UNIT 6 FACTORS AFFECTING LEARNING-II

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6.1 INTRODUCTION
In the earlier unit we have discussed the significance of various factors affecting learning. You have also read about the very intricate inextricable relationship between personal and environmental factors. Many of the important factors which influence the process of learning have also been described. In the present unit we will continue with our discussion on more factors affecting learning. Once again we will try to be selective of significant factors, namely, motivation, self-concept, attitudes and values, learning styles, level of aspiration and socio-cultural determinants and engage in a detailed discussion on each one of them. We will focus on trying to understand them conceptually, analyze how they become important base to individual differences and relate them to the learning process.

6.2 OBJECTIVES
After working through this unit, you should be able to:

- understand the concept of motivation and its relationship with learning;
- appreciate the development of self concept and comprehend its role in learning;
- define locus of control and recognize its importance in the learning process;
- identify the different learning styles of individuals and understand their importance in learning;
- perceive the importance of socio-cultural determinants of learning;
- comprehend the nature of attitudes and understand how these influence learning; and
- understand the interdependence among different factors affecting learning of an individual.
Let us begin by trying to understand what motivation means. Analyze the description of the class given below and try to explain what is happening.

Mrs. Kapoor is the class teacher of VIII A. She teaches History. For some reason this year, she has really struggled with her class. She is very upset about her students seeming so disinterested in studying History. Whenever she tries to make her lesson interesting by giving projects and assignments, her students start protesting. “Ma’am this is too long, too hard, too much; We can’t understand”. “Please don’t give us extra work.” Neither pep talks, nor punishments nor offering incentives seem to work. The “we can’t” attitude persists. Some of the good students who always worked hard have also begun to behave like the rest of the class. Mrs. Kapoor decided to get to the bottom of the problem and change her students. Let us try to help her. We can begin our analysis by asking three fundamental questions.

- Do her students lack motivation?
- Why are they so resistant about learning History?
- What can be done to change the attitude of the class?

To be able to answer these questions meaningfully we will have to know the difficulties and problems students face, the level of their involvement, interest in learning history, why they are ready to give up history and how they feel during this class. In other words, we will have to study the phenomenon of “motivation” in them. Motivation is formally defined as an internal state that arouses, directs and maintains behaviour. You can think of motivation as an internal energy or a mental force that drives a person to achieve a goal. Motivation is important in many contexts: school, home and the world at large. The key reason why motivation is an important concept in education is because of the well documented relationship between motivation and academic achievement and performance. For example, students who are motivated in school tend to achieve higher, they stay in school longer, get involved in all the class tasks, learn more and in general perform better on tests. Thus, as in the case of Mrs. Kapoor, teachers could do well if they foster motivation for learning before they can expect students to profit from education.

That motivation plays a pivotal role in learning is an academic reality. In fact it serves to activate, guide and maintain learning. In a sense, motivation is an index of the eagerness of an individual to learn. Adequate motivation not only sets in motion the activities which results in learning, but also sustains and directs these. It is thus an indispensable factor in promoting learning, as it energises and accelerates the process and evokes a very positive response from the learner. You would have observed that some students learn the same task or subject matter more efficiently than others, because they find it more rewarding and interesting. There can thus be a great deal of variation in ‘what motivates’, ‘how much it motivates’ and what the impact on the learner is. These variations may be attributed to differences in levels and types of motivation. For instance for some individuals, their needs determine what their motivation will be. For some others, the incentives available to accomplish a task become the most important consideration. For some others, the joy of engaging in a particular activity generates a motivational drive. Motivation must thus be understood as a construct which encompasses the concepts of needs, drives and incentives. It seems to be a synthesis of all of them. Needs provide the basis for the origin of behavior, drives are the impelling and sustaining forces, and incentives are the rewards or the satisfaction derived from achieving one’s goal.

Some psychologists have explained motivation in terms of personal traits or individual characteristics. According to them, some students have a strong need to achieve, the fear of tests, or an enduring interest in art as part of their personality make-up and will
thus spend hours or engage in considerable hard work to achieve, to avoid tests and visit art galleries. Other psychologists see motivation more as a state, a temporary situation. For example, students studying only to pass their exam next day. Here motivation is determined by the challenge of the situation. In reality, in any given situation and at any point of time, motivation is usually a combination of trait and state.

You must be wondering why many individuals can learn and perform many activities that you can not do. Is it simply because they find them enjoyable? Yes probably so. Everything from hobbies to careers seems to fall into this category. You should henceforth no longer be bewildered by the child, who can play tirelessly, by the adolescent who can watch television endlessly or follow every ball of the cricket match, or by the teacher who has been lively and enthusiastic about her work since the last ten years! In all these examples, there seems to be an inner joy – a sustaining force which stems from within. This is called intrinsic motivation or the internal satisfaction that an individual feels from learning, achieving or engaging in an activity. Sometimes the desire to learn or do something is extrinsically motivated and stimulated by external factors. One learns in order to gain rewards or to avoid punishment. This kind of motivation is directly related to Thorndike’s ‘law of effect’. In extrinsic motivation the nature of reinforcers, rewards and incentives become more important. You need not thus wonder, why more youth rush for well paying jobs, or why bright students take tuitions, or why people from rural areas prefer to migrate to towns, or why you have to give your nephew chocolates to study well. In the field of education, especially in schools, both intrinsic and extrinsic motivations are important. Thus, while intrinsic motivation must be nurtured and encouraged, extrinsic motivation to support learning must also be followed.

Let us now try to understand how motivation is interpreted following the different theoretical approaches in psychology. The behaviourists tend to emphasize extrinsic motivation caused by incentives, rewards and punishment. They believe that if we are consistently reinforced for certain behaviours, we may develop habits or tendencies to act in certain ways. For example, if a student is repeatedly rewarded with affection, money, praise or privileges for playing cricket for his school, but receives little recognition for his studies, he will work much longer and harder at cricket than the studies. The humanistic view stresses intrinsic motivation created by the need for personal growth, fulfillment and self determination. These theorists believe that people are continually motivated by the inborn need to fulfill their potential. To motivate students means, thus trying to encourage them to use their inner resources – their sense of competence, self-esteem, autonomy and self-actualization.

The cognitive approach stresses a person’s active search for meaning, understanding and competence as the bases of motivation. They believe that our behaviour is determined by our thinking and not simply by whether we have been rewarded or punished. In fact behavior is initiated and regulated by plans, goals, schemes, expectations and attributions. Thus cognitive theories emphasise intrinsic motivation. Individuals are seen as active and curiously searching for information to solve personally relevant problems and concerns.

The socio-cultural views of motivation emphasise participation in communities of practice. They believe that people engage in activities to maintain their identities and interpersonal relations within the community. Students are motivated to learn if they are members of a classroom or school community that values learning. When we see ourselves as artists, or engineers, or teachers, or students of class IX, we have an identity within a group and are motivated to contribute to the group.

Having looked at motivation both in terms of theoretical structures and field realities, let us return to focus on its significance in the learning process. When individuals encounter tasks that are related to their interests, stimulate their curiosity or are connected to the real-life situations, they are more likely to be motivated to learn.
Tasks that are difficult and require too much extra effort usually demotivate persons. These observations have important implications in the field of education.

Check Your Progress 1

Note: Write your answers in the space given below.

1) Observe the behaviour of your family members for some length of time. Analyse their motivational patterns.

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2) Identify ten things which motivate children and adolescents. Classify them into intrinsic and extrinsic forms of motivation.

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3) Read the case given below carefully and answer the questions posed at the end.

Aastha has been offered a teaching job in a public school. The salary is good, the service conditions seem attractive and her family is very happy. Aastha however is in two minds about whether she should take up this job. She feels that since she is a trained teacher, she should join a school which needs her skills more and where she can really make a difference to children's lives. She gets an offer to work in one such school in a rural area.

The students of this school suffer from poor performance and chronic failure. Aastha decides to take up this job. Her parents are unhappy and try very hard to dissuade her, but she does not listen.

Analyse Aastha's behaviour with reference to her 'motivational structure'. You should be able to say which type of motivation is dominant in her case and which psychological needs and incentives have given direction to her decision.

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6.4 SELF CONCEPT

At different stages of your life you must have posed a set of reflective questions to yourself, about yourself, consciously or unconsciously.

- Who am I?
- What am I?
- How am I?
These are a set of questions which all individuals strive to answer. Finding answers to them is no easy task, since these include perceptions, beliefs, feelings and experiences. All these questions relate to an individual’s construction of self and identity. In the context of learning, the ‘self concept’ of an individual assumes considerable importance since it represents what an individual feels about himself/herself and his abilities to perform and achieve. Self concept is a broader term which includes the sub-categories of self-image, self-esteem and self-efficacy. Let us try to understand all the three since these have a bearing on learning. Self image refers to one’s own perceptions about oneself – what one’s strengths and capabilities are and what one’s weaknesses or limitations are. It is usually based on the self analysis or energies in the course of one’s real life experiences. You must have heard many students say “I’m good at maths or art or english and simply awful at geography or science”. This is a judgment they make about themselves, after engaging with these subjects over a period of time. It assumes importance as the student who feels that, she/he is good at maths or english will learn these subjects with great interest, energy and enthusiasm, unlike subjects which she/he finds she/he is weak at. This holds true for all other activities as well. Those students who feel that they are weak at sports or art or creative work, will try to avoid these activities and will take much more time and effort to learn them. Thus self-image influences the direction and intensity of our learning. Very closely related to the concept of self-image, is self-esteem. Self esteem refers to the value a person places on himself or herself. It is the ideas one has about his/her attributes and abilities. These ideas are not only based on personal experience and self-analysis but are located within the domain of how one perceives one’s acceptance and recognition by others. Self-esteem is thus a measured component of self-concept. It is almost like an evaluation of oneself. Let us try to understand self-esteem by the following case illustrations.

Ruby has been representing her school in the quiz team for the last four years. Ever since she joined the team, they have been on a winning spree. The teachers and principal hold her contribution in high esteem. This has given her a new identity and very positive feelings about herself and her capability. Ruby has a very positive self concept based on a positive self-image and positive self-esteem. She is always enthusiastic about quizzes, reading, learning more, and knowing more. Her academic performance also reflects this. She is ready to learn new things and invest any amount of time and energy in preparation since these help her to feel good about herself.

Manav is a brilliant cricket player but somewhat weak in studies. He has learnt to accept his limitations in studies and does not set high targets for himself. In the field of cricket however, he always strives to excel. Everyone knows him for his talent and hold him in high esteem when it comes to cricket. Manav has a very strong sense of positive self-esteem and self-worth in spite of not being so good at studies. As expected, he spends most of his time and energy in trying to improve his game.

These cases illustrate clearly that not only do our own judgments of ourselves affect our self-esteem, but also other peoples’ judgments of us affect our self-esteem.

Some very meaningful research has been conducted in the development of self-concept (Harter 1990; Phillips and Zimmerman, 1990). It has been found that people’s self-concepts become increasingly differentiated over the course of development. As children explore their abilities and learn more skills, the self-concept becomes increasingly differentiated. They may think highly of themselves in one area, but not in another. Between the ages of four and seven, children can make reliable judgements about themselves in four personal domains: cognitive competence, physical ability, social ability and behavioural conduct. By adulthood, people can rate themselves in 11 different domains of competency: intelligence, sense of humour, job competence,
morality, athletic ability, physical appearance, sociability, intimacy, adequacy, as a provider and household management. In general, children's perceptions of their ability become more modest and accurate as they grow older. However, when self-perceptions are too modest and therefore inaccurate, problems can result. Self evaluations of low ability lead to motivational and learning problems, especially in older children. Children who underestimate their abilities seem to seek out less challenging tasks than the more realistic and positively evaluating children. The relationship between self-concept and learning is thus quite clear. The importance of self-perceptions cannot be neglected since they guide how individuals will handle their work, and determine what they will learn with more interest and dedication.

Very closely related to the idea of self-image and self-esteem is the concept of self-efficacy. Self-efficacy refers to a person’s belief in his/her ability to get things done. Self efficacy addresses questions, like—“Will I succeed or fail?” “Will I be liked or laughed at?” We usually imagine future consequences based on past experiences and our observations of others. These predictions are affected by our self-efficacy or beliefs about our personal competence in a given area. People’s expectations of self-efficacy can derive from a number of different sources: direct experience, interpretations of the experiences of others, what people tell them they are able to do and others' assessment of their motivational and emotional state. In general, if someone has a higher degree of self-efficacy, she or he is more likely to learn and better attain the desired outcome. In schools and colleges you must have observed that students’ level of self-efficacy can lead to self-fulfilling prophecies. When students believe they are able to do something, they are more likely to expend the effort and resources in doing it. With this they achieve what they had targeted to learn or do even better. One success leads to another, helping students to view themselves as being continually successful in learning/accomplishing the outcomes they desire. In contrast, if students have a low sense of self-efficacy, they may believe they are unable to succeed and as a result show poor performance or even failure, which leads to the expectation of future failure.

Self efficacy is very important for learning since greater efficacy leads to greater effort, persistence and learning even in the face of setbacks. Self efficacy also influences motivation and learning through goal-setting. If we have a higher sense of efficacy in a given area, we will set higher goals, learn better, be less afraid of failure and find new strategies when old ones fail. If our sense of efficacy is low, we may avoid a task altogether, or give up learning doing it when problems arise. Self efficacy must not be considered synonymous with self esteem or self concept, since it involves judgments of capabilities specific to a particular task. Self-esteem on the other hand is concerned with judgments of self-worth, and self-concept is a more global construct which encompasses self esteem and self-efficacy.

We have so far discussed the factors of motivation and self-concept in this unit. This is because these factors play a very vital role in learning and encompass a number of other factors, like locus of control and level of aspiration. Let us now briefly try to understand these.

6.5 LOCUS OF CONTROL

What factors determine learning? Are all these factors within us? Are some incentives located in the environment? Can it be a combination of both? In trying to find answers to these questions, we are actually attempting to understand how events in our life are mediated and controlled.

Locus of control can be best understood as the degree and location of what we believe the causes that determine the events in our life. Many psychologists are of the view that parenting styles, socio-cultural values and the individual’s own motivational structure, beliefs, perceptions and learning style determine his/her locus
of control. The locus of control may be either external or internal. You must have noticed how young children have to be coaxed by external forces (parents, teachers others) to learn, study, do their home work etc. However, as they grow older, there is a shift to a sense of responsibility flowing from within them. They, then, themselves plan and study, do their homework and resist help, unless required for academic support. This may be seen as a shift in the locus of control or centre of operation from external to internal forces. Individuals with an internal locus of control are usually high on achievement motivation and are mastery oriented in their learning. In contrast, individual’s who perceive the locus of control (LOC) of their learning to be external such as success being experienced because of luck factors, or failure happening because of low ability, suffer from what is called learned helplessness. They never engage in learning tasks on their own, seldom take initiative and always wait for guidance from an adult or peer. The relationship between locus of control and learning can be clearly understood by the following diagrammatic representation.

![Diagram](image_url)

**Fig. 6.1: Effect of the perceived locus of control on learning**

### 6.6 LEVEL OF ASPIRATION

Level of aspiration as the name suggests refers to where and how far individuals set their goals and targets for achievement. It is a fairly complex phenomenon and is determined largely by our past failures and successes, perceptions about our own ability and some elements of involvement of our ego and self. In setting our level of aspiration whether it is high or low, what we attribute our failure or success to become very important considerations. For instance, a student who has failed in her science test might ask herself, “Why did I fail? or “What was wrong with my answers?” Likewise, a successful student might try to analyse what got her/him such high marks. The failure or success may be attributed to ability, effort, mood, knowledge, luck, interest, unfairness of others etc. The significant point is that how the individual analyses and explains his/her success or failure will determine what targets he/she sets for him/herself as future aspirations.
Level of aspiration can be understood by referring to Weiner's attribution theory. According to this theory, most of the attributed causes for successes or failures can be characterized in terms of three dimensions: locus (location of the cause as internal or external to the person), stability (whether the cause stays the same or can change) and responsibility (whether the person can control the cause). If success or failure is attributed to internal factors, success will lead to pride and a high level of aspiration and learning. Failure will lead to setting a low level of aspiration and learning. In addition, feeling in control over one's own learning seems to be related to having a high level of aspiration, choosing more difficult tasks to do, putting out more effort and persisting longer in one's work. Most teachers report that bright students have high levels of aspiration as they believe they can achieve well in life and they tend to make great efforts to learn and perform to fulfill their goals. In the case of low achievers, usually the level of aspiration is low.

6.7 LEARNING STYLES

Individuals show preference for different learning conditions. These are called learning styles, or learning preferences. The learning style theories recognize that individuals learn in different ways and that each individual has a unique style of learning. You must have noticed that some students learn well in the morning while some others prefer to study at night. Some students like to sit in quiet places, while some others like to have music accompanying their learning. Many students report optimal learning while sitting on the dining table and also eating snacks along with their studies. Students who live in joint families actually develop styles of learning which are set in public spaces. Learning styles can thus range from straightforward preferences for physical surroundings to more fundamental differences that may be rooted in culture or personality.

Individual differences in personality also affect the way different students approach the same learning task. One such personality difference in learning style is the depth to which persons process the information they learn. Some persons take a \textit{deep-processing approach}, seeking the underlying concepts and meanings of what they are attempting to learn. Others take a \textit{surface-processing approach}, focusing on memorization rather than analysis and understanding. It is generally observed that persons who adopt a surface approach are motivated by getting good marks and other external rewards, whereas those who take a deep approach enjoy learning for the sake of learning and are less concerned with external evaluations. There are many more differences in learning styles which educational psychologists have studied. For example, think about how you learn the names of people you meet. Do you learn a name better, if you see it written down? If so, you may be a visual learner, one who learns best by seeing or reading. If you learn better by hearing, you may be an auditory learner.

Another pattern of learning styles is \textit{field dependence} versus \textit{field independence}. Field dependent individuals tend to see patterns as a whole, and have difficulty separating out specific aspects of a situation or pattern, while field independent persons are more able to see the parts that make up a large pattern. Field dependent people tend to be oriented more toward people and social relationships than the field independent people. For example, they tend to be better at recalling social information as conversations and relationships, work best in groups, and prefer such subjects as history and literature. Field independent persons are more likely to do well with numbers, science and problem solving tasks. Another important cognitive style on which individuals differ is \textit{impulsivity} versus \textit{reflectivity}. Impulsive individuals tend to work and make decisions quickly, while reflective types are likely to take a longer time considering all alternatives (Slavin, 1996).
Check Your Progress 2

Note: Write your answers in the space given below.

1) Read the following cases carefully and then identify the self concept, level of aspiration, locus of control and learning style of the persons. Describe their relationship with learning.

a) Namita aged 14 is very frightened of Mathematics. She goes blank each time she opens her Maths book. At school, although she is comfortable with all other subjects, she becomes very nervous in her Maths class and makes mistakes all the time. Most of the children laugh at her. Her Maths teacher often intimidates her. Namita practices hard at home and in the presence of her Maths tutor, gets all her sums correct. She does each exercise thoroughly and sits in a quiet corner of her home. It is her dream to top one day in mathematics!

b) Samir is a very creative boy. He is bored at school, since the normal classroom teaching does not interest him. He finds the course dull, too bookish and uninspiring. It is his wish to design a car which runs on water. He keeps on trying to find out more and more about automobiles, their designs and fabrication. His parents are worried about him, since his performance is not very good at school. He seldom studies and is always reading books other than his school texts. His teachers do not bother much about him since they consider him weird and somewhat crazy. Yet Samir is not upset or unhappy; he continues to pursue his passion.

6.8 ATTITUDES

We have many likes and dislikes and beliefs and opinions which predispose us to behave in certain ways. For instance, we might think that studying science at the senior secondary stage is too difficult, or we might think that living in rural India will mean following traditional styles of dressing and behaving etc. All these are preconceived ideas and notions which exist in our psyche and may be termed as our attitudes. Attitudes are born out of the process of socialization and usually have a knowledge and feelings component. We have attitudes towards objects, events and persons. Our attitudes may be positive, negative or neutral. For instance, if we are inclined towards reading, cricket, good health, fitness etc, we will have a positive attitude towards books, games, going for morning walks, gymnasiums etc. However, if we disapprove of how the younger generation dresses and behaves in urban areas, or about contemporary Hindi cinema, our attitude towards them will be negative. There are some things which we are indifferent about – our attitude towards them is usually neutral. Why the direction of our attitude is important is, because it will influence what we will learn willingly and with enthusiasm and what we will be unwilling to learn and do, or simply avoid. Thus the positive or negative predisposition within a
person has important motivational components. When students have a positive attitude towards the school, not only does it imply that they will like school, but they are likely to endeavour to do well, to be liked by the teachers and will conform to the culture, goals and expectations of the school.

Since attitudes are learnt predispositions, they are affected by reinforcement. You must have thus seen that students, who have done well in their studies or in other school activities, usually have a more positive attitude towards school than those who have not been so successful. A positive attitude facilitates the learning process by favourably disposing the learner towards it, while equally truly an unfavourable or negative attitude proves to be a significant impediment to learning.

Very closely related to the concept of attitude are the constructs of prejudice and stereotype. Both of these usually influence the learning process. Prejudice may be understood as a negative attitude towards an object or event, while stereotypes represent a mind set, or expectancy, or a readiness to react in a certain way to a stimulus situation. Both prejudice and stereotypes are learnt attitudes, resulting from cultural conditioning. They assume special significance in learning since they greatly influence the direction, intensity, seriousness and commitment with which one will learn or engage in an activity. It is very difficult to unlearn prejudices and stereotypes.

Check Your Progress 3

Note: Write your answers in the space given below.

1) Make a list of attitudes, prejudices and stereotypes which you hold. Evaluate their impact on your learning and development.

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2) Compare a group of adolescents to a group of adults in terms of the attitudes which they display. Analyse how these attitudes create differences in their behaviour and lifestyle.

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3) Interview some high and low achievers in a school. Compare their attitudes towards school and also reflect on how their attitudes are influencing their participation and involvement in school related tasks and activities.

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6.9 SOCIO-CULTURAL FACTORS

The socio-cultural environment, within which a child grows, has a significant impact on his/her learning. In fact, all learning occurs with special reference to the cultural context of an individual. The social constructivist view of psychology holds that all learning is culturally oriented and guided. For our own understanding we can sub-
divide socio-cultural factors into: a) family, b) neighbourhood and community; and, c) class, caste, religion and ethnicity.

Family is the first and most fundamental influence in the socialization process of an individual. It is in the family that he/she undergoes conscious, subconscious and subliminal learning. It is within the family that the individual learns behaviour patterns for survival, social skills, attitudes, interpersonal skills, social norms, the do's and don'ts of his/her culture and community, acquires a sense of right and wrong, a value orientation etc. Thus we can say that the family is the site of all learning.

The neighbourhood and community in which one lives also have a potent impact on what one learns and acquires. Many attitudes, habits, beliefs, perceptions, stereotypes and social roles and responsibilities are shaped directly or indirectly by our experiences with the persons in our neighbourhood. These persons include our peers and age-mates and all the elders around us. Through conditioning, social learning, direct instruction and modeling we learn a number of things from them.

In our country, caste, class and religion also play a predominant role in shaping our identity, self concept, attitudes, value orientation, goals and achievement patterns. For example, the socio-economic status of the group to which we belong can be directly linked with the degree of stimulation or enrichment available to us in our learning environment. It has been seen that an adequately enriching and stimulating environment provides the learner with more learning opportunities, and greater control over the environment than an impoverished or needy environment.

Learning is also seen to vary across religious and ethnic groups, owing to the distinction in their beliefs, values, attitudes and practices. For instance in many Islamic countries, women lead a very sheltered and restricted life and are taught to be submissive and obedient. In the Pan Indian culture, children are encouraged to develop a sense of autonomy, independence and control over their own lives. In many orthodox Hindu communities, the social learning of girls is fraught with biases and injunctions which are justified in the name of religious beliefs. The kind of experiences which a learner is exposed to differ across regions and geographical locations as well.

You have already been acquainted in other units with different socio cultural factors and how they influence the learning process and hence we may conclude by saying that the socio cultural environment provides us with a learning framework. Learning is a process of constructing meaning of our experiences and in this process of ‘meaning making’ the socio cultural dispositions and training we have received are likely to exert their influence.

6.10 LET US SUM UP

Learning is a complex phenomenon mediated by a number and variety of factors which interact with each other and produce patterns and styles of learning in an individual. One’s motivation and self concept become significant factors which influence this process. You have already read about how they exercise their influence on the learning process. Similarly, one’s level of aspiration and locus of control which flow from one’s motivational patterns and sense of self also influence the nature, course and direction of learning. Learning, maturation and development can be accelerated or retarded by environmental factors. Likewise, an individual’s interests and goals may be influenced by the socio-economic factors and the ethnic group in which the individual is born. Often, gender identity is the result of sociocultural determinants. Similarly, an enriching and stimulating environment may enhance the cognitive disposition, attitudes towards work and learning and style of learning, which an individual is likely to embody.
6.11 UNIT END EXERCISES

1) Reflect, think and explain the significance of the following statements:
   a) We need to consider the whole individual, including the social context from which he/she derives meaning in order to fully understand how the individual learns.
   b) To best understand a learner we need to consider his/her perspective and point of view and the sum total of the world in which he/she lives.
   c) Irrespective of whether we go to school or not, we all learn. In such a case when we don’t go to a formal school, which factors are likely to shape our learning?

2) Explain the role of self-concept in mediating the process of learning.

3) Why is motivation the key ingredient in the learning process? Give examples to illustrate its importance.

4) How do locus of control and level of aspiration influence learning? Explain with the help of suitable examples.

5) Develop a case example which takes into account socio cultural and attitudinal factors affecting learning. Point out their specific influences on learning.

6.12 REFERENCES AND SUGGESTED READINGS


