HOW TO LEARN: IDENTIFY KEY FACTORS IN LEARNING PROCESS FROM THE PERSPECTIVE OF DIFFERENT INSTRUCTORS AND THEIR LEARNERS

Niloofar Esmaeili*and Mahnaz Akhavan Tafti

Department of Educational Psychology, Alzahra University, IRAN

ABSTRACT

__Background:__ One of the most important fields in Educational Psychology and yet one of the most difficult concepts, the concept of learning. There's a wide range of learning environments academic and non-academic or there. Due to the multifaceted nature of learning and its dependence on various factors, among which can be individual differences (cognitive, emotional) and social noted. This study aimed to assess the key factors, easy to learn instruments and inhibitors was carried out from two perspectives instructors and learners. __Methods:__ This qualitative study through interviews and content analysis was performed. In this study, 20 people from various professional instructors and learners, who were working in 2015 that were selected based on purposive sampling and were examined during the 20 interview. Results: Using a hand-written analysis resulted in the extraction were 5 themes. The main themes obtained in learning about the key factors are: 1. motivation 2. Social-environmental context, 3. Methods of training, 4. 5. Perseverance and emotional learning. __Results:__ The most important key factors, facilitators and inhibitors of learning, according to the extracted categories, in terms of cognitive, emotional, behavioral and social individuals according to their individual differences is very important. __Conclusions:__ These results have clear implications for understanding the formation of learning and consequently the use of educational and non-educational considerations appropriate to provide it...

INTRODUCTION

Many scientists about the concept of how to facilitate learning and learning have to study and theorizing. Why the importance of this concept can be understood from the fact that individual learning style enables us to predict its behavior appropriately and even our guide [1]. Academic and non-academic learning area is extensive and includes behaviors [2]. Formal education or informal learning environments of life, the good situation for creating started when death is taking place.

Traditionally, most research to respond to questions in the field of learning. When learning history is presented and comments on this concept carefully consider so we find that learning one of the motivating issues of humanity throughout the centuries [3]. The most complete learning effect on life can be found in Persian literature and of course, every line acquaintances who heard it repeatedly sought "be capable of being wise". Meanwhile surprisingly researchers and experts disagree about the definition of acceptable learning. This is probably due to the fact that the definition of the concepts with regard to the scope and complexity of the process and at the same time Lifelong learning, cannot convince all experts[4].

However, a definition that may be mentioned more book learning, and tried to be comprehensive definition of learning it contains three parts: 1. experience, contact with, participate in, and faced with external events within the organism is sensitive to them. 2. learning; all relatively permanent change in behavior potential that arise from experience, but due to fatigue, maturity, drugs, injury or disease are not. 3. Change behavior, actual or potential visible changes after that experience provide us with evidence that learning has occurred [5].

In the current era that is called knowledge era, we witnessed a dynamic and challenging environment we are day by day. Change is an integral part of today's world, namely the fixed component of "change". Today, intangible and intellectual capital is called knowledge which is considered as a critical factor. In this space, people will be very successful in the face of changes and transformations that can improve their knowledge and develop intellectual capital and intangible. It is obvious acquire knowledge without learning is not possible reserves [6]. In relation to the necessity and importance of learning in today's world it could be stated that:

1. Learning as an important technical tool, to achieve a specific goal that is mainly used to increase efficiency and effectiveness.
2. Learning is the most important elements of different people involved in the process which makes the process related to each other.
3. Learning is change of heart, change and improvement of life.

If look deeply into the implications more closely, we will discover its importance in the survival of the organism. Learning process helps the organism to adapt to the changing environment and learn to recognize the positive stimuli and negative incentives to comply, and helps us to understand the causes of our behavior. Also, the mission of higher education in every country, culture and intellectual life of society is specialized for professional office. From this perspective, you learn more about how and under what conditions occur more we know; the better we will be able to assess how the learning process and take steps in order to foster intellectual life.

The aim researcher studying the factors, in the form of advertising and inhibitors facilitate the process of learning from the perspective of instructors and learners, with particular attention and learning theory. Because learning is a process and like any process, has a starting point, the process and the results. In this

*Corresponding Author
Email:
esmaeiliniloofar.62@yaho
o.com
Tel.: +98-9121010010
Fax: +98-9101010012

171

study, we tried to have closer and better understanding of learning achieved in non-academic environments and subsequently, holistic view of the complex process of cognitive, emotional and behavioral well.
Research Questions

- What are the key factors in the learning process from perspective of owners and professional learners?
- What elements are facilitator in the process of teaching and learning?
- What elements are dissuasive in the process of teaching and learning?

Theoretical foundation of Research

Over the years, the issue of how learning occurs through the lenses of many disciplines such as physiology, sociology and psychology have been studied. Each of theories of learning has basic stance towards teaching - theoretical and practical learning and different aspects of it. If you look at the origins of theories of learning, early efforts by psychologists to explain the behavior was based on intuition and emotion. Older psychologists like William James and Titchener to study human behavior, relied heavily on introspection. Many origin of psychology as an independent science laboratory established Savion [7]. The reason for this is that Wundt and his followers were trying to check mental concepts such as consciousness, emotion, imagination and perception, more objective methods of use. It can be stated that in the early twentieth century gradually, learning theories were formed. Quality of learning theory depends on extent that it can accept the idea that learning takes place and also how much you can learn about the conditions that occur in them provide better forecasts. By taking this approach, examining the various theories of learning is necessary. With general approach, learning theories can be from 3 perspectives: a) behaviorism: 1. functionalism and 2. Evokes, b) beginning of modern cognitive: 1. evolutionary psychologists, 2. and 3. Cognitive gestalt - Social and c) examined the cognitive theory.

Behaviorism

In the early 1900s, attitudes towards treatment instead of thinking emerged in the United States that eventually became known as behaviorism. This trend mainly led to theories of learning objective events such as benchmarking, answers and rewards were related. These theorists believed that incentives (conditions that are leading to behavior) and replies (actual behavior), the only aspects of behavior that can be observed directly, therefore, they are objective variables that can create to be applied behavioral science.

Functionalism: theories of Thorndike, Skinner and Hull are located in this section

In Thorndike's theory, learning occurs through trial and error or selecting and connecting in steps. In his view, what is status of fulfilling or facilitating learning that seeks to strengthen the call is (punishment has no place in Thorndike's theory) and what inhibitor is a lack of external reinforcement. Including the implications of this theory for learning, taking into account the association status with life issues and avoid creating unnecessary links [8].

Skinner's theory in its environment and amplifiers that are either planned or accidental is very important role in learning. In other words, facilitator of learning, enrichment programs, each in a specific way, amplifier accompanied by learning. In contrast, the deterrent learn or what to turn off delete reinforcement or lack of reinforcement (as Thorndike's theory, the theory of punishment has no place Skinner [9].

What for Hull in determining learning is necessary to explain what learning is what happens immediately after the presentation amplifier and it is nothing less stimulus drive. Hall, exercise facilitator of learning and believes learners learn what they are doing [10]. It should be noted in Hull's theory of educational applications to determine exact purpose of learning, discipline in the classroom, and learning from simple to complex [11].

Associationism: The learning process in terms of laws and theories associated with study Guthrie and Stacy are in this section.

Contiguity is the most important factor in learning process. Guthrie had to practice many believe it is necessary to improve the performance. Guthrie learning principle, the frequency generally rejected as a principle of learning. The other principle in his theory, the principle is delayed for any answer that last of all in the presence of a set of actuators is done, it rebirth actuators, the movement will be carried out.. Motivational factor in Guthrie theory is stimulus holder that maintains the organism to achieve the goal[11].

Stace, like Guthrie, learning based on principle of proximity explains. But Guthrie's theory underlying the new and changed more cognitive. The Stace serves to strengthen the learning necessary for learning to performance. In other words strengthening although it is not necessary to learn but it can be seen as facilitator as it turns learning into practice. In fact, strengthen role of information or news for organism. Deterrent to learn would be forgotten interference [12].

The Beginning of Modern Understanding

1. Gestalt and 2. Cognitive and social are in this category.
1. Gestalt: the followers of Gestalt learn about an insight that occurs suddenly, not gradually. Insight occurs when a person suddenly find out how you can solve the problem. Motivational force that is conducive to

172

learning cognitive imbalance. Gestalt followers motivating factor, namely cognitive imbalance knew motivational factor that makes learning in cognitive balance and reduce ambiguity. Since the followers of Gestalt emphasis on understanding methods such as rote memorization and logic-based methods and rules prescribed to prevent understand and learn deterrent know [12].

Social-Cognitive

Bandura's social learning theory, believes learning new behaviors more directly and classical learning, the modeling of the behavior no longer occurs. Bandura also like ongoing learning process, but he believes it is necessary to transform learning into performance reinforcement or motivation. Bandura is the facilitator of learning as something of a model for example to be learned before pattern should be considered [10].

In the field of education, factors such as specifying the material, and the applicability of and interest on the amount of attention they affect learners. Regardless of whether we pay attention to behavior that we see how well, or how to do them, we will not do them without motivational processes. If incentives are available, see the action becomes faster. Bandura's theory, the irritatingly positive and negative consequences of behavior are factors, not factors causing learning [12].

Cognitive theory

This paradigm, ontology learning should be emphasized. Learning theories includes Piaget, Azobel and processing information.

In Piaget's theory major concepts of intelligence, schemas, assimilation, adaptation, localization and internalization is balance. In his view, learning experiences must be based on the learner's cognitive structure. Piaget also like followers of Gestalt cognitive disequilibrium motivating factor for learning and cognitive equilibrium knew amplifier. Piaget education that fits the individual's cognitive structure of the learner is learning facilitator [12].

Meaningful learning is important for Azobel which depends on the learner's cognitive structure. In principle this theory to justify and explain the issues concerning verbal learning course has been developed. He especially concept of pre-paid organizer that teachers can use to help learners absorb new information. In his view similar catalyst learn more about cognitive learning by making so that the content can be absorbed in cognitive structure (in this process, including states) in contrast, inhibitory learning, dissimilarity between entry and non-cognitive structure that leads to meaningful learning. Depends on appropriate incentives attract and educational materials [12].

In processing information, people receive news or information from environment, process it in different ways and then act on it. Norman knows one of theorists of this approach, learning the ability to perform a task expertly. Norman's strong emphasis on memory and his view of facilitating learning, or memory is to remember because to him the materials are first remembered and then entered the cognitive structure. In addition to memory, the learner's cognitive structure is an important factor in learning. Requires complex learning, find the most suitable available and apply it in new position that provides sense of new position [11].

MATERIALS AND METHODS

For purpose of this study is qualitative research method was chosen. Attitudes recognition for quality in our society with tools such as interviews or observation, it is possible because people without having time to think and stereotyped answer, your feedback will lay out more clearly [13]. So this study was conducted with a qualitative approach. Qualitative research "set of activities (such as observation, interviews, and enterprise-wide management activities) that somehow realized first-hand information on research topics assist." [14]. According the quality of special features that includes: 1. the goal is hypothesis testing; therefore, we have not before and not during study, no default has been structured into we do not mind. As a result, we have made assumptions in mind that some issues raised in the form of expression. 2. Qualitative method does not consider a large population and 3. Tests and questionnaires not interest Bordeaux and, finally, 4. Look for the test or implement particular theory, not in the environment. Of course, in qualitative research such as this study, after collecting information for understanding and explaining results of theories we have used and stated in the theoretical framework.

Today almost all fields of humanities and social sciences, including psychology and works related with the symbols, meanings and messages are related. In recent years with the emergence of the information society, text, backgrounds, images, relationships and most importantly information widely reviewed [15]. A description of any text is content analysis method. "Content analysis is a research technique for reproducible and valid inferences from texts or other significant materials, or areas that are used in context." In other words, content analysis analytical approach based on the determination of the categories of indication of the content in text, both elements of verbal and visual elements, and the relationship is between these categories. This means that a special meaning can be repeated elements, whether they are verbal or visual, to be allocated, and thus can be embedded in text messages but received basic.

173

This study population consisted of all those who are somehow involved in the teaching-learning process. Members of the samples were purposive sampling method, and were placed in two categories. The first group includes instructors (10) and the second group of learners professionals (n = 10) had a total of 20 people were in the sample.

Tools and procedures for data collection

In this study, semi-structured interviews were used to collect the data. That is the question of pre-designed with the aim of information from the interviewee is deep, but any questions, respondents were asked a number of questions pursued and give more explanation of your answers, to obtain a clearer understanding of the phenomenon under study. First some questions as proposed questions was elected and then do two interviews were completed test this question in questionnaire was modified. Consultation questionnaire's face validity was confirmed by three university professors in psychology and given the quality of research and the results should not be generalized discussion of reliability is not raised [13].

Interviews were done after providing explanations about the purpose of the research and the satisfaction of the interviewees [Table 1]. Location of the interview was interviewed at work. All interviews were recorded after obtaining consent from the interviewees and the exact shape were implemented. Content analysis was used to analyze the data. In this study, we studied the text first, and then a general comment about the text and its relationship with all the questions we did. In the third phase, we began detailed analysis of each call separately. For this purpose, the key words of the text were identified as participants in their cognitive text search.

Table 1: Information on Interviewees

Code of interviewees	Job	Time of the interview
1	Coach Bakery and cooking	30 minutes and 30 seconds
2	Master paintings	15 minutes and 8 seconds
3	Pastry and culinary student	17 minutes and 39 seconds
4	Professor of ethnography	18 minutes and 24 seconds
5	Professor of Economics	23 minutes and 17 seconds
6	the mechanic	25 minutes.
7	English language student	35 minutes and 10 seconds
8	Sculptor	18 minutes and 43 seconds
9	Carpenter	17 minutes.
10	Panegyrist	40 minutes and 15 seconds
11	Physics student	15 minutes and 3 seconds
12	Student paintings	12 minutes and 8 seconds
13	Sewing student	16 minutes and 5 seconds
14	Student Ethnography	13 minutes and 45 seconds
15	Math teacher	24 minutes and 40 seconds
16	Lawyer	20 minutes.
17	Accountants	22 minutes and 10 seconds
18	Music student	15 minutes.
19	Apprentice goldsmith	14 minutes and 15 seconds
20	Architect	20 minutes and 30 seconds

RESULTS

This in present study we wanted to examine the factors influencing learning. For this purpose, no prior assumptions and interviews were deep in search of factors that business owners and learners neglect of the disruptive behaviors commodity. An important characteristic of quality, lack of structured hypothesis is consistent and clear. This does not mean that a qualitative researcher doing research, no hypothesis. On the contrary, the qualitative researcher with very detailed information entered evenly research. So, who knows what is to follow, but his theory is not structured. Professional instructors and learners, according to what is obtained, based on their stress levels, which is indicative of the importance that each of these factors is listed. In this research, professional instructors and learners on five major factors that affect stressed in the learning process, which includes: "Motivation, Environment, teacher training methods, perseverance and emotional learning" . Results are shown in [Table 2].

Table 2: Factors affecting learning

Factor	Frequency (percent)
Motivation	20 patients (100%)
Environment	18 patients (90%)
Teacher training methods	16 patients (80%)
Perseverance	15 patients (75%)
excitement of learning	10 patients (50%)

Remember that according to the quality of research and the small number of sample, generalization of the results is not considered to instructors' society, but also a deep understanding of the factors involved in learning a select group of professional instructors and learners of the target population.

Motivation

The first and most important factor that every 20 instructors and learners, and noted that they had an interest and motivation is internal. "I think the most important motivation factor that is .... I got love... I love the motivation that comes after the catch ... you the inheritance you do not play much or too little color "(coded 1 pastry and culinary instructor).

"The motivation depends on what the goal is? For example, if the goal was intended to show the economy is a kind of collision or other kind of power is a treat ticks all these various functions... Again, just be mature person is different in every way.... For example, Maslow's pyramid considers these and all the way to the end cannot be together "(code 19 goldsmith's apprentice). Motivation is as one of the most important factors in human activity. Loss of or reduction in individual motivation affect all high performances and caused negative effects will be affected. A sort of inner motivation for conscious or unconscious person to satisfy their physiological and psychological needs leads specific behavior [16].

Experts believe that motivation can interfere with the person's feelings and behaviors cause problems and provide basic pessimism, anxiety, depression and psychological problems, as well as significant reduction in the performance of individual, social and occupational. Lack of decent work by entering a serious blow to the confidence causes depression and behavioral consequences resulting from it. Different studies show that the performance of work associated with motivation and they have been successful motivation and education that will follow naturally its job satisfaction [17].

"Motivation is very important to know what you are calling for usability and know what it means to What for ..... Would know for what learn this course knowing, for example, in the first class of brainstorming, I used to hear, because stereotypes have not met with comments... I want to create a new window for him to do and I add to choose.... Active learning since the first issue was the second brush is attractive due to the age profile teaches... People generally strongest records should be kept, but not them and age-emphasis on abstract only example I am using video in our education. "(Code 4 professor of ethnography)

Speaking to explain the basic code (4), in respect of the application of lessons, and sync it with real-life situations, can be used Guthrie theory. The code (4) further states that, if the maturity-based training, in terms of content and in terms of how education can be very helpful. Open training and its effectiveness requires understanding the process of training talents in the actualization of awareness of modern methods of its implementation. The ways which learners use vast amount of information facilitate its application in all areas of life. In recent years supported the view that knowledge is constructed by learners is effective and transferable to other learning situations [18].

Environment

The second factor influencing the process of learning from the perspective of participants (n = 18), the conditions and it was as a facilitator or inhibitor. For example (code 18) refers to family problems and the extent to which the goals and improve the lives of people can play a role. "For example, if the family is strained from early childhood when the child should be the goal of his hand, perhaps he was busy with the family's seizures or let's say a family party you So, okay, it out so it is you challenge and all life on the ground is that to get to the school was forced to fight with others the reflection of sunlight, the way you get different future ... After the individual in a society that wants to progress in it broke all they can to create friction for progress ....Maslow's pyramid of needs must be met"(code 18 student of music).

Much of the research on the relationship between perception and efficiency of the learning environment and learning outcomes were assessed that it was found that the perception of learning environment can have profound effects on efficiency and learning outcomes of students [2].

Terms teaching - learning and teaching environment of the crucial elements in any job skills and capabilities, and provide a satisfactory condition, the condition is very effective future career. Promoting creativity and

175

innovation depends on the preparation conditions and the learning environment in the family, school, and work.

The preparation of cells and determine the sources of stress and concerns with the use of supportive teaching and learning, living, stress management and anxiety is possible. Using the theory that the interaction of the individual with the environment has a special concern, such as Bandura's cognitive - social theory can be very effective. However, the separation of personality variables affecting the learning environment is very uncertain, because the personality variables in form and strengthen and environmental variables in turn affect the personality variables [19].

"I told since childhood prayer in the mosque ...slowly I went from childhood Mosque prayer meetings I've read the eulogy I sat mourning all .... Now I talk about how to find love after a relative died one day I went to help my people help ... I ... I liked you once told me after the game do not crash Mourning Come on ... So we started out ... how wonderful speaker claiming to be the film's reading ...

Family said it was honor for me to encourage me to buy this one ... then you are giving the mosque urging people to say this guy should encourage adults eulogy get ... You have influence).. So we started out ... how wonderful speaker claiming to be the film's reading... Family honor, said it was encouraging me to buy this one for me ... then you are giving the mosque urging people to say this guy should not ... you have to encourage grown Madahi had an impact, ...). More Follow arrest was more interest you have anything ...For example, to keep the poets have always been my practice when a poem was read to the Queen brain became queen go on to the next .... For example, one of the other colleagues eulogy was not asked, 'Why? I told my family doctor engineer that whenever I am filled with ear making me say these things as honor what you taste is anybody's family said that no ... I cannot sing "(Madah Code 10)

In this example, (Code 10) clearly refers to encouraging theological and social support. Functional theory explains the theory of cognitive strengthens environmental and social - Social support can help to explain. But it is clear that for every complex process of learning has 1. Foreground, including previous knowledge, IQ, family history, personality and the ability, 2. Process, which includes learning approaches of the kind of deep, superficial, success-oriented, motivated and their strategies, 3. Efficiency includes self-goal setting, self-concept and satisfaction [20].

Teaching Methods

The third factor with a frequency of 80% has long been one of the most important factors in the teaching-learning process. Educational activities, according to different views, different ways (for example, education based on individual differences, teaching inquiry-based, network-centric education, teaching sensitive metacognition, etc.), is defined and explained. But, all five of teaching, learning, subject, location and method are unanimous. It is worth noting that according to the vision and approach is that any theory scales in favor of each of the five heavy elements [21].

"In the last few years as a result of the experience gained motivation and how important the environment is important coach training that if I can provide convenient ways I got them .... If we can we facilitate them an easy way out to interact to form that mind and could not find a harmony together "(code 8 sculptor).

In this case, the master sculptor plays the role of facilitator and guide. The theory of constructivism can be informative to enable that person knows and respect for the coach's role is easy to explain the mechanism used. For example, Bruner and Vygotsky's theories such as have been established on this basis. Constructivism, according to a person's knowledge and through built interaction with environment. In other words, Constructivism is theory about how the learner in a way unmatched knowledge from experience builds [15].

Constructivism in education means that coaches in a holistic way of thinking about learning to believe that something quite different is the direct teaching method. Learning process of the subject learning is more important. The person seeking personal experiences to achieve recognition and at every stage of life experiences makes sense. According to constructivism, learners make their own reality, or at least interpret it based on perception and experience. So the precedents personal knowledge, personal beliefs and structures of the mind are to be used to interpret objects and events. What person knows perception of the physical and social experiences that can be understood by mind rooted?

"We work primarily a theory about what we want to learn what's working.... Next to begin this person should be able to draw a series of lines that if they can kill him any way I could also bring with tools that are in it .... That must understand that it has to show himself "(Code 9 carpenter).

(Code 9) Clearly, the use of advanced organizers refers. In this style of training, organizers presented by teachers due to fall mind prowling the learners. Before the introduction of concepts of organizational learning at higher level of abstraction, integrity and universality of the message of the training offered so that strong connection between general concepts and details then placed in the message brought create new education [22].

In total, the two organizers help the learner; 1) when learner has not learned from the similar content with new content that is relevant to them something new. 2) When learner data already learned nothing new, but for her the relationship between them and the new subject is not well lit [23].

Diligently

Fourth factor of the 15 interviewees had insisted on practicing, repetition, practice and follow-up. For example speaking (code 1) through the concepts of "training" and "Law of Effect" Thorndike explained in Section theoretical foundation. "Barriers to learning exercises is not ... We now have students try the stage spent together, she was still my problem ... when I look at you I do not work ... I do not want him to remember.... Start point of the eye and is not working with his hands is a problem "(Code 1 coach for confectionery and cooking).

In relation to practical - move work that requires eye-hand coordination skills, the practice (or indented mass) in the acquisition of practical skills - is very effective [24]. Research has shown great deal of learning materials (high frequency) guarantee for the acquisition of motor skill, but also improve memory are subject to processing information on deep level. In the same theory states that processing depth "review the material learned only improves memory and deeply meaningful review, the review cannot be detached, resulting in improved memory" [25]. Groenendijk, Janssen, Rijlaarsdam & van den Bergh [26] showed distributional practice (mass, indented) as one of the methods of planning exercise greater influence in the acquisition of motor skills compared to the practice.

So it seems distributed and organize training in a workout scheduling, a deeper and more meaningful land suitable for processing motor and cognitive concepts provided in person and thereby acquiring practical skills better be good. Research also individual characteristics such as intelligence, motivation, emotional state, reaction time, neuromuscular coordination know effective practical - movement skills [27]. Research also about the effect of interactive planning exercises and homework on acquisition of practical skills - work has been done.
"It seems to me that when one person gets one goal in mind to be nothing ... anything can stop them means you have faith if your goal is perhaps barriers, but he cannot obstacles in the way of you to reach the goal of 100% jump .... Facilitator diligently gets everything we want ... I had this happen to me "(code 17; accountant).

Speaking to explain (Code 17), Tolman's theory can be used. The theory of learned behavior and is always focused on a goal. In his view, three factors are involved: the act or result of the action. The important work of applying this theory is purpose of the learning behavior to optimize the learning process. One of the most important concepts in the development of cognitive learning, there are particular purpose. People who work according to a specific purpose, usually to learn different species arrive. The aim of the behavior is universality and comprehensiveness. As a result, the targeted person does not feel confusion and ambiguity [28].

Excitement of Learning

The fifth factor which affects the learning process through the eyes of five instructors is inheritance. Perhaps this is the last operating with the lowest frequency is highlighted but it is not less important reason. "While you're excited or motivated to learn one thing, but if you are falling out of the valley, no matter how good your teacher is not possible to learn emotions that must be provided to learn that these emotions may also be motivated from the elements .... The space where you can see important lesson outdoor For example, if there is an appeal or challenge in space and centralized package is a model for other learning happens "(code 5 is professor of economics). The excitements of learning that are part of the excitement of progress within the framework of "The Theory of control - value - achievement emotions" are explained. Joy, anxiety, shame, relief, hope and despair are emotions that they experience many learners in the learning process. In emphasizing the importance and value of these emotions, Goetz, Pekrun, Hall& Haag [29] stated that "emotional experience directly affects the quality of learning and interpersonal interaction."

In line with this theory of dynamic systems, "thrill as coordinating multi-component process of emotional, cognitive, motivational, affective processes are marked physiological center, emotions are assumed " [30] . This theory has classified the excitement of progress in three dimensions: The outcome of the activity excitement, the thrill of the pleasant (positive) against unpleasant (negative) emotions enable and disable the mechanism. Thrill-based activities underway or are in the process of learning experience and action-based learning activities are a consequence of the outcome. Activation of arousal, energy and excitement refers equipment. The positive and negative emotions with regard to the control and the value of a person are allowed to operate differently.

According to multiple exciting experience in academia and non-academic (learning situations) and their effects on the performance of learners is very important; In research of Hosseinpur and Shokri [31] showed that experience the thrill the negative anger may be associated with frustration or fatigue or experiencing a positive emotion like joy can be combined with pride or hope; according to interact and communicate with each other at the same time so the excitement is of particular importance, may experience one of the other emotions may recall homogeneous and profound effects on performance or academic career and have learners.

"Sometimes in the middle of a key vague term that I do not understand or that does not explain the true master...You might not realize that I have an interest in that particular topic comes back... Previous interfering with new learning may be a barrier.... Or some singing lessons with the 2 times I just read some not take another 10 minutes so I get bored reading the game and ask myself how nasty these do not

177

understand...!! Next I got nerves.... I'm confused.... I feel frustrated about abstract topics in a very tangible example does not work because I do not take more but what about the more general topic more tangible and take more quickly "(code 11 student of physics).

To explain the first part of speaking in Code 11 can be the concept of "interference" Stace took advantage theory, and then, from the perspective of Bandura [1997; quoted by 3], which means that, like Conceptual routes determinant of effective self-efficacy beliefs the preferred forms of learning with an emphasis on choice behavior other people in positions three domains thoughts, emotions and actions will be determined. Accordingly, the self-efficacy theory assumes that self-efficacy through positive emotions and facilitate the strengthening of the individual's personal beliefs toward self in successful implementation of a broad group of claims in anticipation of adaptive behaviors plays a role in learning and development opportunities.

DISCUSSION

The aim of our study was to investigate the key factors in the formation of learning from the perspective of instructors and their learners. According to content analysis with a qualitative study of instructors and learners, businesses, key factors were identified in the learning process. In this study, regardless of a particular theory or unique in the field of learning, we have a multifaceted view (mental - emotional, behavioral, cognitive and field) and have taken the key factors involved in the learning process.

After analyzing the content or the main factor achieved in 5 categories that in order of importance and frequency of the repeated statements was made by interviewees that include: 1. Motivation, 2. Environment, 3. Methods of teacher training, 4. perseverance, and 5. Excitement of learning.

Career choice is one of the most important choices of the individual. By choosing a job, one has to spend a lot of cost and time to train profession [32].

Having the right professional for individual can be source to meet the needs of individual and society, respect for self and healthy adjustment. Being favorites does not work causes stress, anxiety and physical illness, mental, social and non-compliance will ultimately wasting material and spiritual assets [16].

Different learning theories can be used in area of training in academic and non-academic environments, depending on the learning situation. Also in the workplace can be behavioral theories used to teach in a pattern of simple to complex. According to cognitive theories of learning to teach how comprehensive is important. The purpose of this theory guide the learners create their own learning and therefore are suitable for classroom instruction and workplace. Social learning theory in addition to role of cognitive processes in learning to respect environment based on theoretical modeling of appropriate methods for educating learners in academic and non-academic environment. Emotions also play a crucial role in identifying people. One of the main objectives of education and training as well as non-academic environment should suffice emotional learners. Emotional informative enough on his attitude toward others, as well as knowledge and skills will be affected. Information received will understand the value and beauty of knowledge and skills will make sense. This ability is called as emotional competency.

Each of learning theories has focused on one aspect of learning and, therefore, each with a particular purpose in education. It is important that teachers (including teachers in the academic and non-academic) education with learning theories and methods of their use are familiar depending on the situation and the experience of students are learning to make optimal use of them. However, given the holistic point of view that was adopted in this study can be one of the most used theories of learning in non-academic environments, the "adult learning theory" applied for use in the learning process. Adult learning theory has been used for more than two decades. The aim of adult learning theory guides the development of skills for learning throughout life. Based on the theory of adult learners should be taught to be applicable to them because, according to this theory, the adult learner learns something can use it.

Adult basic principles of this theory are that when they know why they need to learn some things learn better and are able to guide the use of your learning. This type of learning involves real life situations and learning is internal to the external stimuli [33]. Adult learning principles include: 1. Learn to be active, not passive, 2. must be taken of the need to know, (3) should be on resolving problems in activities of daily living and is associated with learning, 4. Activate previous knowledge and experience, the 5 has self-direction and self-responsibility component, 6. A bridge or support to help learners build the skills of problem solving and provide independent, 7. modes are equal, process of mutual learning between teachers and students is provided occurrence [33]. Another characteristic associated with adult learning environment of acceptance and mutual respect between teacher and learner and between learners. Acceptance is necessary for safe learning environment [34].

CONCLUSION

In the end, it is important to note that this analysis and conclusions drawn from them is limited to 20 instructors and their learners. One limitation of this study and lack of generalizability of the results depends on the circumstances (especially location) that this could be from another perspective by considering the variables behavioral, cultural, psychological - emotional and cognitive research capabilities or at least be considered a feature. According to the studies with a focus on gender differences in the field of education has always been the focus of researchers, it is suggested that the key factors in the learning process in both sexes also be studied.

178

SOCIAL SCIENCES

CONFLICT OF INTEREST

The authors declare that they have no competing interests

REFERENCES

[1] Havnes A, Christiansen B, Torunn I, Hessevaagbakke E. [2016] Peer learning in higher education: Patterns of talk and interaction in skills centre simulation. Learning. Culture and Social Interaction, 8:75-87.

[2] Fraser BJ, Treagust DF. [2002] Validity and Use of an Instrument for Assessing Classroom Psychosocial Environment At Universities and Colleges. Higher Education 15:37-57 – 112.

[3] Shabani H. [2001] Skills and education. SAMT Publication, Tehran.

[4] Hei M, Strijbos J, W Sjoer E, Admiraal, W. [2016] Thematic review of approaches to design group learning activities in higher education: The development of a comprehensive framework. Educational Research Review 18: 33-34.

[5] Lafransoa G. [2009] Theories of human learning. Translation Mohammad Yahya. [2010] Ravan Publication, Tehran.

[6] Sobhaninejad M, et al. [2006] Learned organization. Seytaron Publication, Tehran.

[7] Savion – lemieux, tal . and penhune V.B.[2004] The effects of practice and delay on motor skill learning and retention. Exp erimental Brain Research.

[8] Merriam S. [2009] Qualitative research: A guide to design and implementation. San Francisco, CA: Jossey-Bass.

[9] Schultz D.[2004] Theories character. Translation Karimi, Joseph. [2005] Arasbaran Publication, Tehran.

[10] Glover J, Browning R. [1990] Translated by Kharazi [2008] Center of Tehran University Press.

[11] Hergnhan B, Olson M. [2009] Introduction to the Theory of learning. Translation Saif Ali Akbar. [2010] Doran Publication, Tehran.

[12] Saif AK. [2008] Modern educational psychology: psychology of learning and teaching. Doran Publication, Tehran.

[13] Monadi M. [2006] Oral and written text content analysis of behavioral and social sciences. Journal of Human Sciences Methodology 12 (48):19 27.

[14] Parkinson G, Drislane R. [2011] Qualitative research. In Online dictionary of the social sciences. Retrieved from http://bitbucket.icaap.org/dict.pl.

[15] Korthagen F, AJ. [2010] Situated learning theory and the pedagogy of teacher education: Towards an integrative view of teacher behavior and teacher learning. Teaching and Teacher Education 26: 98–106.

[16] Arfai K, Akbari A, Alvani M. [2009] The interest the professional life of Medical Sciences in Tehran nursing students in universities. Knowledge and health 3(1): 28-32.

[17] Shakibaei M, Iranfar Z, Montazeri R, Rezai F, Yari S. [2005] Motivated medical students towards their courses in different educational levels. Medicine and disintegration 14 (57): 10-15.

[18] Rui Ma, Rebecca L. [2014] A diary study focusing on listening and speaking: the evolving interaction of learning styles and learning strategies in a motivated. advanced ESL learner: System 43:101-113.

[19] Arens AK, Möller J. [2016] Dimensional comparisons in students' perceptions of the learning environment. Learning and Instruction 42: 22-30.

[20] Biggs J, Fitzgerald D, Atkinson SM. [1971] Convergent and divergent Abilities in Children and Teachers' Ratings of Competence and Certain Classroom Behaviours. British Journal of Educational Psychology 41(3):277-286.

[21] Mehrmohammadi, M. [2009] The desirable model of liberal education. Social and Cultural Studies Institute of the Ministry of Science, Research and Technology.

[22] Abela J.)2009.[Adult learning Theories and medical education: a review. Malta Medial Journal 21(1): 11-18.

[23] Atuhurra JF. [2016] .Does community involvement affect teacher effort? Assessing learning impacts of Free Primary Education in Kenya. International Journal of Educational Development, 49: 234-246.

[24] Janssen F, Grossman P, Westbroek H. [2015] Facilitating decomposition and recomposition in practice-based teacher education: The power of modularity. Teaching and Teacher Education, 51: 137-146

[25] Anderson R.[2001] Comprehensive approach to learning and memory. Translation of autonomy and Tibi. Publishing of Medical Sciences and Health Services, Tehran.

[26] Groenendijk T, Janssen T, Rijlaarsdam G, van den Bergh H. [2013] Learning to be creative. The effects of observational learning on students' design products and processes. Learning and Instruction 28:35-47.

[27] Armstrong k. Langan – fox, j. and Bolvin n.[2002] Process in skill acquisition: motivation, interruption, memory, affective states, and met cognition. Australian psychologist. 37.

[28] Fatehi peikani,S.,Shokri O.[2014] Emotions mediating role of academic self-efficacy beliefs regarding progress and learning approaches. Journal cognitive strategies in learning. Issue III.

[29] Goetz T. Pekrun R, Hall N, Haag L. [2006] Academic emotions a social-cognitive perspective: Antecedents and domain specificity of students, affect in the context of Latin instruction. British Journal of Educational Psychology 76:289-308.

[30] Pekrun R. [2006] The control-value theory of achievement emotions: Assumptions, corollaries, and implications for educational research and practice. Educational Psychology Review 18:315-341.

[31] Hossein Pour, Sh Shokri O.[2015] Confirmatory factor analysis and internal consistency of excitement scale related to learning. Journal of Educational Measurement, the period of Issue 20.

[32] Thadani V, Breland W, Dewar J. [2015] mplicit theories about teaching skills predict university faculty members' interest in professional learning. Learning and Individual Differences, 40: 163-169.

[33] Hartzell JD. [2007] Adult learning theory in medical education. Amj Med 120.

[34] Jalani NH, Sern LC. [2015] he Example-Problem Based Learning Model: Applying Cognitive Load Theory. Procedia Social and Behavioral Sciences, 195: 872- 880.

THE IIOAB JOURNAL

SOCIAL SCIENCES