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ANALYSIS OF LEARNING DIFFERENCES AMONG CHILDREN AND ADULTS

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ABSTRACT
There is a huge difference between an adult and a child education. Previous researches showed that motivational, affective and developmental factors are more crucial in adults than in children's learners. This study was conducted to find out the differences of learning psychology of children and adults. 185 adults from Adult Literacy Centers and 200 children from Primary Schools in District Bahawalpur Pakistan were selected as sample by applying the convenient sampling technique. A questionnaire was used as a tool to collect data from children and adults. Descriptive statistics and t-test were used to obtain the results of the study. The present study explored that children and adults have different learning styles. So, the teachers need to apply the different methods of teaching according to the psychology of children and adults.

INTRODUCTION
Teaching of adults is different from teaching of children. Rogers (1999) described that there is an immense difference between an adult and a child education that is why different methods of teaching are used for children and adults. In school, children willingly accept their teachers, but adults find it difficult and hesitant to accept orders. There's only one reason they can learn. In this context, teachers of adults and children perceive and keep in mind the psychological aspects of the personality of children and adults.

Merriam (2007) described views about adult education that adults enter into educational process with a different time perspective. The process of adult education cultivating their skill to handle the problems of their life in different situation. So, they start the educational activity in a problem-centered of mind. Gowda, (2010) noted that it is the students' teacher who, to this extent, will provide the environment that makes the learning process enjoyable and predictable. Dubious practices such as punishment of the reluctant learner retention after school of those who are inattentive and indiscipline of the mind by rigorous adherence to requirement gradually are being eliminated.

Adult learners' levels of understanding depend on their age, career needs and interests. The capability of an adult learner of accepting the teacher's views is less than children, but sometime their understanding level match with children (Hiemstra, 2013). Mangal (2007) gave their views about the understanding levels of children, at this stage the vague and nebulous concept of pre-school years become concrete and specific. This enables children to begin to think deductively, to form concept of spaces and time and to categorize objectives. They are able to take the role of others and this leads to a great understanding of reality. Merriam, (2006) also pointed out about the understanding level of children. Children do not find the work difficulty but find education as an entirely enjoyable and stimulating experience with youth and vitality on their side.

Every individual develops through experience one or more preferred learning style. The most relevant material is that based on the learning cycle. There are several learning styles which appeal to different kinds of people. We feel stronger at learning through one approach rather than through any of others. So the teacher of adult comes from these views of learning style. What makes different from children, Knowles's (1986) theory of andragogy is an attempt to differentiate between adult learner and child learner. He described that adults are autonomous, self-directed, goal oriented and bring expectation about the learning process.

Merriam, (2006) pointed out that the typical student learning style profile is changing on campus today and there are a lot of learning styles in which preferable are adopted. It is better to know the learning style and how to address them during preparing instructions for adults the most important thing is that there is a lot of learning style in various types of students and for instructors so, it is important to know all these learning styles. It is observed that children are

different in the term of rate and style of learning. It is considered that they are relished and develop until maturity. They are not like that adult student. They need different environment for learning from adult. The teacher should create environment which would be enjoyable for students.

A person adopts acceptable behavior in social gathering and brings changes in behavior according to the demands of society in which he is living. Adults have learned social rules and values. Children are very self-centered. They attach greater importance to their own needs and interests than to others (Sabina, 2013). Mohanty (2002) pointed out that social development involves progressive changes in the relationship between an individual and others. It includes some of the most interesting topics of educational psychology such as friendship, moral development, social competency and self-concept. As the children grow older they should learn that society has a lot of expectations from them. They should acquire strategies for getting along with their class mates. Many children learn in their early lives; what they should do and what they should not do.

Similarly Aggarwal (2009) described his views about social learning of children and the process of shaping their behavior when they feel fit for society. It is called socialization. Children learn society norms, rules and pattern of behavior which are acceptable and unacceptable for the people in group. They also learn the specific roles that different people occupy within their society.

Merriam (2007) illustrated about moral learning of adults. According to his point of view moral learning can be considered to be progressive change in adults' understanding with others. Sprinthall (1997) also pointed out that a psychologically mature person is a problem solver, emphatic, autonomous and self-directed who acts on democratic values. It was observed by the experts during last 20 to 30 years which has been marked by two trends) a rise in destructive behavior and b) a rise in self destructive behavior.

Aggarwal (2009) conferred the views about moral learning of children that the child has to learn what is good and what is bad and also has to learn his duty. All these terms carefully defined that morality has reference to social relationship and social process. The moral learning of 5 to 9 years old children is called the second stage of moral learning. It is called discipline of artificial consequences imposed by adults. Moral leaning at this stage is controlled by external authority. Rewards and punishment also regulate moral learning (Newman & Newman, 1988).

Behavioral learning of adults is possible in social learning. Adults try to adopt that habits which are appreciated by the other people. When people interact with other people, they perceive a lot of things in this way they learn about behavior. According to the Antes and Norton (1992); it was observed that all type of needs are important for adult learners but according to the Maslow's (1954) theory it is necessary for the learning environment that the psychological needs are satisfied. It might seem hard to generalize about adults as learners because they widely vary with respect to age, sex, occupation, background, educational level, personality,

economic situation and many other characteristics. Yet in many ways they react similarly to certain kind of treatment that they may receive in the class.

Adults are worried to come to school because they feel that education is a process that concerns only for children. This self-esteemed status is threatened when they join adult education class. Adults need more reassurance and support than children Gowda, (2010). Children have different learning psychology than adults. Their needs, interests and nature are different from adults. Children have different learning psychology from adults. It was observed that children as individuals are unique in terms of rate and style of learning and living and in the terms of needs and satisfaction.

Mangal, (2007) and Woolfolk (2004) pointed out that children always have the behaviour of acceptance and approval. The teacher's ton of voice, willingness to give assistance, emphasis on grades and individual progress can reduce the probability of child's unaccepted feelings. Democracy implies natural respect, cooperative planning, shared responsibilities and delegated authorities. His self-confidence, willingness to converse with others and interest in school task are related to home and parental attitude. Child psychologists stress on play as the important business of a child. It provides environment for acquisition and exercise of social skill, cooperation, conversation, mutual respect, friendliness and courtesy. Mani (1996) stated that success is necessary for pupil because it improves the further performance of children.

Child intelligence is qualitatively different from that of adults and it helps to establish what is most characteristic about adults' intelligence. Piaget's (1972) views about knowledge stage and development of logical operation may also have application to adult education. Woolfolk (2004) described that educational psychologists are very interested to know that how people think, learn concept and solve problems. Remembering and forgetting becomes major domain for investigation in cognitive psychology. It is very important for cognitive psychologists to assume that mental process can be studied scientifically and human beings are active participants in their own act of recognition.

Gowda, (2010) expressed that child has more coherent and interacted cognitive system at this stage which permits an understanding of simple concepts (such as quantity, length, number, weight, and volume) and their relationships. Similarly Omrode (2000) and Seifert (1983) described the Erikson's (1950) theory which covers the entire life span and last three stages of adult's personality development. They made the transition from childhood to adulthood. Adolescents ponder the role they will play in the adult world.

Bernard, (1972) described about children personality. According to his views; school is a powerful factor in shaping the personality. Children develop their potential in a planned social context in school environment. Several researches and observations have verified the practice and modification of the children's

personality. Children are likely to have little or no foresight. Adults had confronted multi types of situations so, they had more experienced. On the other hand, children have less experience. So, they not are trained to apply familiar concepts to new situations (Sabina, 2013).

Smith and Pourchot (1998) pointed out that several psychological studies argued, there is no contradiction on the different learning styles of children and adults. Previous researches showed that developmental, motivational and emotional factors are more crucial in adults than in children. Studies of meta-cognition designate that children and adults are different at each level due to learned capability and active use of expert knowleFdge. Present study was designed to examine the learning differences between children and adults.

Objectives of the Study

The principal aims of the study were:
a)   To explain the psychology of adults and children.
b)   To compare the differences of learning styles between children and adults.

METHODS
In the present Quantitative study, the survey technique was applied to achieve the research goals. The intended target population of this study was the adults from Adult Literacy Centers and children from Primary Schools in District Bahawalpur, Pakistan. A sample consisting 185 adults (15 to 40 years old) from Adult Literacy Centers and 200 children (5 to 9 years old) from Primary by applying the convenient sampling technique. After reviewing the related literature a questionnaire was developed as tool for children and adults to collect the data in order to find out the learning style of adults and children. Different questions related to the learning style of adults and children were included in the questionnaire. Any ambiguities in the questions or responses were removed before its implementation. The researcher contacted all the children and adults selected in sample during study hours with the written permission of school heads. In case of any problem related to understanding and filling the questionnaire due to illiteracy or any other reasons were controlled by the researchers doing an appropriate arrangement. In this way, all the questionnaire were collected. The data were coded and prepared for analysis using the statistical package for social sciences (SPSS). For data analysis, descriptive statistic were used to find out the learning styles of children and adults. Independent t-test was applied to compare the learning styles of children and adults.

RESULTS

Table 1   Comparison of Learning styles of Children and Adults

S No	Learning Styles	Gender	N	MD	SD	t-value	p-value
1	Discipline	Children	200	2.02	.417	21.834	.000
		Adult	185	1.17	.331		
2	Positivity in Behavior	Children	200	1.58	.197	-2.311	.021
		Adult	185	1.63	.207		
3	Learning Environment	Children	200	1.88	.272	3.435	.001
		Adult	185	1.79	.261		.
4	Efficiency	Children	200	1.49	.315	-15.495	.000
		Adult	185	1.96	.277		
5	Ability of Acceptance	Children	200	1.86	.369	5.253	.000
		Adult	185	1.68	.260		
6	Level of Confidence	Children	200	2.11	.487	1.981	.048
		Adult	185	2.01	.517		

Table 1 shows the comparison of learning styles of children and adults. Table 1 reveals that mean difference exist among the scores of the responses of children and adults regarding their learning styles. The analysis also display that there is a significant mean difference exist among children and adults regarding their disciplined behavior (t= 21.834, p= .000), positivity in behavior (t=-2.311, p=.021.), learning environment (t= 3.435, p= 001) working efficiency (t= -15.495, p= 000), ability of acceptance (t= 5.253 , p= 000) and level of confidence (t= 1.981, p= 048) because the p-values of all these factors are less than 0.05. This explores that children and adults learn the same tasks in different ways. Consequently, they have different leaning styles of each other.

Table 2 Comparison of Learning styles of Children and Adults

Respondents	n	Mean	SD	T	P	MD	95% Cl	
							LL	UL
Children	200	63.75	4.094	5.091	.000	2.026	1.243	2.808
Adults	185	61.80	3.704					

Note. CI = Confidence Interval, LL= Lower Limit, UL = Upper Limit, p**< .01, p*< .05

Table 2 exhibits the summary of the comparison of learning styles of children and adults. Table 2 shows leaning styles of children and adults (t= 5.091, p= .000) indicate significant mean difference between the groups because the p-values is less than 0.05. Therefore, analysis explores that there is a difference between the learning psychology of children and adults.

DISCUSSION AND CONCLUSION

The learning style of children and adults is different due the variation in age, interests, field, understanding level and objectives of their future lives. The children are able to learn about what is good and what is bad for them and

recognize their duties; this is moral learning of children which is only possible in school/learning environment and social gatherings. Different positive and negative factors affect the process of learning. It can be concluded that adult and children need different learning environment, method of teaching, material and have different nature of learning. Roger, (1999) viewed the understanding levels of adult learners depend upon their age, professional needs and interests. The capability of adult learner for accepting the teacher's views is less than children but sometime their understanding level match with children (Merriam, 2007). There is an immense difference between an adult and a child education that is why different methods of teaching are used for children and adults. In a nutshell there is an immense difference between the learning style of adults and children which has been illustrated in the following diagram (Roger, 1999).

Table 3 Comparison of the Learning Style of Children and Adults

	Andragogy (Adults' Learning)	**Pedagogy (Children's Learning)**
1	Adults are externally motivated.	Children are intrinsically motivated.
2	Adults' attitudes are directed towards knowledge, social responsibilities and vocational or professional adjustment.	Children do not want to learn economic theory and calculus.
3	Adults learn those things which are related to their stage of life.	Children learn anything.
4	Every adult comes to the centres with the well-developed set of expectations what he likes.	Children come to school with the well-developed set of expectation of future
5	Adults demand for incentives.	Children are naturally more motivated by instinct award and praise.
6	Adults are not ready to accept what the book or teacher say without proof or evidence.	Children are always ready to accept what teacher says or teaches.
7	Adults feel fear and anxiety in learning process.	Children feel enjoyment in that process.
8	Adults could not learn new things with open mind because of their rich and complex experiences.	Children always learn with open-mindedness and tolerance.
9	Adults are problem centered; they need to know why they are learning something	Children have a subject centered orientation to learning.
10	They bring with them a package of experiences and values.	The range of experience in children is shorter than adults.

11	Adults accumulate life experience	Children are too immature, insecure, and inexperienced in this regard

RECOMMENDATIONS

1. It is very much obvious that teaching of adult is different from teaching of children. So the teacher should perceive that there is a difference between adult and children learners.

2. Adult learners and children have different attitude in classroom so the teacher's behaviour should also be different with them.

3. The teacher should present different methods of teaching, learning materials, environment of learning, rules and regulations among children and adults in class room which are according to their age, interest, field of lives, understanding level and objectives of their future lives.

4. Teacher should arrange such activities in school/centre which are according to the interest and needs of children and adults so that learning may be made effective.

5. Teacher should be qualified and trained professionally in leaning and differentiating the psychology of both the children and adults because both have different learning psychology.

6. New practices and strategies should be developed to facilitate effective learning among children and adults.

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