FACILITATORS' UNDERSTANDING OF STUDENTS' PSYCHOLOGY & LEARNING PROCESS IN MULTIDIMENSIONAL CONTEXT: A QUALITATIVE RESEARCH STUDY

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Abstract

This is a pure qualitative research study based on the understanding of a Facilitator with the Psychology of Students and its impact on teaching and learning process. This research study was a qualitative and exploratory in nature , based on the grounded approach where the facts were explore in multi-dimensional framework This study provides the theme for infrastructure used in classes and what a facilitator understands about the mental level and credibility of the each student in the class, whereas the class consists of around fifty students and subsequently different pedagogies were used which make understanding of the subject for students easier and ultimately makes the teacher more preferable as well.
Keywords: *Facilitator, Student's Psychology, Qualitative Study, Mental Level, Understanding of Psychology.*

Introduction

It is very difficult to understand the human mind and especially when the human is student. Every student gifted the different mind from the God and the background, culture, norms, religion of students is different from each other. However, Shazwellyn believes that every human is psychologist naturally which enables with the senses of observations, analysis, tests and formulation of the assumptions based on the behaviors (Shazwellyn, 2011). One senior teacher of Education Department of one private higher education Institution (HEI) was selected as the Facilitator. Facilitator is contributing best efforts for this cause through teaching and research. Considering the popularity of selected facilitator, Researchers intended to conduct the qualitative research for exploring and publishing the understanding of facilitators with the psychology of students belong to multidimensional context and its impact on their motivation and interest development for learning process.

Literature Review

With the passage of time concepts related to the discipline of education have been modified specially in teaching and learning process. The paradigm has been shifting from teacher to learner consequently it is very important to understand the depth of variation in education.

> *"As knowledge in itself becomes a perishable item, the ability of learners to think independently, exercise appropriate judgment and skepticism, and collaborate with others to make sense of their changing environment is the only reasonable aim of education"*. (Haddad & Draxler, 2002, p14)

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In this situation the effective teaching and learning process depends on Knowledge and comprehension that how learner learn and how the learning process can be increased. There are many aspects of learning approaches to increase the learning environment for learners (Peter ,Blumberg 2004) approached highlighted the importance of imagination in learning . (Carrie 2006)

According to Risk & Tood, learning is conceptual element and depends on practical activities. Each learner has the individual capacity of learning that is the reason every class consist of multidimensional aspects in terms of psychological and cultural as well.

Gollnick and Chinn gave a rather comprehensive and acute interpretation of multi dimension and multicultural education:

―*Not all students can be taught in the same way because they are not the same. Their cultures and experiences influence the way they learn and interact with their teachers and peers. They have different needs, skills, and experiences that must be recognized in developing educational programs. Each student is different because of physical and mental abilities, gender, ethnicity, race, language, religion, class, sexual orientation, geography and age… Multicultural education is a concept that incorporates the diversity of students and equality in education. Equality ensures that students are provided the same access to the benefits regardless of their group membership”* (Golnick & Chinn, 2009, p. 4)‘. As a result many factors influence on learning process.

Motivation is one of the factors which develop the learning (Lucas, Blezek & Riley 2005). The effective motivation facilitates the teacher in the achievement of learning outcomes (Woolfolk & Winne, 2006). Commonly motivation is very essential and significant factor in order to improve the learning process (Canno 2005). It is necessary for teachers that during teaching and learning process of deferent subjects to integrate them with real life (Freda, 1997). Teacher‘s professional attitude is directly related to the professional training, it provide opportunity to the teachers to enhance knowledge, skills and attitudes in their respective field. Teacher‘s professional behavior is the result of performing specific responsibilities that expose over all conduct, critical thinking, and ethical code of conduct which can only be attained through professional nourishment like in-service training programs which demonstrate professional behavior.(Tan,2015). In-service trainings create, maintain and equip a high level of professionalism, it provide a path and guidelines (Dresdner, 2016).

Methodology

This research study was a qualitative and exploratory in nature, based on the grounded approach where the facts were explore in multi-dimensional framework. Although facilitator was teaching many classes in a semester, consists on hundreds of students but a class B. Ed where almost fifty students who are belong to diverse context were studying in different badges was selected. All the students were the student of same facilitator. The interview and observation techniques were selected for data collection. Secondly, the facilitator was also interviewed to know her views and experiences regarding psychology of students. The analysis and interpretation of the collected data was accomplished by using the Coding Methodology for Data Analysis in Qualitative Research.

Findings

4.1   Interview
4.1.1 Students

Different exploring questions were asked to the students in a friendly environment to know the facts even some time included different discussion and experiences during interview to explore the facts. The summary of the responses are given below:

- Almost all the students were immense satisfied with the way of teaching of the facilitator and willing to complete his studies from the same teacher.
- Student was not agreed to replace the selected facilitator with any other teacher, where they believed that no one can replacement the facilitator.
- Students proudly spoken out that facilitator understood them well with their devrse context and behave and deal them accordingly
- Few students are of the view that she moves so fast, means try to cover more objects in limited which sometimes waive the topics in the minds.
- The facilitator uses the presentation through computer during lecture which students believe that is highly helpful for them.
- After and between the lectures, facilitator floats the questions and start group discussion in the class to know the views of students which help them to understand the themes in a better way.
- Different strategies were used in the class by facilitator like group work, brain storming, peer discussion etc.
- For interest development facilitator used different tools.
- Most of the students do not forget the lectures and topics teach by the facilitator due to her way of dealing them.
- She understands the psychology of each student and treats him as per desired.
- She never avoid, ignores, dishearten or de-motivate any student or the views from the any student during class.
- The new and old, students are satisfied with the grading and marking of the facilitator as the facilitator used the grading rubric methodology.
- Students expressed that the assignments /tasks given to them by the facilitator were very helpful in integration of theory with practical professional lives.
- One student said that sometime he cannot understand the a little bit part of the lectures, addresses by the facilitator due speaking in English language continuously.
- Due to providing the friendly environment, students further reveal the avoidable facts that are not related with the study, which the facilitator even explains them separately.

4.1.2 The Facilitator

The facilitator believed not only on knowledge acquiring but during teaching and learning process focus must be on ―Knowledge, Skills and Attitude‖ according to her when she observed that students are not responding as per her expectations, she changed her techniques and evaluate the output immediately. For Example, One time student A belong to diverse context, At the Start of the semester he was very slow and did not participate or respond properly as she wanted him to. She then started to point him out again and again in order to get him to speak and after the mid-term she called him to her

office and discussed feed back with him and described the her observations. Then he understood and tried to improve gradually. He has improved his class participation and after the final exam there has been a great change his attitude and his understanding level. Now he has been trying his level best from the start of the semester and is, overall, in a better situation.

She has given many examples like this because she has a many years of experience in the field of teaching. Another case which researchers discussed with her was the situation she faced with another female student who was average in her studies but got low marks in her mid-term exams. She complained about this to the facilitator, who then asked her to come to her office, and showed her copy to her and asked the student to evaluate her own answers. According to the facilitator the questions given in the paper were descriptive whereas the student's answers were not accordingly. The student replied that she had answered wrong the facilitator then asked her if she thought she deserved higher marks. This student has made substantial improvement in this semester and now gets high grades. She participates in class activities very well.

4.2   Observation

The class size was quite normal with the average around 33-35. In this semester there were around 32-33 students inside the class room .Normally the big class size affected the teacher-student interactions but we observed in the case of facilitator, she enjoyed more if class size is big because she used to deal no of student in the same time she easily observed absent minded in her class, when she observed suddenly point out and asked him/her question about the continued topic. She knows every student psyche and deal with them according to their situation. Every student were feeling free to asked and shared their problems too, When we asked the questions to students about their facilitator, they all told that facilitator is awesome teacher no one here like her' every one reached on time for her class and felt relax no burden no tension.

Conclusion and Discussion

Considering the results from the interviews and observations of the students as well as the facilitator, we conclude that selected facilitator time to time conducted sort of action research on her students to know the best suitable pedagogies to make the better understanding of each students for treatment of the of every students while considering the psychology, mental level and the level of credibility of the student. Furthermore, the facilitator loved to teach more student and enjoyed the class consists on the maximum number of students. She always tried to understand the psychology and the level understanding of each student treated as her best for learning process of the students. Use of different pedagogies of teaching is best tool to satisfy psychology of students so they can enhance long term learning. With the help of professional development specially in service training be of assistance in this regard with proper follow up mechanism In-service trainings should remain the soul of professional development only through the follow up process, without it these programs are failure, so the success of such activities totally depend upon continuous monitoring and follow up (Romine M., D & T. Kinslow, 2016).

6. Recommendations

Facilitators use different pedagogies and techniques like group work, brain storming , peer discussion with the understanding of the mental level and credibility of the students so they can satisfied psychological needs of students which is directly related

with learning process .During teaching and learning process focus should be on the development of Knowledge, Skills and attitude.

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