A study on certain select factors relating to socio-affective learning strategies of adult learners pursuing equivalency programme in Kerala

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Abstract
In the present study the investigator made an attempt to study the effect of certain select factors relating to meta-cognitive learning strategies of adult learners pursuing equivalency programme in Kerala. Descriptive survey method was adopted for the study. The sample consist 489 adult learners and statistical technique used for the study were Pearson's Product moment coefficient correlation.. Result indicate that there exist a significant positive relationship between 'Socio-affective Learning Strategies' and Independent variables related to Adult Learners pursuing Equivalency programme.

Keywords: learning strategies, adult learners, equivalency programme and select factors

Introduction
Kerala is the first complete literate state in India. It achieved this great target on 18th April, 1991. Though several decades crossed after the declaration of complete literacy in Kerala, the neo literates became illiterate in course of time due to lack of practice and absence of opportunity to continue their studies through a meaningful post-literacy programmes. The major causes of relapse of illiteracy may be due to the time gap between conclusion of the basic literacy phase and beginning of post-literacy phase. Hence, the National Literacy Mission realized the need for launching post-literacy programmes and designed a scheme of continuing education. This has been approved by Government of India and come in to force from 1st January 1996.The scheme has divided the Continuing Education programme in to four categories- Equivalency Programme (EPs), Income Generating Programmes (IGPs), Quality of Life Improving Programmes(QLIPs) and Individual Interest Promotion Programmes. UNESCO (2006) [25] also reported that "the formal education system does not meet these urgency of providing education for all especially for out of school population. For to meet this needs different policies and strategies. i.e, lifelong and continuing education programme like Equivalency Programme."

This is the context in which Kerala State Literacy Mission Authority launched an educational programme called 'Equivalency Learning Programme' on 26th January 1999. It gives opportunity for neo-literates and dropouts of formal school to enrol in Equivalency programme and achieving certificate equivalent to the formal education. It leads to opening of the new horizons of higher education for neo literates and adult learners who are dropout from formal stream of education.

Starting of Equivalency programme helped a large number of school dropouts to continue their studies in their later stages. They attended regular classes organized in the district centres which give them enormous experience which is similar to regular education.

Though Equivalency classrooms are regular classrooms, the teachers appointed for Equivalency Programme are not trained teachers. Also the academic climate prevailing in the Equivalency centers differ in many ways compared to regular classrooms. The learning in equivalency programme has become an individual responsibility of the learner. Teachers were unable to support the students in their learning related difficulties. This lead the self-motivated adult learners, who attend equivalency programme, to come across many hurdles in their process of studies. Their personal, familial, economical and social issues made a trade off with their learning. Overcoming these issues are key to the success of the Equivalency Programme. This is the specific context in which the investigator is making an attempt to explore the influence of certain learners related variables on Learning Strategies of adult learners who pursue equivalency programme.

Need and Significance of the Study
Under Equivalency programme, the learners are heterogeneous- with respect to age, gender, socio-economic status and so on. The tastes, interest and family background of the learners in group may vary widely. Majority of them are the major economic source of family and have not got adequate environment for learning due to job related and family related engagements. Thus time become an elephant in the room for the learners, who pursue Equivalency Programme. Lack of time doesn't allow them to approach the learning material reflectively and critically. Higher order learning skills faces serious challenges for these learners. This leads to mugging up of information and cramming. As a result, the participants of Equivalency Programme start complaining about their own inefficiency in remembering the information taught to them.

Good number of studies proved that strategic learning can improve student's performance. A number of studies identified strong relationship between learning strategies and achievement (Lenz & Hughes, 1990 [16]; Graham, *et al.* 1991[8]; Miller and Mercer, 1993 [18]; Bulgren, *et al.* 1995 and Lee, *et al.* 1999) [22, 14]. Studies of Hughes and Schumaker, (1991) [9], Moody and Raymond (1993) [19] shows that strong relation with strategic learning and student's performance. Though there is a plethora of literature about the effect of learning strategies on various dimensions of student, it is hard to find such studies related to adult learners. This shows grave negligence about the learning related issues of adult learning. It may not be an exaggeration to say that researches on learning related issues of adult learners is a neglected area. In India such negligence has magnified effect. Kerala being the first state to execute Equivalency Programme, under literacy mission, such studies carry vital importance. This is the context in which this study is carried out.

The investigator could not find any studies related to Learning Strategies and factors influencing Learning Strategies of adult learners. This has leaded the investigator, take up the present study entitled as "A study on certain select factors relating toSocio-affective Learning Strategies of Adult learners pursuing Equivalency programme in Kerala."

Statement of the problem
The investigator has been selected certain factors like Family Environment, Emotional Intelligence, Socio Economic Status and Job Involvement influence on the Learning Strategies of adult learners pursuing Equivalency programme. Therefore, problem for the present study was stated as "A study on certain select factors relating to socio-affective learning strategies of adult learners pursuing equivalency programme in Kerala."

Statement of Key Terms
- **Learning strategies:** Learning Strategies are the mental operations or procedures that student may use to acquire, retain and retrieve different kinds of knowledge and performance (Jonassen, 1985) [11].
- **Adult Learners:** According to Kerala State Literacy Mission Authority (1999), adult learners are those who have completed 17 yrs of age and passed 7th standard Equivalency programme or drop-out from the formal educational system.
- **Equivalency programme:** UNESCO (2006) [25] defined "Equivalency Programme as an alternate educational programme equivalent to the existing formal, general or vocational education".
- **Select Factors:** In this study select factors indicate 'Family Environment, 'Emotional Intelligence', 'Socio Economic Status' and 'Job Involvement' of the adult learners who pursue Equivalency Programme in Kerala.

Objectives
1. To test whether there exist any significant relationship between each of the independent variables (Family Environment, Emotional Intelligence, Socio-Economic Status and Job Involvement) and Socio-affective Learning Strategies

of adult learners pursuing equivalency programme for the total sample.

Hypotheses
There will be significant relationship between the independent variables (Family Environment, Emotional Intelligence, Socio-Economic Status and Job Involvement) and Socio-affective Learning Strategies of adult learners pursuing equivalency programme for the total sample.

Methodology
The methodology followed by the investigator is discussed below:

Variables for the Study
Independent variables selected for the present study is Family Environment, Emotional Intelligence, Socio-Economic Status and Job Involvement.

Sample for the Study
The present study is intended to carry out on a representative sample of 439 Adult learners pursuing equivalency classes for 10th standard level at, Malappuram district of Kerala state. The sample will be drawn by cluster random sampling technique giving due representation to factors like gender, locale, marital status, employment status and category.

Tools and Technique Used In the Study
Five instruments are used for the data collection of the study. Out of five instruments, Learning Strategy Scale for Adult Learners was developed and standardized by the investigator with the help of Research Supervisor. Family Environment Scale (Bhatia,H.&Chadha,N.H,1993) [3] Emotionalintelligence Scale (Dhar,U.,Hyde,A.&Pethe,S.,2005) [6] Socioeconomic Status Scale (R.L.Bharadwaj,2005) and Job Involvement Scale (Srivastava, D.K, Dhar, S. & Dhar, U., 2001) [24] were adopted tools used for the study.

Statistical Technique Used For the Study
The present study used Measures of Pearson's Product Moment Coefficient of Correlation and Test of significance of difference between 'r's

What is Learning Strategy?
Oxford (1990) [20] theorized that student adopt different kinds of strategies for learning. Oxford classified three types of strategies. They are Meta cognitive strategies, Cognitive strategies and Socio affective strategies.

Meta cognitive strategies
Meta cognitive planning: Deciding the purpose of a particular learning task.

Advance organization: Previewing and upcoming learning passage or activity and linking it with what is already known.

Selective attention: Deciding in advance to focus on important aspects of language input and to ignore distractions.

Self-monitoring: Checking one's understanding while

listening and identifying errors in written production.

Self-evaluation: Judging how well one has learned the material by analyzing one's own written work or checking one's reading record.

Cognitive strategies
Resourcing: Using reference material such as dictionaries, grammar books, tapes, T.V., video cassettes for receiving and transmitting messages.

Grouping: Classifying words and concepts according to their attributes or personally meaningful groups.

Inference: Making guesses based on previous knowledge such as guessing meaning of unfamiliar words with linguistic clues or predicting outcomes using background knowledge.

Reasoning: Applying prior knowledge to facilitate the acquisition of new knowledge.

Elaboration: Making learning material concrete and personally meaningful by integrating the new material in to existing semantic networks and by retaining items to one another to make relationship explicit.

Note-taking: Writing down key words and points in abbreviated form to sort or organize language information.

Visualizing: Visualizing setting of a listening passage to understand and remember new information.

Socio- affective Strategies
Lowering anxiety: Reducing anxiety by listening to soothing music or reading humorous stories or reminding oneself of progress by using the self-talk technique or by writing progressive journals.

Asking questions: Asking the speaker (teacher or peer) to give additional explanation examples or verification.

Cooperation: Working with peers to solve problems, build confidence and pool information.

Correlation of Socio-affective Learning Strategy and each of Independent variables of adult learners pursuing Equivalency Programme for the Total sample
The details ofcorrelation between 'Socio-affective Learning Strategy' and each of the Independent variables. viz Family Environment, Emotional Intelligence, Socio Economic Status and Job Involvement of adult learners pursuing Equivalency Programme for the total sample are presented in the Table.

Table 1: Relationship between Socio-affective Learning Strategy and Family Environment, Emotional Intelligence, Socio Economic Status and Job Involvement of adult learners pursuing Equivalency Programme

Independent variables	N	r	Level of significance	Confidence interval		Shared variance
				Lower limit	Upper limit	
Family environment	439	0.978**	0.001	0.972	0.982	95.65
Emotional intelligence	439	0.804**	0.001	0.756	0.843	64.64
Socioeconomic status	439	0.965**	0.001	0.956	0.972	93.12
Job involvement	439	0.858**	0.001	0.822	0.887	73.62

**Correlation is significant at the 0.01 level (2-tailed)

Interpretation of findings
a) Family Environment and Socio-affective Learning Strategy: For the total sample, the correlation between Family Environment and Socio-affective Learning Strategy is 0.978, which is found to be significant (p<0.01). Hence the relationship between these two variables is considered to be real. The relationship can be verbally interpreted as high correlation. The obtained correlation is positive, this means that increase in one variable results a corresponding increase in the other variable. Hence any increase in Family Environment results in increase in Socio affective Learning Strategy of adult learners.
The 0.01 confidence interval for the total sample is found to be between 0.972 and 0.982. This shows that if the correlation is worked out for the same variable for the whole population, the resulting correlation will be between these intervals at 0.01 level of probability. The shared variance of Cognitive Learning strategy with Family Environment is 95.65. This means that 95.65 percent of what is measured by Family Environment is related to Cognitive Learning Strategy.

b) Emotional Intelligence and Socio-affective Learning Strategy: For the total sample, the correlation between Socio-affective Learning Strategy and Emotional Intelligence is

0.804, which is found to be significant (p<0.01). Hence the relationship between these two variables is considered to be real. The relationship can be verbally interpreted as high correlation. The obtained correlation is positive; this means that increase in one variable result a corresponding increase in the other variable. Hence any increase in Emotional Intelligence results an increase in Socio affective Learning Strategy of adult learners.
The 0.01 confidence interval for the total sample is found to be between 0.756 and 0.843. This shows that if the correlation is worked out for the same variable for the whole population, the resulting correlation will be between these intervals at 0.01 level of probability. The shared variance of Socio affective Learning strategy with Emotional Intelligence is 64.64. This means that 64.64 percent of what is measured by Emotional Intelligence is related to Socio affective Learning Strategy.

c) Socio-economic Status and Socio-affective Learning Strategy: For the total sample, the correlation between Socio-affective Learning Strategy and Socio Economic Status is 0.965, which is found to be significant(p<0.01). Hence the relationship between these two variables is considered to be real. The relationship can be verbally interpreted as high correlation. The obtained correlation is positive; this means

that increase in one variable result a corresponding increase in the other variable. Hence any increase in Socio-Economic Status results an increase in Socio affective Learning Strategy of adult learners.

The 0.01 confidence interval for the total sample is found to be between 0.956 and 0.972. This shows that if the correlation is worked out for the same variable for the whole population, the resulting correlation will be between these intervals at 0.01 level of probability. The shared variance of Socio affective Learning Strategies with Socio-Economic Status is 93.12. This means that 93.12 percent of what is measured by Socio-Economic Status is related to Socio affective Learning Strategies.

d) Job involvement and Socio-affective Learning Strategy:
For the total sample, the correlation between Socio-affective Learning Strategy and Job involvement is 0.858, which is found to be significant(p<0.01). Hence the relationship between these two variables is considered to be real. The relationship can be verbally interpreted as very high correlation. The obtained correlation is positive; this means that increase in one variable result a corresponding increase in the other variable. Hence any increase in Job Involvement results an increase in Socio affective Learning Strategy of adult learners.

The confidence interval for the total sample is found to be between 0.822and 0.887. This shows that if the correlation is worked out for the same variable for the whole population, the resulting correlation will be between these intervals at 0.01 level of probability. The shared variance of Socio affective Learning strategy with Job Involvement is 73.62. This means that 73.62 percent of what is measured by Job Involvement s is related to Socio affective Learning Strategy.

Discussion
The coefficient of correlation estimated between 'Learning Strategies' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-Economic Status and Job involvement of adult learners is found to be significant at 0.01 probability level, for the total sample. The value of 'r' ranging from 0.838 to 0.990. The percentage of overlap is ranging from 70.22 to 98.01.

From these findings, it can be concluded that there exist a significant positive relationship between 'Learning Strategies' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job Involvement of Adult Learners pursuing Equivalency programme.

The coefficient of correlation estimated between 'dimensions of Learning Strategy'., viz-Meta cognitive Strategy, Cognitive Strategy and Socio-affective Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job Involvement of adult learner is found to be significant and positive.

The coefficient of correlation estimated between 'Meta-cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio Economic Status and Job involvement of adult learners is found to be significant at 0.01 probability level, for the total sample. The value of 'r' ranging from 0.764 to 0.909. The percentage of overlap is ranging from 61.47 to 82.63. From these findings, it can be concluded that there exit a high significant positive relationship between ' Meta-cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job Involvement of adult learners pursuing Equivalency Programme.

The coefficient of correlation estimated between 'Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-Economic Status and Job Involvement of adult learners is found to be significant at 0.01 probability level, for the total sample. The value of 'r' ranging from 0.816 to 0.982. The percentage of overlap is ranging from 66.59 to 96.43. From these findings, it can be concluded that there exit a high significant positive relationship between 'Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio Economic Status and Job Involvement of adult learners pursuing Equivalency Programme.

The coefficient of correlation estimated between 'Socio-affective Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of adult learners is found to be significant at 0.01 probability level, for the total sample. The value of 'r' ranging from 0.804 to 0.978. The percentage of overlap is ranging from 64.64 to 95.65. From these findings, it can be concluded that there exit a high significant positive relationship between 'Cognitive Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job involvement of adult learners pursuing Equivalency programme.

From these findings, it can be concluded that there exist a significant positive relationship between 'Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job Involvement of adult learners pursuing Equivalency Programme. It can be also concluded that there exit a significant positive relationship between 'dimensions of Learning Strategy' and 'Independent variables' viz., Family Environment, Emotional Intelligence, Socio-economic Status and Job Involvement of adult learners pursuing Equivalency Programme.

Studies available in this area well supported these findings. Study conducted by Carter (1992) [5] reveal that learning strategies and academic achievement could be facilitated by the teaching of learning strategies. Higher correlation of learning strategies and motivation with grades in Biology and English were obtained from study of Mc Keachie (1990) [17] on college students. Fuligni (1997) [7] explored the impact of family background, parental attitudes, peer support, and adolescents' own attitudes and behaviors on the academic achievement of students from immigrant families. Results indicated that first and second generation students received higher grades in mathematics and English than their peers from native families. Only a small portion of their success could be attributed to their socio-economic background; a more significant correlate of their achievement was a strong emphasis on education that was shared by the students, their parents, and their peers. Mac Cann, *et al.* (2011) [8] conducted a study which prove that Emotional Intelligence and coping styles were significantly related to academic achievement.

Vig,S. (2004) [27] investigation found significant correlation between emotional intelligence and academic achievement. Mohanraj and Latha, (2005) [2] found that the relationship between family environment, the home adjustment and academic achievement in adolescents, it was found that academic performance was significantly related to independence and conflict domains of family environment. Meena (2008) found that good quality of home environment had significant positive correlation with high level of scholastic achievement in boys than among girls. Misra (1986) [15] through his study on Correlation among IQ,age, academic achievement and parental income of High school Science students found that there is significant relation between achievement and parental income. Ahmad, Q. (1986) [1] carried out a study on determinants of job involvement among teachers of different colleges of Magadh University found that both individual and organizational factors determined job involvement of college teachers and job involvement was positively correlated with job satisfaction. Joshi, G (2007) [10] found that Job involvement and work motivation were positively and significantly correlated among managers, supervisors and workers group.

Thus it is evident that findings of the present study is consistent with the findings of the researches available. Positive relationship with each of the independent variables to Learning Strategies shows that any change in each of the independent variables can result in corresponding changes in the Learning strategies and its dimensions.

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