



## Understanding Learning process and factors influencing learning.

### MODULE 10



**Pathshala**  
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**Subject:** Human Resource Management

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**HUMAN RESOURCES**


**Paper 08:** Training and Development  
**Module 09:** Understanding learning process and factors influencing learning



ज्ञान-विज्ञान विमुक्तये







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| Items                  | Description of Module  |
|------------------------|--|
| <b>Subject Name</b>    | Human Resource Management  |
| <b>Paper Name</b>      | Training and Development   |
| <b>Module Title</b>    | Ways of learning & Factors influencing learning                                  |
| <b>Module Id</b>       | Module -09   |
| <b>Pre- Requisites</b> | Understanding of the basic concepts of Learning                                  |
| <b>Objectives</b>      | To study the ways of Learning and to understand Factors which influence learning |
| <b>Keywords</b>        | Learning objectives, Learning Methods  |

## QUADRANT-I

### 1.Module 10: Ways of learning & Factors influencing learning

2. Learning Outcome

3.Ways of Learning and Approaches

4Methods of Learning

5. Factor influencing the learning process during training

6.Summary

#### 1. Module 10: Ways of learning & Factors influencing learning

#### 2. Learning Outcomes:

After completing this module the students will be able to-

- Understand the various ways of Learning.
- Identify the factors influencing learning.

#### 3 Ways of Learning and Approaches:

Approaches to learning can be broadly classified as:

- a) Informal Learning
- b) Formal Learning
- c) Self-directed
- d) Other directed Learning

The decision about what approach to take to training depends on several factors such as the training budget, specificity and complexity of knowledge and skill base needed, time factor, capacity and motivation of the learner and so on. Both the approaches to learning have their own advantages and suitability. We now understand it in detail:

- a Informal training and development:** It is rather casual and incidental. Typically, there are no specified training goals as such, nor are there ways to evaluate the objectivity of the training in achieving its goals. Probably the most prominent form of informal training is learning from experiences on the job. Examples of informal training are informal discussions, reading newspaper, journal, articles etc. A novel approach is hearing the prominent speakers. Informal training though very cost effective, is less effective than the formal training. This method is suitable when there is a strong intention to learn.

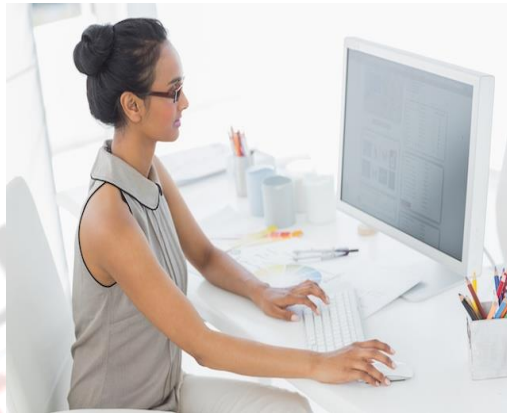


Source: <https://www.bls.gov>

- b Formal training and development:** It is based on certain standards that clearly dictate the learning objectives to be achieved in terms of enhancement of the level of knowledge, skill and abilities. Here, the methods of training are clearly indicated and some evaluation techniques are also used to ensure that the training objectives are fulfilled. The formal training methods are discussed in detail.

It must be noted that not all the formal methods are systematic, sometimes the evaluation carried is only able to generate how learner feels about the learning experience, rather than of how well the learning experience achieved the goal of training, which is a limitation to the formal methods.

- c Self-directed learning:** It includes the learner making the decisions about how the training and development experiences will occur. This form of learning is becoming popular as self-directed approach can be integrated with both formal and informal training. Self-directed, informal training includes activities like book reading of the topics of own choice by the learners and self-directed formal training includes the learners selecting and carrying out their own learning goals, objectives, methods and means to verify that goals are met.



- d Other directed learning:** It includes learning where someone other than the learners specifies the training goals that will be met in training,

#### 4 Methods of Learning

##### a Learning by observation:

This is the first and foremost mode of learning. Every human being learns various things through observation. Here by observation, we do not mean only seeing a thing rather it refers to the act of perceiving or observing the stimulus.

In observation process, we do not take help only eyes as in seeing but we take help of other organs also for listening, smelling tasting and touching. A person observes an event, thing etc. when he is interested in these.

So we should first try to make interested the child in these things and then he can observe them fully.

The greater the impulse the more is the amount of interest attached to it. And the greater the interest the more the attention paid to the object.

We as a teacher should provide opportunity to students to observe new things according to their interests. We should provide a chance to students to grasp the meaning of the demonstration of an action. We should try to fix images of how the model looks in each step of the demonstration.

We should also provide verbal while students are observing the action or things. We can teach various parts of human body by giving a chance to students to observe the model of human body.



Source: <https://challenges.openideo.com>

### **Learning by imitation:**

Students learn by copying the actions. Imitation is the method to repeat the observed actions of others. At the early age, the child learns his movements, actions, and gestures by imitation. The students take very much interest in copying the actions of others.

We as a teacher can use this mode of learning in our teaching-learning process. Students can recite poems with actions of parts of body by imitating the recitation the teacher.

A science teacher can teach about experiments through the mode of imitation. This imitation should be willingly and deliberate. Teacher should try to arise interests in students about the action and then provide the chance of imitating to students.

We should use this mode of learning in our teaching learning process also.



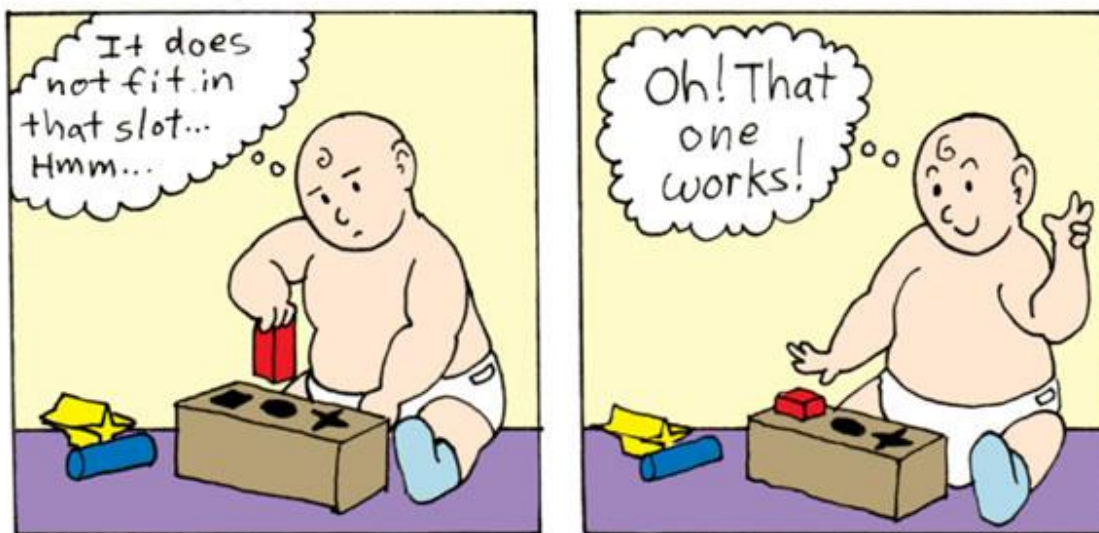
Source: <http://www.minddisorders.com>

### c Learning by Trial and Error:

We learn from our errors. Students too learn from their own errors. Students try to solve any problem and they do not succeed due to some errors. Trainer should provide them feedback about their errors, and reasons of the errors.

When students know their errors and their reasons, then they try to avoid these errors in future. Here the role of the teacher is very important. Trainer should provide feedback about the errors after every trial and then provide them treatment of these errors so that they could avoid from these errors in next trial.

Some of the laws underlying trial errors learning are law of readiness law of effect and law exercise. Trainers should provide them feedback about their errors and their reasons, after it students will try again to compose it without using these errors. At last they will succeed in composition of carbon-dioxide gas.



Source: <http://www.nana-bio.com>

### d Learning by insight:

If an individual reaches the solution all of a sudden while solving a problem, we say that he has learned by insight. In fact the person reaches the solution by understanding the relation between different aspects of the problematic situation. In daily life of every student he/she comes across to many problems and he/she solves them.

In the process of solving problems, they learn many principles, processes, facts and theories. These learning can be said learning by insight. In the mode of learning's insight, student analyses the various aspects of the situation and tries to establish a meaningful relationship among them.

On the basis of this new perception, he defines the situation. This process goes on till he solves the problematic situation all of a sudden. That is the learner suddenly gets an insight into the solution. This may be call learning by insight.

So trainer should provide positive situations to learners so that they could learn through these modes according to their ability, needs and interests.



Source: <https://sites.google.com/site/hookappsychology>

## 5 Factor influencing the learning process during training

- The major task of the trainer lies in strengthening the impact of those factors that facilitate the process of learning. The learning process in the training depends on the general attitude of the trainees have towards at the programme and the response the training evokes in the participants.
- For example, if we have a group of participants who are not motivated, have less interest and lack clear understanding of subject, this can be harmful for the training's success.
- Learning during training can be influenced both by personal (related to the participant) as well as environmental factors (related to the training, environment). Learning of the participants during the training programme is the result of the interplay of these two factors. However, the effect of these factors may vary from individual to individual depending on the situation, because some factors remain active throughout the programme while others may work in concert.

### 5.1 Personal factors

### 5.2 Environmental factors

**Table: Factors influencing the Learning Process**

| Personal Factors |  | Environmental Factors |  |
|------------------|--|-----------------------|--|
| 1.               | Desire for personal growth and development.                    | 1                     | Programme contents or topics.                  |
| 2.               | Incentive or benefits for learning.                            | 2.                    | Training strategies, methods and techniques.   |
| 3.               | Consistency between the personal and the programme objectives. | 3.                    | Trainer/Training team.                         |
| 4.               | Self-image and level of self-esteem.                           | 4.                    | General learning environment in the programme. |
| 5.               | Situation in the organization.                                 | 5.                    | Relationship with other members of the group   |

|    |   |    |                                    |
|----|---|----|------------------------------------|
|    |   |    | and the trainers.                  |
| 6. | Reason and manner of sponsorship.                 | 6. | Composition of the training group. |
| 7. | Previous training experience of the participants. |    |                                    |
| 8. | Participants learning style skills.               |    |                                    |

### 5.1 Personal factors influencing the learning process

- a. **Desire for personal growth and development:** This refers to every individual's desire of widening the horizons of their knowledge and enhancing their competencies of varying levels and intensities and they serve as the motivating factors. Such individuals who are desirous of learning, look beyond and do not wait for learning opportunities to come but by their own create ways to learn and progress. These participants have a high degree of dedication and commitment to the programme and also foster positive attitude in their co-participants. This is indeed a promoting factor in the learning process and such desirous participants can be used as a catalyst for training activities. It is, thus, very important that the trainer must identify such participants and provide them necessary support and encouragement.



Source: <http://agreatdayswork.com/>

- b. **Incentives for leaning:** It is the responsibility of the trainer to take a note of the factors which motivates his trainee participants. There are some participants who expect some kinds of benefits in the form of increments, promotions, recognition, awards or improvements in their career prospects from their participation in the training programme. Some participants do take special interest in the training programme if it is accredited to prestigious institutions and can award them some degree or diploma in the form of a formal recognition of their participation.



Source: <http://slimdoggy.com>

Thus, efforts must be focused in this direction so that such interesting features are present in the training, which could be of great interest to most of the participant and can stimulate the participants.

- c **Consistency between the personal and the programme objectives:** It is essential for effective learning environment that there is alignment of personal objectives and programmer objectives. Those participants who are their training need are able to translate them into specific learning objectives, take more interest in the training activities and enhance their commitment level towards the training programme. It is the trainer who helps the participants to perceive their training needs and guide them in setting their learning objectives in accordance with their personal objectives. A regular reminder and continuous monitoring by the trainer acts as a strong motivating factor.
- d **Self-image and level of self-esteem:** In a heterogeneous group, participants come from different backgrounds, varied experiences, status and position in the organizations. They have different levels of set-esteem and self-esteem and self-image. Some participants would want their positions and status to be recognized by training teams and participants and may sometimes challenge the trainer, which is however, unfavorable fallout for the programme.



Source: [www.meetveronicasosa.co](http://www.meetveronicasosa.co)

Thus, it is to be ensured by the trainer at the beginning of the programme that the status and the positions of the employees are of no consequences to the training programme and all the participants will be treated equally regardless of their background. However, support may be extended to those with low esteem to help them in overcoming their inhibitions and apprehensions.

- e **Situation in the organization:** This refers to the back home situation i.e., the environment of the organization in which the trainees have to use and apply their learning. If the environment of the organization is not worker-friendly then the participants see no real possibility of utilizing the learning in work situations. On the contrary, if the environment offers opportunities and support from the immediate superiors for utilizing the training he has received then learning during training is high.



The trainer is responsible for making his training group informed about the positive features of the work environment, which exist in reality and not be unrealistic and too optimistic. He should also make necessary suggestions for making the working environment better so that the purpose of training can be fulfilled.

- f Reason and manner of sponsorship:** The reason behind the nomination of the participant and the manner in which it is made has considerable bearing on his motivation. The mandate of his superiors, their expectations, and the extent of their accountability are the key elements for creating their interest in the programmed. In certain situations, due to the policy compulsions, the management ends up nominating those who are unwilling participants and cannot send the suitable candidates and this defeat the purpose of training. For example, a company has to exhaust the training budget in the given financial year so that they can either spend on, or sponsor the training programme. The company randomly decides and selects the candidates, who might be deserving or may be not desirous of undergoing a training programme. In this case, the improper nomination of non-deserving/uninterested candidates may inhibit the learning process through training.
- g Precious training experiences of the participants:** The past experiences of the participants in similar type of training programmes attended is an important determinant of the participant's attitude towards the training programme. If the previous experiences were rewarding and has been advantageous, he would look forward to the similar experience and if the previous experience has been frustrating then the participant's attitude towards training would be negative and in the critical cases, it might result in a lack of faith in the training process.
- h Participant's learning style and skills:** Learning is a highly individual and personal phenomenon. It is therefore important that an individual should have the capacity to translate experiences and interactions in the programme into complete learning. However the participant's learning style and the training method should have a fine tuning and the participant must possess necessary skills to make the best use of the opportunity A variety of training methods could be tried to suit the diverse learning styles of the participants of the heterogeneous training group.
- i Family situation and personal problem:** The training programmes, especially those which are organized away from participant's hometown or family play an important role on the motivation of the participants. Domestic problems like illness of one's dear ones or of oneself could be a reason of mental and physical stress, which have a negative effect on the learning process during training. Thus, a participant during the training should be physically fit and mentally energized and alert.



Source: [www.google.co.in](http://www.google.co.in)

## 5.2 Environmental factors influencing the learning process

The various environmental factors that influence the learning process of the participants are:

- a **Programme contents or topics:** The participants of the training programme examine the relevance of the content either to their present work or to their future responsibilities they will one day need to shoulder. Some of the major concerns of the participants are, the extent to which the topics and the modules interest them that are the specific features of the topics, what changes in terms of knowledge, skills and competencies does the programme offer, what would be the level and quality of the programme etc.
- b **Training strategies, methods and techniques:** Training methods are important instruments for transmitting programme contents to the participants. Every training method has unique benefits which can facilitate active involvement of the participants and have a visible impact on the motivation of the participants. Selection and use of the appropriate training methods also help trainees to internalize learning.
- c **Trainer/Training team:** Participants response to training activities and the learning stimuli depends on their perception of the training team or the trainers as individuals. The profile of the trainer plays very crucial role. The trainer's presentation style, his expertise and proficiency in the topics, confidence level, queries handling, his rapport with the participants etc. are the important elements which constitutes the profile of a trainer. His participants should have faith in him and he must extend high degree of cooperation and mutual trust to his trainees and must be visionary and result.



- d **General learning environment in the programme:** The general environment at the training venue is also important. A conducive ambience of the training venue, quality of living arrangements which though not luxurious should be comfortable for the participants. The training facilities like classroom arrangements, training equipment, information panels, arrangements for leisure time activities for recouping energy level etc. also promote effective learning.
- e **Relationship with other members of the group and the trainers:** The relationship of participant-participant and participant-trainer contributes in its own way to the success of the training programme. A positive and harmonious relationship serves as confidence building measure in the initial stage of the programme and also helps in reconciling personal differences. A strong bond of relationship between the trainers and the participants promote a clear professional interaction with a sense of confidence and a personal assurance with which the participants approach to the trainer for a suitable solution. Such relationship bonding promotes the learning during training.



- f Composition of the training group:** The size and composition of the training group are key aspects of the training programme. A small group of about 10 participants manage to get the individual attention of the trainers; however, in a large group of 35 or more participants, there is overabundance of interactions which might lead to group discords and conflicts. However, a heterogeneous group in terms of experience, status or level of expertise requires a careful planning of training strategy.

#### 6. Summary

This module discussed approaches to learning, methods of learning and factors influencing learning

The major task of the trainer lies in strengthening the impact of those factors that facilitate the process of learning. Learning during training can be influenced both by personal (related to the participant) as well as environmental factors (related to the training, environment). Learning of the participants during the training programme is the result of the interplay of these two factors.