropriate according to age, maturity level, intellect and interest of the learner he will not attend to it and consequently no learning will occur.

#### Bibliography

Mangal, S.K. (2003). Advanced Educational Psychology. New Delhi: .Prentice Hall of India Pvt. Ltd .

Peel, E.A. (1956). The Psychological Basis of Education. London: Oliver and Boyd.

Ross, J.S. (1951). Ground Work of Educational Psychology. London: George G. Harrup & Co.

Walia, J.S. (1996). Foundations of Educational Psychology. Jalandhar: Paul Publishers