

Problem and Learning Behavior in Students

Abstract

The main purpose of this research was to find out the study of problem and learning behavior of students. For these total 60 boys and girls (30 boys, 30 girls) were taken as a sample. The research tool for problem was measured by Dr. T. P. Vaidh. While the tools for learning behavior Scale measured by P. A. M c demort. Here t-test applied to check the significant difference of problem and learning behavior in student boys and girls. Result revealed that significant difference in problem of student boys and girls. There is no significant difference in learning behavior of student's boys and girls.

Keywords: Problem and Learning Behavior.

Introduction

In order to make the learning task feasible, the agent does not have to learn its action abilities from scratch, but relies on a small set of simple hand-designed behaviors. Experience has shown that these low-level behaviors can be either easily designed or learned, but that the coordination of these behaviors is not trivial. The major reason identified for this is the difficulty in knowing when to switch behaviors (Gadanh and Hallam, 2001a).

To solve this problem, Gadanh and Hallam (2001b) propose an emotion-based architecture (EB architecture) in which a traditional reinforcement learning adaptive system is complemented with an emotion system responsible for both reinforcement and behavior switching. The agent has some innate emotions that done its goals and it then learns emotion associations of environment-state and behavior pairs, which determine its decisions. The agent uses a Q-learning algorithm to learn its behavior-selection policy while it interacts with its environment. The policy is stored in neural networks, which limits memory usage substantially and accelerates the learning process, but can also introduce inaccuracies and does not guarantee learning convergence (Sutton and Barto, 1998). interaction. The different learning capabilities of the two systems and their interaction have the potential to produce a more powerful adaptive system. The cognitive system is based on the adaptive rule-decision system proposed within the CLARION model (Sun and Peterson, 1998) which allows learning the decision rules from the agent-environment interaction in a bottom-up fashion.

Students who are identified as behavioral/emotional may have their behavior described as internalizing or externalizing behavior. Although this description gives a quick snapshot of the student's behavior, it does not allow for a clearer understanding of all the factors maintaining the behavior. One such factor is a learning disability.

The relationship between learning disabilities and behavior/emotional problems is complex. One area of interest to researchers has been the association between learning disabilities and psychopathology. In one study by Cantwell and Baker (1991), 600 children were identified as speech/language impaired and 300 of these children were followed up 5 years later. Of these children, 25 percent had learning disabilities and 75 percent of the LD children had a psychiatric illness. The most prominent diagnosis fell under the spectrum of anxiety disorders and a minority was diagnosed with depression. Other studies have pointed out that though LD children are not likely to suffer from depression more often than those in the general population, children who have both learning disabilities and depression reported less self-esteem, was more detached and had a bleaker view, than depressed children without learning disabilities. Most notably, externalizing problems are more stable than internalizing behaviors, carrying (except in instances of severe inhibition or



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depression) a worse prognosis as well as resistance to most forms of intervention (Robines, 1979)

Another area of interest is the relationship between learning disabilities and somatic complaints. Margalit and Raviv (1984) compared the prevalence of somatic complaints in learning disabled children with two control groups. In the LD group, 54 percent had somatic complaints as opposed to 9 percent and 13 percent in the two control groups. The primary complaint amongst the LD group was fatigue.

Method

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Objectives

- The main objectives of study were as under
1. To measure the problem in boy and girls students.
 2. To measure the learning behavior in boys and girls students.

Null-Hypotheses

To related objectives of this study null-hypothesis were as under

1. There is no significance difference in problem of boys and girls students.
2. There is no significance difference in learning behavior of boys and girls students

Participants

The participants of the study consisted of all the 60 boys and girls students of rajkot district. However, at the time of tabulation of data it was found that few of the questionnaires. were incomplete in one or the other aspect so they were discarded leaving

behind a total of questionnaires which were finally analyzed.

Instruments

For this purpose the following test tools were considered with their reliability, validity and objectivity mentioned in their respective manuals. In present study two inventory used in research.

Student Problem

Student Problem scale developed by Dr. T. P. Vaidh. This scale has total 60 sentences which measured in problems among students. This is 3 point scale. This scale sentence measured in different at 3 dimensions among students.

Learning Behavior

The questionnaires was developed by P. A. Mcdemort and translated in the Gujarati by Dr. Yogesh A. Jogsan. It consists of 29 items.

Research Design

The aim of present research was to a study of problem and learning behavior in students. Here to measure problem in the student problem scale was used. This was made by K. N. Sharma. Check learning behavior in them P. A. Mcdemort learning behavior was used. To check the difference between groups t-test was used. The result and discussion of study is as under

Result and Discussion

The main objective of present study was to study of problem and learning behavior in students. . In it statistical 't' method was used. Result discussing of present study is as under

Table-1
Showing the Mean, SD and t value of Problem Boys and Girls Students

Sample	N	Mean	SD	t	Sig
Boys	30	106.2	17.73	2.13	*p
Girls	30	115.97	18.63		

Sig level: no significant =NS
0.05 > *P
0.01 > **p

According to Table-1 the result obtained on the basic area of problem reveals significant difference in boys and girls students.

In problem girls received high mean score 115.97 as the compare boys 106.2. There has mean

difference was 9.77. The standard deviation score of girls students received 18.63 and boys students received 0.9. The t-value was 2.13 (table-1). There was significant difference of boys and girls. So we can say that first hypothesis was not accepted

Table-2
Showing the Mean, SD and "t" value of Learning Behavior Boys and Girls Students

Sample	N	Mean	SD	t	Sig
Boys	30	26.53	8.2	1.55	NS
Girls	30	29.17	5.77		

0.05 > *P
0.01 > **p

According to Table-2 the result obtained on the basic area of learning behavior reveals not significant in boys and girls students.

In learning behavior girls received high mean score 29.17 as the compare boys 26.53. There has mean differences was 2.64. The standard deviation score of girls received 5.77 and boys received 8.02. The t-value was 1.55 (table-2). There was no significant difference of boys and girls. So we can say that second hypothesis was accepted.

Conclusion

There were significant differences in problem of boys and girls. There were not significant differences in learning behavior of boys and girls.

Reference

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Sig level: no significant =NS