

# Measuring the Effect of “Remembrance Education Style” (Road-Side Learning) as a Factor that Contributes to the Delay in the Mental Development of a College Student for Creativity

Prof. Lawrence Lowell

PhD-Psy; PhD-Bus Adm; MBA, PGDPM, B.Ed Psy/Law,  
Valley View University, Kumasi Campus, Oyibi, Ghana

## ABSTRACT

The quality of education refers to some of the learning conditions in which information, capabilities and skills have been developed within the excellent appropriate ways. It has mainly essential to take note of that the improvement of intellectual capacities especially associated with inventive speculation. Quality instruction permits people and society to develop and adjust viably to new difficulties that will emerge. In this sense, information should be gained with the way of thinking that this information isn't static yet will advance, be reconfigured eventually. Creativity has been more than perfect cognitive concept. In specific the trait the trait of threat taking, openness, personal, tolerance of vagueness has been observed as playing one of the essential roles in innovation. In this study it has also been stated that the family setting, the school climate assumes a urgent part in the advancement of innovativeness, or its absence of improvement as a rule. To start with, kids procure intellectual capacities and information in school. It also includes all of those participants who are eager to present their views about road side learning and delay in mental development for creativity. As well as the societal speculation of some of the educational resources in innovative training could be taken as the growth of human capital. For entire research methods that are qualitative, quantitative and mixed method the said study is conducted by using the quantitative research methods because this study explores the survey. The above given table and the positive values for the Pearson correlation are representing the positive significant relation among these variables.

**KEYWORDS:** Creativity, Quality, cognitive concept, Conation

## 1. INTRODUCTION

The quality of education refers to some of the learning conditions in which information, capabilities and skills have been developed within the excellent appropriate ways in order to promote students, and personal development, vocational success and future charities within the community. Although we incline to set students by age or the quantity of years within school system and every single student has been exclusive entity. Education has mainly pay emphasis on the growth of expert like attitude through information attainment and have the skills of critical thinking. As well as some of the academic professionals has been appreciated and has been linked to career performance to some of the degree. (Henriksen & Michael, 2018)

Moreover, the quickest pace of technological and communal developments in modern society recommended that great quality education must not be restricted to attaining a professional information base. As well as the societal speculation of some of the educational resources in innovative training could be taken as the growth of human capital. Quality instruction permits people and society to develop and adjust viably to new difficulties that will emerge. In this sense, information should be gained with the way of thinking that this information isn't static yet will

advance, be reconfigured eventually, and maybe supplanted by groundbreaking thoughts. Subsequently quality instruction in the current and future commercial center must cultivate adaptability, and imagination also information securing. (Jones, 2019)

### 1.1. Cognition and development

There are many different Intellectual abilities have been taken as to be significant for innovation. All of these will involve only selected encoding the capability to notice related incentives within the atmosphere. (Huang, 2019) It has mainly essential to take note of that the improvement of intellectual capacities especially associated with inventive speculation, for example, dissimilar reasoning, isn't confined from the advancement of other psychological capacities, for example, sensible thinking. Indeed, some of exploration recommends that there might be transitory droops in inventive advancement when different parts of insight that require differentiating sorts of reasoning are instituted.

### 1.2. Conation and development

Creativity has been more than perfect cognitive concept. In specific the trait the trait of threat taking, openness, personal, tolerance of vagueness has been observed as

**How to cite this paper:** Prof. Lawrence Lowell "Measuring the Effect of “Remembrance Education Style” (Road-Side Learning) as a Factor that Contributes to the Delay in the Mental Development of a College Student for Creativity" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-5 | Issue-1, December 2020, pp.678-684, URL: [www.ijtsrd.com/papers/ijtsrd35724.pdf](http://www.ijtsrd.com/papers/ijtsrd35724.pdf)



Copyright © 2020 by author(s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<http://creativecommons.org/licenses/by/4.0>)



playing one of the essential roles in innovation. The fundamental finding can be viewed as upsetting in light of the fact that inventive reasoning includes facing challenges, conflicting with standard thoughts, and presenting oneself to disappointment and negative remarks from friends, educators, or guardians. In research with grown-ups, we have discovered that individuals who react to speculative area explicit circumstance situations such that shows eagerness to face challenge will in general deliver more inventive work in undertakings in the space analyzed. (Jiboye & Garar, 2019)

**1.3. Environment and Development**

In this study it has also been stated that the family setting, the school climate assumes a urgent part in the advancement of innovativeness, or its absence of improvement as a rule. To start with, kids procure intellectual capacities and information in school. Frequently schools underline merged reasoning, finding the "right" response to issues proposed by the educator. Here and there, notwithstanding, unique reasoning is supported and youngsters are permitted to battle with poorly characterized issues. Regarding information, data is frequently communicated in a compartmentalized way, with an accentuation on remembrance and review. educators fill in as good examples for youngsters. Instructors may esteem or de-estem the statement of inventive thoughts in the homeroom. (Miller & Speirs, 2017) Work on instructors' originations of the ideal understudy show that educators frequently esteem qualities that are socially significant however not uncommonly pertinent for inventiveness.

**1.4. Research objectives**

The main goals of this research are as follows.

- Identifying the feeling of the student and understand him. Realizing what he feels about a scenario.
- Examining a situation in which a person gets the meaning of his thoughts. Finding a better way of having a positive state of mind.
- Reading emotional states in others to explore better knowledge about delays in emotions. Identifying negative thoughts and let them out of mind

- Managing emotions and construct an expression to know how much responsive a person could be in case of delaying emotions.
- Behavior regulation of a person to help him better way get the exact feeling.
- Developing empathy or compassion for others to express positive vibes to soothe him internally.
- Sustainability of relations in a person to have a better interaction with others whom he needs to talk about himself.

**1.5. Research questions**

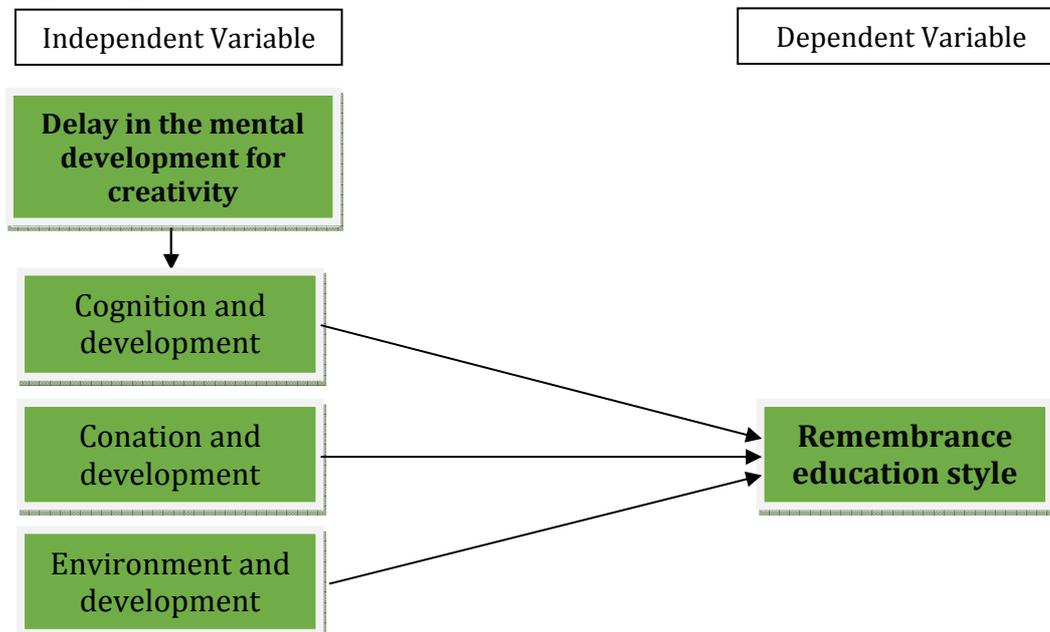
There are always some questions that may arise in mind while discussing the importance of this study. There is no doubt that the delaying of emotions in someone's life may cause several issues to disturb him in different ways. How could it be possible to read someone's state of mind? How come a person expresses his feelings by not telling his thoughts that are in his mind? How much negative thoughts can impact a person's life? How to construct an emotional expression for anyone? Is there any possibility that the results of this research can help someone with the issue of delayed thoughts? Does behavior regulation help a person with negative thoughts? Feelings for someone or showing love or compassion may help in getting better interaction? All these questions are the main focus of this study. It would be beneficial to deal with someone's expressions and to find his negative thoughts. (Samsudin, 2019)

**1.6. Problem statement**

It is to be noted that everyone has some feelings in mind about any situation. Some of them may cause positivity but some are not good with it. There is a delay of emotion in mind due to which a person can get negative thoughts this is a severe issue that may affect anyone's life. It is generally known as cognitive emotions. To overcome such things in mind, this study is going to happen. It will lead towards a better way of understanding someone's real feelings or perception of anything. This research is all about the persons having such thought. (Sindhvani, 2016)

**Measuring the effect of "remembrance education style" (road-side learning) as a factor that contributes to the delay in the mental development of a college student for creativity**

**Theoretical Frame work**



**Methodology**

**1.7. Source of data collection**

There are two major sources of data collection from which one is selected for this particular study. These sources are secondary and primary. In the said only primary source of data collection has been utilized particularly and this is the one of the most effective source to collect the data in the said study. The primary source of data collection leads towards that is conducted as first hand data and it is also known as the original data source that is conducted for various particular research purposes of the project. There can be the several ways by which the primary data can be collected but from all of these ways only the survey methods is used for collecting the data in this study (Leduc, 2008). university. All of these respondents are the students of above than intermediate level.

**Research Methods**

For entire research methods that are qualitative, quantitative and mixed method the said study is conducted by using the quantitative research methods because this study explores the survey. All of the objective measurements are emphasized under the quantitative research methods. It also includes; numerical, statistical and mathematical analysis of the data by considering the surveys, pools and questionnaire. This method also can applied by manipulating the existing statistical data that has been utilized various computational techniques. The quantitative research is considered as the simpler tool to identify and define the effects of one variable on another variable (Cooper, 2014).

**1.8. Sampling and population**

Sampling and pollution is the one of the most important facts when the individual think about to conduct a research study because it explains about the participants and respondents who is involved in the study (Thompson, 2013). It also includes all of those participants who are eager to present their views about road side learning and delay in mental development for creativity. In the said study, the simple random sampling technique has been utilized particularly in which the students of the university are included. The data is collected from the 150 respondents of the researcher's

**Results and discussions**

In order to analyze the data that has been collected by utilizing the questionnaire the various tests has been conducted. First of all frequency distribution tables has been conducted along with histograms in order to explain the percentages of demographic variables which are age, gender and educational level.

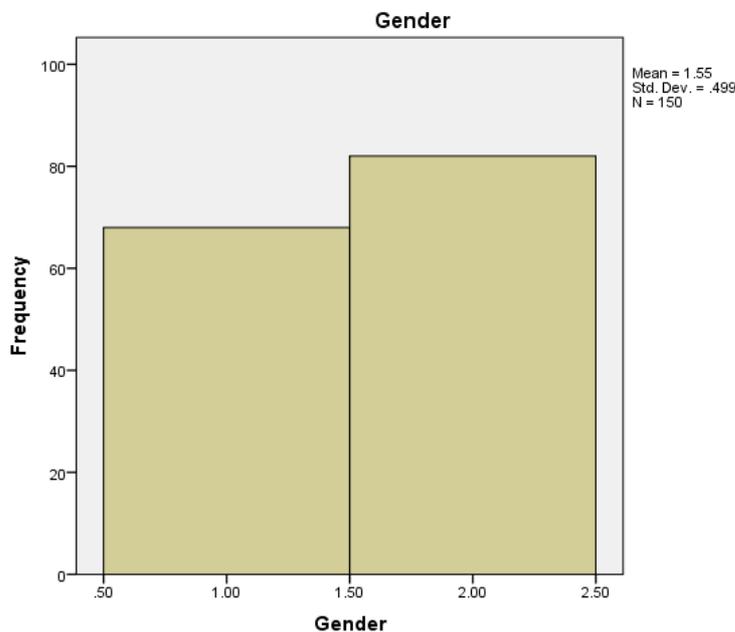
**1.9. Research Instrument**

In the said study self designed questionnaire has been utilized as research instrument because it is the good tool to collects the views of the people on the particular topic. The questionnaire is designed by considering the five point Likert ranging scales from strongly disagree to strongly agree. The close ended questions are developed in this questionnaire. The questionnaire is given in the appendix section (Lloria, 2014).

**1.10. Data analysis tool**

SPSS (Statically packages for social sciences) has been utilized to analyze this data. This is the package of the software that can utilize for the batched and interactive statistical analysis. It makes the easier to make the coding and encoding of data and the use accessible as well as scalability becomes easier for the user of the SPSS (Ho, 2013). It is best scale set for all sizes products and it can reduce the level of complexity easily. This software can easily minimize the risk of data manipulation and it can improve the efficiency of data as well.

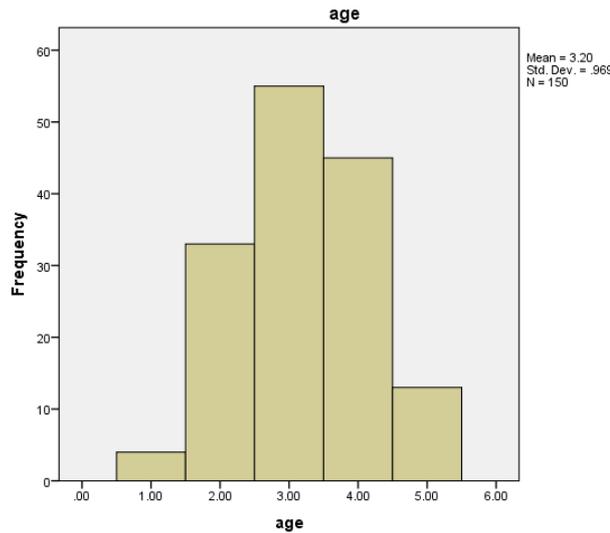
Gender		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	68	45.3	45.3	45.3
	female	82	54.7	54.7	100.0
	Total	150	100.0	100.0	



**Interpretation**

The above given graph and tables is illustrating the percentage for the gender of the respondents. It illustrates that there are 68 male who have participated in this study and these are the 45.3% of the total and reaming 82 are the female respondents who has participated in this study and these are the 54.7 of the total respondents. The above given histograms is also representing this particular percentages for the respondents.

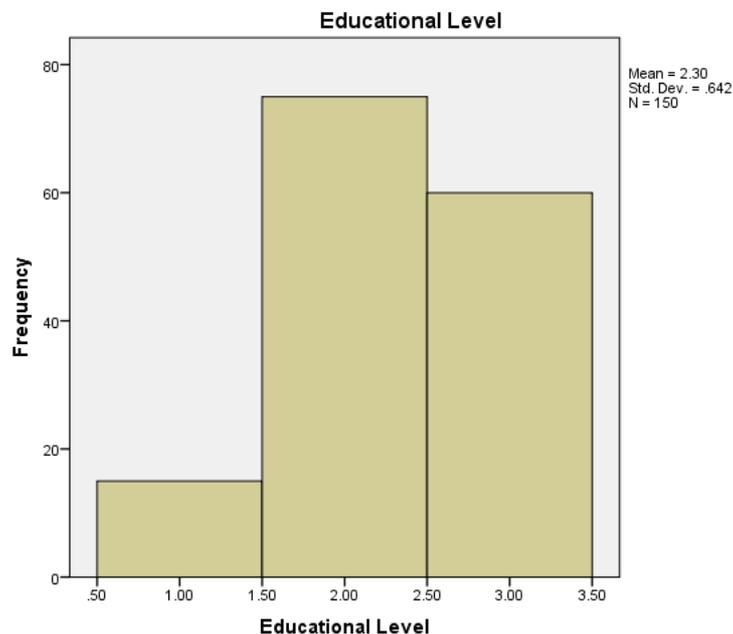
age		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-24	4	2.7	2.7	2.7
	26-35	33	22.0	22.0	24.7
	36-45	55	36.7	36.7	61.3
	46-55	45	30.0	30.0	91.3
	Over 55	13	8.7	8.7	100.0
Total		150	100.0	100.0	



**Interpretation**

Ages of respondents are given in the above tables and this table representing that there are only 4 respondents who falls in the age group of 18-24 and this is 3.4 % of the total respondents. There are 33 respondents who fall in the age group of 26-35 years and this is 22 % of the total respondents. There are 55 respondents who fall in the age group of 36-45 years and this is 26 % of the total respondents. There are 45 respondents who fall in the age group of 46-55 years and this is 30% of the total respondents. There are 13 respondents who fall in the age group of over 55 years and this is 8.3 % of the total respondents.

Educational Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Bachelor	15	10.0	10.0	10.0
	Masters	75	50.0	50.0	60.0
	M-Phil	60	40.0	40.0	100.0
	Total	150	100.0	100.0	



**Interpretation**

This table is representing the educational level of the respondents. It shows that there are 15 respondents have bachelor degree and participated in this study and these are the 10% of the total respondents. There are 75 respondents have master degree and participated in this study and these are the 50% of the total respondents. There are 60 respondents have Mphil degree and participated in this study and these are the 40% of the total respondents.

**Reliability and Validity**

In order to examine the validity and reliability of the data this test has been particularly applied and this is also applied in order to examine the internal consistency of data.

Construct	N	Elements	ChronBach's alpha
Remembrance	150	3	.749
Conation	150	2	.750
Cognition	150	2	.8
Environment	150	3	.626

**Interpretation**

The above given table is illustrating the internal consistency of the data. In this table the value of the ChronBach's alpha represent that either the internal consistency is occurs in this data or not if the value is greater than .7 it shows the data is valid for further analysis. In this table the value of ChronBach's alpha is .749, .750, .8 and .626 for remembrance, conation, and cognition and environment respectively. It represent that data is highly valid for all variable except environment because this is moderately valid.

**Regression Analysis**

The regression analysis is applied to measure the affects of dependent variables on the independent variables.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.917 <sup>a</sup>	.841	.837	.30179
a. Predictors: (Constant), Environment, Conation, cognition				

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	70.147	3	23.382	256.731	.000 <sup>b</sup>
	Residual	13.297	146	.091		
	Total	83.444	149			
a. Dependent Variable: remembrance						
b. Predictors: (Constant), Environment, Conation, cognition						

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.379	.165		2.291	.023
	Conation	.228	.044	.229	5.147	.000
	cognition	.044	.044	.044	.989	.325
	Environment	.913	.062	.778	14.834	.000
a. Dependent Variable: remembrance						

**Interpretation**

The above given table of the model summary is representing the values of the R and R square. The value of the R represents that simple correlation among the variables. The value of R is 0.917 that is indicating high level of correlation. The total variations among the dependent and independent variable is representing by the value of R square. This analysis shows that there are 84% variations existing among all of these variables. The table of the of coefficients is representing the positive and negative relationship among the variables. It also offers the mandatory information in order to predict effect of remembrance on mental development. In this table the positive value representing the positive relationship among the variables and the level of significant is less than 0.05 for all variables except conation.

**Correlation**

The correlation analysis is also applied to examine the relationship among the variables.

Correlations					
		remembrance	Conation	cognition	Environment
remembrance	Pearson Correlation	1	.726**	.586**	.901**
	Sig. (2-tailed)		.000	.000	.000
	N	150	150	150	150
Conation	Pearson Correlation	.726**	1	.480**	.667**
	Sig. (2-tailed)	.000		.000	.000
	N	150	150	150	150
cognition	Pearson Correlation	.586**	.480**	1	.669**
	Sig. (2-tailed)	.000	.000		.000
	N	150	150	150	150
Environment	Pearson Correlation	.901**	.667**	.669**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	150	150	150	150
**. Correlation is significant at the 0.01 level (2-tailed).					

### Interpretation

The above given table and the positive values for the Pearson correlation are representing the positive significant relation among these variables. The significant value for all of these variables is less than 0.01 that represent all of these variables has positive significant relationship with each other. It shows that remembrance education style is affecting the delay in the mental development of a college student for creativity.

### Conclusion

It has been concluded that the quality of education refers to some of the learning conditions in which information, capabilities and skills have been developed within the excellent appropriate ways. It has mainly essential to take note of that the improvement of intellectual capacities especially associated with inventive speculation. Quality instruction permits people and society to develop and adjust viably to new difficulties that will emerge. In this sense, information should be gained with the way of thinking that this information isn't static yet will advance, be reconfigured eventually. Creativity has been more than perfect cognitive concept. In specific the trait the trait of threat taking, openness, personal, tolerance of vagueness, has been observed as playing one of the essential roles in innovation. In this study it has also been stated that the family setting, the school climate assumes a urgent part in the advancement of innovativeness, or its absence of improvement as a rule. To start with, kids procure intellectual capacities and information in school. It also includes all of those participants who are eager to present their views about road side learning and delay in mental development for creativity. As well as the societal speculation of some of the educational resources in innovative training could be taken as the growth of human capital. For entire research methods that are qualitative, quantitative and mixed method the said study is conducted by using the quantitative research methods because this study explores the survey. The above given table and the positive values for the Pearson correlation are representing the positive significant relation among these variables. It is to be noted that everyone has some feelings in mind about any situation. Some of them may cause positivity but some are not good with it. There is a delay of emotion in mind due to which a person can get negative thoughts this is a severe issue that may affect anyone's life. It is generally known as cognitive emotions. In the said study self-designed questionnaire has been utilized as research instrument because it is the good tool to collects the views of the people on the particular topic. There are two major sources of data collection from which one is selected for this particular study. These sources are secondary and primary. In the said only primary source of data collection

has been utilized particularly and this is the one of the most effective sources to collect the data in the said study.

### References

- [1] Cooper, D. R. (2014). *Business research methods*. McGraw-Hil.
- [2] Henriksen, D., & Michael, H. (2018). Creativity and technology in education: An international perspective. *Technology, Knowledge and Learning*, 409-424.
- [3] Ho, R. (2013). *Handbook of univariate and multivariate data analysis with IBM SPSS*. CRC press.
- [4] Huang, T.-C. (2019). Do different learning styles make a difference when it comes to creativity? An empirical study. *Computers in Human Behavior*, 252-257.
- [5] Jiboye, T., & Gafar, O. (2019). Mental ability, Self-esteem and Learning Styles as Correlate of Creativity among High Achieving Secondary School Students in Oyo State. *International Journal of Innovation, Creativity and Change*, 24-43.
- [6] Jones, R. (2019). Community College Students' Use of Creative Thinking Skills, Self-Regulation, and Critical Thinking Style as Potential Mediators to Creative Problem-Solving. *SprngerPublication*.
- [7] Leduc, G. (2008). Road traffic data: Collection methods and applications. *Working Papers on Energy, Transport and Climate Change*, 1(55), 1-55.
- [8] Lloria, M. B.-L. (2014). Organizational learning: Proposal of an integrative scale and research instrument. *Journal of business research*, 67(5), 692-697.
- [9] Miller, A., & Speirs, N. (2017). The influence of personality, parenting styles, and perfectionism on performance goal orientation in high ability students. *Journal of Advanced Academics*, 313-344.
- [10] Samsudin, D. (2019). THE INFLUENCE OF LEARNING STYLES AND METACOGNITIVE SKILLS ON STUDENTS' CRITICAL THINKING IN THE CONTEXT OF

STUDENT CREATIVITY PROGRAM. *International Journal of Education*, 117-124.

PROFESSIONAL COLLEGE STUDENTS. *scienceDirect.com*.

[11] Sindhwani, A. (2016). A COMPARATIVE STUDY OF CREATIVITY OF PROFESSIONAL AND NON-PROFESSIONAL COLLEGE STUDENTS. *scienceDirect.com*.  
 [12] Thompson, W. (. (2013). *Sampling rare or elusive species: concepts, designs, and techniques for estimating population parameters*. Island Press.

**Appendix  
Questionnaire**

The purpose of conducting this survey is to meet up the objectives of this research. It will take almost 10 minutes to fill out this questionnaire. It is assumed that the information will be kept confidential and anonymous to others. For the completion of the research work, your assistance is required. All of your efforts are highly appreciated.

- Age:** a) 18-24 b) 25-34 years c) 35-44 years d) 45 or above  
**Gender:** a) Male b) Female  
**Educational Level:** a) Bachelor b) Masters c) M-Phil d) Others

For the said questionnaire five-point Likert scale is used. It ranges from 1 to 5. Here,

<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Kindly provide your response for each of the given statements:

Sr.#	Statements	SD 1	D 2	N 3	A 4	SA 5
	<b>Remembrance education style</b>					
RES1	The road side learning can affect the cognition and development that can leads towards the delay in the mental development.					
RES2	Remembrance of education styles affect the creativity along with mental development					
RES3	Road side learning contributes positively to the environment and development for creativity					
	<b>Conation and development</b>					
C&D1	Conation and developments is the essential factor of mental development.					
C&D2	The road side learning is affecting the conation and development that is lead toward the creativity.					
	<b>Cognations and development</b>					
C&D1	I think cognations and development is the good tool of creativity that is affected by remembrance education styles.					
RI2	The remembrance education styles plays the role of factors for delayed in mental development					
	<b>Environment and development</b>					
FO1	The environment is affect significantly on the mental development.					
FO2	The remembrance of education style affect by the development in environment.					
FO3	Environment and development is the good tool of creativity.					