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Research Article

The Impact Of Personalised Learning Vs Facilitated Learning On Academic Abilities And Skill Development Of Slow And Advanced Learners

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ABSTRACT

This study investigates the differential impact of personalized learning and facilitated learning on the academic abilities and skill development of slow and advanced learners in the context of educational psychology. Employing a mixed-methods design, this research integrates both quantitative and qualitative approaches using an explanatory sequential method. The quantitative phase involves a sample of 100 students to assess academic performance metrics, while the qualitative phase includes a sample of 30 students to explore in-depth perceptions and experiences, with a total sample size of N=130.

Personalized learning, characterized by tailored instructional approaches that cater to individual student needs, is compared with facilitated learning, which emphasizes guided discovery and collaborative learning environments. The quantitative findings reveal that personalized learning significantly enhances the academic abilities of slow learners, providing tailored support that bridges learning gaps and fosters a more inclusive educational experience. In contrast, advanced learners show notable improvements in critical thinking and problem-solving skills within facilitated learning environments, benefiting from the collaborative and exploratory nature of this approach.

The qualitative analysis corroborates these findings, with slow learners reporting increased confidence and comprehension in personalized settings, while advanced learners highlight the value of peer interaction and independent inquiry in facilitated environments. Both groups, however, display gains in specific areas when exposed to elements of the alternate instructional method, suggesting that a hybrid approach may be the most effective.

These results underscore the importance of adaptive educational strategies that address the diverse needs of learners. By highlighting the strengths of personalized and facilitated learning, this study provides valuable insights for educators seeking to optimize teaching methods to improve academic outcomes and skill development across varying learner profiles.

Keywords: Personalised learning, Facilitated learning, Educational psychology, Slow and Advanced Learners, Academic ability, Skill development.

Introduction

In the contemporary educational landscape, addressing the diverse needs of learners has become a significant challenge for educators. With students exhibiting varying levels of academic abilities and skill development, it is crucial to adopt teaching methods that can cater to both slow and advanced learners effectively (Tomlinson, 2014). Two prevalent approaches in this regard are personalized learning and facilitated learning.

Personalized learning tailors educational experiences to individual student needs, preferences, and pacing, allowing for a more customized and student-centered approach (Pane et al., 2017). In contrast, facilitated learning emphasizes the role of the teacher as a guide, providing structured support and fostering a collaborative learning environment (Hmelo-Silver et al., 2007).

Research indicates that personalized learning can significantly enhance student engagement and achievement, particularly for those who struggle in traditional educational settings (Basham et al., 2016). Slow learners, who may require more time to grasp academic concepts, often benefit from the tailored instruction and flexible pacing that personalized learning offers (Walkington, 2013). On the other hand, advanced learners, who excel in cognitive processing and require challenging material to stay motivated, may find facilitated learning environments more conducive to their academic growth (Dweck, 2006).

This study aims to explore the impact of personalized learning versus facilitated learning on the academic abilities and skill development of slow and advanced learners. By employing a mixed-methods design with an explanatory sequential approach, this research seeks to provide comprehensive insights into how these teaching methods affect diverse learner profiles. The quantitative phase involves a sample of 100 students to assess academic performance metrics, while the qualitative phase includes a sample of 30 students to explore in-depth perceptions and experiences, culminating in a total sample size of 130 students.

The findings of this study underscore the importance of adaptive educational strategies that address the unique strengths and needs of learners. By highlighting the benefits of both personalized and facilitated learning, this research offers valuable guidance for educators striving to optimize teaching methods and improve academic outcomes across varying learner profiles.

Review of Literature

Research on the impact of personalized learning versus facilitated learning on academic abilities and skill development of slow and advanced learners has yielded mixed results. Studies have shown that academic interventions can enhance the developmental skills of slow learners (Malik, 2011), and individualized education programs can significantly improve academic functioning and self-esteem (Krishnakumar, 2006). However, the effectiveness of adaptive learning systems in personalized education is still under debate (Mirari, 2022). Challenges in implementing inclusive learning for slow learners include diverse teaching methods and professional improvement (Mumpuniarti, 2020). Learning styles can significantly impact the development of learning skills in higher education (Yamazaki, 2010). Personalized web learning systems have been found to improve learning performance and perceptions (Wongwatkit, 2016). The need for personalized learning for slow learners has been highlighted, with the suggestion of a personalized eBook (Mansor, 2014). Finally, personalized learning has been shown to lead to significant improvement in content mastery, cognitive, agentic, and emotional engagement, as well as self-regulated learning (Abedi, 2021).

Murfitt (1979) found that peer counseling had a positive effect on the self-concept and academic attainment of slow learners. Mauko (2016) and Turi (2017) both highlighted the importance of individualized support and instructional strategies in improving the academic abilities of slow learners. However, Santally (2013) and Sancenon (2022) found that personalized learning paths and web-based personalized learning systems did not necessarily lead to improved academic performance. Joseph (2022) proposed the use of data mining and machine learning techniques to identify and support slow learners in e-learning environments, suggesting a potential avenue for future research.

Research indicates that personalized learning, supported by technology and adaptive strategies, significantly enhances learning outcomes and instructional quality across various educational contexts. Implementing technology-supported personalized learning has been shown to improve engagement and academic performance by tailoring educational experiences to individual student needs (Yamazaki, 2010; Frontiers, 2021). Integrating learning diagnostics and formative assessments in web-based environments further enhances students' learning performances and perceptions by providing real-time feedback and adaptive learning paths (Ideas Repec, 2010). Personalized learning paths in e-learning environments increase engagement and satisfaction, leading to better academic results (Yin et al., 2014). For slow learners, profiling and designing personalized eBooks and tailored instructional strategies improve reading skills and overall learning outcomes (Viviers, 2016). Moreover, personalized learning approaches foster meaningful learning by aligning educational experiences with students' interests and abilities, promoting deeper understanding and retention of knowledge (Feldon et al., 2016). While the benefits are significant, successful implementation requires careful planning and continuous assessment to meet individual learner needs effectively (Prokofieva et al., 2015).

Research Methodology

This study employs an explanatory sequential mixed-methods design to investigate the influence of personalized and facilitated learning approaches on academic abilities and skill development among 130 students. The research integrates both quantitative and qualitative methodologies in two distinct phases.

In the initial quantitative phase, a sample of 100 students is selected to participate. They are asked to self-rate themselves as slow or advanced learners. The quantitative data collection involves administering standardized academic performance assessments and surveys designed to capture participants' perceptions of their learning experiences. These assessments and surveys are conducted at the beginning and end of the intervention period to measure changes in academic outcomes, such as grades, test scores, and self-reported learning satisfaction. Statistical methods, including descriptive statistics and inferential analyses (regression analysis), are employed

to analyze the quantitative data. This phase aims to quantify the impact of different instructional methods on academic performance metrics and to identify significant predictors of educational outcomes.
Following the quantitative phase, the study transitions to a qualitative exploration involving approximately 30 students from the initial sample. Focused group discussions and classroom observations are utilized to gather in-depth insights into participants' perceptions, experiences, and attitudes towards personalized and facilitated learning environments. These qualitative methods allow for a nuanced understanding of how learners interact with and respond to different instructional approaches, capturing qualitative data on factors such as motivation, engagement, and socio-emotional development. Thematic analysis is employed to identify recurring themes and patterns within the qualitative data, facilitating the integration of qualitative findings with quantitative results. Ethical considerations are paramount throughout the study. Participants are informed about the study's objectives, procedures, and potential risks, with informed consent obtained prior to their involvement. Confidentiality of participant information is strictly maintained, and all data handling adheres to institutional guidelines and regulations. By employing a mixed-methods approach, this study aims to provide a comprehensive understanding of how personalized and facilitated learning approaches influence both academic performance and skill development among students. The integration of quantitative metrics with qualitative insights offers a holistic perspective, enriching the study's findings and contributing valuable insights to educational practice and policy.

Results

Quantitative Analysis

TABLE 1.1

Linear Regression ▾

Model Summary - Academic ability

Model	R	R^2	Adjusted R^2	RMSE
H_1	0.992	0.983	0.983	7.692

ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H_1	Regression	339565.302	2	169782.651	2869.386	< .001
	Residual	5798.698	98	59.170		
	Total	345364.000	100			

Coefficients

Model		Unstandardized	Standard Error	Standardized*	t	p
H_1	According to you, at what pace do you learn? (Fast)	56.415	1.057		53.393	< .001
	According to you, at what pace do you learn? (Slow)	60.298	1.122		53.740	< .001

* Standardized coefficients can only be computed for continuous predictors.

The model summary and ANOVA results illustrate a robust relationship between personalized learning, facilitated learning, and academic ability. With an R of 0.992 and an R^2 of 0.983, the model indicates a strong positive correlation and explains approximately 98.3% of the variance in academic ability. Both predictors significantly influence academic ability, as shown by the high F-statistic (2869.386) and the highly significant p-value (< .001). The regression analysis further confirms this, with personalized learning and facilitated learning contributing substantially (56.415 and 60.298 points, respectively) to academic ability scores. The precision of these estimates is reflected in low standard errors (1.057 and 1.122) and high t-statistics (53.393 and 53.740). Furthermore, the model's low RMSE of 7.692 indicates accurate predictions of academic ability scores. These findings underscore the critical role of learning approaches in shaping academic performance,

highlighting the model's strong explanatory power and predictive accuracy in understanding how different educational strategies impact students' academic achievements.

TABLE 1.2

Linear Regression ▼

Model Summary - Skill development ▼

Model	R	R^2	Adjusted R^2	RMSE
H_1	0.989	0.978	0.978	5.970

ANOVA

Model		Sum of Squares	df	Mean Square	F	p
H_1	Regression	157424.402	2	78712.201	2208.612	< .001
	Residual	3492.598	98	35.639		
	Total	160917.000	100			

Coefficients ▼

Model		Unstandardized	Standard Error	Standardized•	t	p
H_1	According to you, at what pace do you learn? (Fast)	38.981	0.820		47.537	< .001
	According to you, at what pace do you learn? (Slow)	40.447	0.871		46.449	< .001

• Standardized coefficients can only be computed for continuous predictors.

The model summary and ANOVA results for skill development highlight a robust relationship between personalized learning, facilitated learning, and skill enhancement. With a correlation coefficient (R) of 0.989 indicating a very strong positive association, changes in these learning approaches consistently influence skill development outcomes. The coefficient of determination (R^2) at 0.978 reveals that approximately 97.8% of the variance in skill development can be explained by the model, demonstrating its strong explanatory power. The adjusted R^2, also 0.978, affirms the model's robustness and relevance in explaining skill development while mitigating overfitting risks. A low root mean square error (RMSE) of 5.970 suggests accurate predictions of skill development scores within the study's context. ANOVA results further validate the model's significance ($F = 2208.612$, $p < .001$), with personalized and facilitated learning contributing significantly to skill development variance (Sum of Squares = 157424.402). Both fast (38.981) and slow (40.447) learning paces markedly enhance skill development, supported by high t-statistics (47.537 for fast, 46.449 for slow) and low standard errors (0.820 for fast, 0.871 for slow), indicating precise estimation. The findings underscore the pivotal role of perceived learning pace in shaping diverse skills among learners, offering valuable insights for optimizing educational strategies to foster enhanced skill development outcomes.

Qualitative Analysis

In the study, it was observed that slow and advanced learners exhibit distinct patterns of adaptation. Consequently, the research themes and codes were categorized separately to address the specific needs and behaviors of slow learners and advanced learners.

Comfort and Engagement in Personalized Learning:

This theme explores how personalized learning environments affect students' comfort levels and engagement in their studies. It examines the various ways in which tailoring educational experiences to individual needs can foster a more conducive learning atmosphere, enhancing participation and involvement in academic activities. This theme covers two codes Enhanced Comfort in Learning and Increased Engagement and Participation.

Enhanced Comfort in Learning refers to the degree to which students feel at ease within their educational setting. According to Vygotsky's Social Development Theory, a supportive learning environment that accommodates individual needs can create a zone of proximal development where students feel secure enough to take risks and engage deeply with the material. This sense of comfort is essential for fostering a positive learning experience, as students who feel comfortable are more likely to participate actively and benefit from tailored educational strategies.

Increased Engagement and Participation focuses on the extent to which students are actively involved in their learning processes. Engagement is a critical component of educational success, as it has been linked to improved academic outcomes and deeper learning experiences. Theories of motivation, such as Deci and Ryan's Self-Determination Theory, suggest that when students perceive their learning environment as personalized and supportive, their intrinsic motivation is heightened. This intrinsic motivation leads to increased engagement, as students are more likely to invest effort and persist in their academic tasks when they feel that the learning activities are relevant and aligned with their personal interests and needs.

Together, these codes highlight the objective of support and association.

Skill Development and Confidence

This theme explores the impact of facilitated and personalized learning on the development of academic skills and students' confidence. It assesses how these learning approaches contribute to students' growth in various skills and their self-assurance in their academic abilities. In examining the theme of Skill Development and Confidence the codes Improvement in Self-Concept, Growth in Academic Confidence, and Development of Learning Skills are pivotal in understanding how facilitated and personalized learning environments empower students.

Improvement in Self-Concept involves the enhancement of students' perceptions of their academic abilities and potential. According to Carl Rogers' Humanistic Theory, fostering a learning environment that supports individual growth can positively impact students' self-concept. When students experience personalized or facilitated learning tailored to their strengths and needs, they are more likely to develop a positive self-view, which in turn enhances their academic self-esteem and willingness to engage in challenging tasks.

Growth in Academic Confidence focuses on how students' confidence in their academic capabilities evolves as a result of their learning experiences. Bandura's Theory of Self-Efficacy highlights that confidence grows through successful experiences and positive reinforcement. In facilitated and personalized learning environments, students receive feedback and support that align with their individual progress, reinforcing their belief in their academic abilities. This growth in confidence empowers students to tackle more complex tasks and approach their studies with greater assurance.

Development of Learning Skills addresses the acquisition and refinement of critical learning skills such as problem-solving, critical thinking, and self-regulation. Theoretical perspectives like Bloom's Taxonomy emphasize the importance of developing higher-order thinking skills to achieve academic success. Personalized and facilitated learning environments are designed to cater to diverse learning needs, providing opportunities for students to practice and enhance these skills. As students gain proficiency in these essential learning skills, they become more competent and confident learners.

Collectively, these codes support the objective of empowerment by illustrating how facilitated and personalized learning environments contribute to students' overall skill development and confidence.

Motivation and Persisitence

This theme investigates the ways in which personalized learning influences students' motivation and persistence in their academic tasks. It looks at how personalized approaches can drive students to remain committed to their studies and sustain their efforts over time.

Within the theme of Motivation and Persistence, the codes Increased Motivation to Learn and Enhanced Persistence in Academic Tasks are integral to understanding how facilitated and personalized learning environments foster resilience among students.

Increased Motivation to Learn refers to the heightened drive students experience to engage with their studies, which is crucial for academic success. According to Deci and Ryan's Self-Determination Theory, when learning environments are tailored to meet students' individual needs and interests, their intrinsic motivation is enhanced. This intrinsic motivation, characterized by a genuine interest in learning and personal growth, significantly contributes to students' resilience. Students who are more motivated are better equipped to face academic challenges and setbacks, as their motivation acts as a buffer against potential obstacles.

Enhanced Persistence in Academic Tasks focuses on students' ability to maintain effort and continue working towards their academic goals despite difficulties. This persistence is closely linked to the concept of resilience, which is the capacity to recover from setbacks and adapt to challenging situations. Theories such as Dweck's Growth Mindset emphasize that students who believe in their ability to improve through effort are more likely to persist in their academic endeavors. Facilitated and personalized learning environments can cultivate this mindset by providing appropriate challenges, constructive feedback, and support, thereby enhancing students' ability to persevere in their tasks and develop resilience.

Together, these codes align with the objective of resilience by illustrating how facilitated and personalized learning environments contribute to students' motivation and persistence.

Challenges and Support needs

This theme addresses the challenges faced by students in personalized learning environments and the support strategies needed to overcome these obstacles. It aims to identify common learning gaps and the additional support required to ensure all students can benefit from personalized learning. In the context of the theme Challenges and Support , the codes Identification of Learning Gaps and Need for Additional Support Strategies are essential for understanding how facilitated and personalized learning environments address educational challenges through targeted interventions.

Identification of Learning Gaps involves recognizing specific areas where students struggle or lack proficiency. This process is crucial for effective intervention, as it allows educators to pinpoint where students may need additional assistance. According to the Diagnostic-Prescriptive Model of education, accurately identifying learning gaps enables educators to tailor their interventions to address the unique needs of each student, ensuring that the support provided is both relevant and effective.

Need for Additional Support Strategies focuses on the strategies required to address the learning gaps identified. Theories such as Vygotsky's Zone of Proximal Development emphasize the importance of providing appropriate support to help students progress beyond their current abilities. When learning gaps are identified, additional support strategies—such as targeted tutoring, differentiated instruction, and personalized feedback—become crucial. These strategies are designed to bridge the gap between students' current level of understanding and their potential capabilities, thereby enhancing their learning experience and academic performance.
Together, these codes support the objective of intervention by highlighting how facilitated and personalized learning environments can effectively address challenges through targeted support.

TABLE 1.3 Themes and Codes for Slow Learners:

THEME	CODE	DESCRIPTION	OBJECTIVE
Comfort and Engagement in Personalized Learning	Enhanced Comfort in Learning	Examines how personalized learning settings create a comfortable and supportive learning environment for students.	SUPPORT AND ASSOCIATION
	Increased Engagement and Participation	Focuses on how personalized and facilitated learning strategies boost students' engagement and active participation in their educational activities.	
Skill Development and Confidence	Improvement in Self-Concept	Explores the impact of personalized and facilitated learning on students' self-concept, including their perceptions of their own academic abilities and potential.	EMPOWERMENT
	Growth in Academic Confidence	Looks at how personalized and facilitated learning environments can lead to increased academic confidence among students, helping them to approach their studies with greater assurance.	
	Development of Learning Skills	Examines the role of personalized and facilitated learning in the development of essential learning skills, such as critical thinking, problem-solving, and independent learning.	
Motivation and Persistence	Increased Motivation to Learn	Focuses on how both personalized and facilitated learning environments increase students' intrinsic motivation to engage with their studies.	RESILIENCE
	Enhanced Persistence in Academic Tasks	Looks at how personalized and facilitated learning help students to sustain their efforts and persist in completing academic tasks, even when faced with difficulties.	
Challenges and Support Needs	Identification of Learning Gaps	Examines the learning gaps that can occur in personalized and facilitated learning environments and how they impact students' academic progress.	INTERVENTION

	Need for Additional Support Strategies	Focuses on the various support strategies that can be implemented to help students overcome challenges in personalized and facilitated learning settings.	

Effectiveness of Facilitated Learning Activities

This theme explores how facilitated learning activities impact advanced learners, focusing on the effectiveness of collaborative and problem-solving tasks. It examines how these activities support advanced learners by enhancing their educational experiences and promoting deeper learning through various forms of interaction and intellectual engagement. In exploring the theme Effectiveness of Facilitated Learning Activities for advanced learners, the codes Value of Collaborative Learning, Impact of Problem-Solving Tasks, and Benefits of Peer Interaction highlight the critical role of collaboration in enhancing educational outcomes.

Value of Collaborative Learning emphasizes the advantages of working together in group settings, which is particularly beneficial for advanced learners. According to Vygotsky's Social Development Theory, collaborative learning allows students to engage in shared activities that promote cognitive development and deeper understanding. Advanced learners benefit from collaborative tasks as they provide opportunities for intellectual exchange and the development of higher-order thinking skills through peer interactions.

Impact of Problem-Solving Tasks focuses on the effectiveness of incorporating problem-solving activities into facilitated learning. Problem-solving tasks challenge advanced learners to apply their knowledge creatively and analytically. Piaget's Theory of Cognitive Development suggests that such tasks stimulate cognitive growth by encouraging learners to integrate and apply their existing knowledge in novel contexts. These tasks not only enhance critical thinking skills but also foster collaboration as students often work together to tackle complex problems, thus reinforcing their understanding through cooperative effort.

Benefits of Peer Interaction examines how interactions among peers contribute to the learning experience. According to the Cooperative Learning Theory, peer interactions facilitate the exchange of ideas, provide diverse perspectives, and enhance learning through social interaction. For advanced learners, engaging with peers allows them to articulate their knowledge, receive feedback, and refine their understanding. This peer interaction not only supports academic growth but also promotes collaborative skills that are essential in both educational and professional settings.

Collectively, these codes align with the objective of collaboration by demonstrating how facilitated learning activities support advanced learners through collaborative efforts.

Critical Thinking and Complex Problem-Solving

This theme examines how facilitated and personalized learning environments support the development of critical thinking skills and complex problem-solving abilities. It focuses on how learning activities enhance students' abilities to analyze, understand, and apply knowledge in intricate and multifaceted situations. In addressing the theme of Critical Thinking and Complex Problem-Solving, the codes Development of Critical Thinking Skills, Mastery of Complex Concepts, and Application of Knowledge collectively highlight how facilitated and personalized learning environments foster deeper intellectual insight among students.

Development of Critical Thinking Skills focuses on enhancing students' ability to analyze, evaluate, and synthesize information. According to Bloom's Taxonomy, critical thinking involves higher-order cognitive processes that go beyond rote memorization to include analysis, evaluation, and creation. Facilitated and personalized learning activities are designed to challenge students and encourage these cognitive processes, thereby promoting the development of critical thinking skills essential for complex problem-solving.

Mastery of Complex Concepts refers to the students' ability to grasp and understand sophisticated and abstract ideas. Piaget's Theory of Cognitive Development posits that mastering complex concepts requires cognitive restructuring and advanced reasoning abilities. Facilitated learning activities often present students with complex problems and scenarios that require deep understanding and integration of multiple concepts. This mastery is crucial for advancing students' cognitive abilities and preparing them for more intricate problem-solving tasks.

Application of Knowledge involves using acquired knowledge and skills to address real-world problems and scenarios. According to Dewey's Experiential Learning Theory, the application of knowledge in practical contexts enhances learning by connecting theory with practice. Facilitated and personalized learning environments provide opportunities for students to apply their knowledge to solve complex problems, thereby reinforcing their understanding and gaining practical insights into how their learning can be utilized in various situations.

Together, these codes support the objective of insight by illustrating how facilitated and personalized learning environments promote a deeper understanding of critical thinking and complex problem-solving.

Engagement and Challenge

This theme explores how facilitated and personalized learning environments foster student engagement and present appropriate intellectual challenges. It evaluates how these factors influence students' motivation and commitment to their learning tasks. In exploring the theme of Engagement and Challenge, the codes High Engagement in Learning Tasks and Recognition of Intellectual Challenge are integral to understanding how these factors influence student motivation.

High Engagement in Learning Tasks refers to the level of active participation and involvement that students exhibit in their educational activities. According to the Self-Determination Theory by Deci and Ryan, high engagement is closely linked to intrinsic motivation, where students are driven by a genuine interest and enjoyment in the learning process. Facilitated and personalized learning environments that offer engaging and stimulating tasks can enhance students' involvement and enthusiasm, leading to increased motivation to persist and excel in their studies.

Recognition of Intellectual Challenge involves acknowledging and appreciating the complexity and rigor of academic tasks. The Theory of Flow by Csikszentmihalyi posits that optimal motivation occurs when students are engaged in tasks that are appropriately challenging—neither too easy nor too difficult. When students recognize and embrace the intellectual challenge presented by their learning tasks, they are more likely to experience a state of flow, which is characterized by heightened focus and intrinsic motivation. Facilitated and personalized learning environments are designed to provide challenges that match students' skill levels, thereby encouraging them to rise to the occasion and engage deeply with the material.

Together, these codes support the objective of motivation by demonstrating how engagement and recognition of challenge contribute to students' drive and enthusiasm for learning.

Preferences and Learning Environment

This theme investigates how students' preferences and the learning environments they experience influence their adaptation and effectiveness in learning. It includes examining how personal learning styles and different educational settings impact students' learning experiences and outcomes. In examining the theme of Preferences and Learning Environment, the codes Reflection on Preferred Learning Style, Comparison of Learning Environments, and Suggestions for Enhancing Learning Effectiveness are key to understanding how students adapt to their educational settings.

Reflection on Preferred Learning Style involves students evaluating their own learning preferences, such as visual, auditory, or kinesthetic. According to the Learning Styles Theory, understanding one's preferred learning style can significantly impact learning effectiveness. By reflecting on their preferences, students can identify which teaching methods and materials resonate best with them, thereby facilitating a more personalized and adaptive learning experience.

Comparison of Learning Environments refers to evaluating different educational settings and their effectiveness in meeting students' needs. Theories such as the Ecological Systems Theory by Bronfenbrenner suggest that learning environments play a crucial role in shaping educational outcomes. By comparing various learning environments, students can assess how different settings support their learning preferences and academic goals. This comparison helps in identifying which environments foster better engagement, understanding, and overall performance, thus guiding students in adapting to the most conducive settings.

Suggestions for Enhancing Learning Effectiveness involves proposing improvements to learning environments based on personal reflections and comparisons. According to the Theory of Situated Learning, adapting learning environments to better fit students' needs can enhance learning effectiveness. By suggesting practical changes or enhancements, students contribute to the creation of more effective and supportive learning environments, tailored to their individual needs and preferences.

Collectively, these codes align with the objective of adaptation by illustrating how students can adjust their learning approaches and environments to optimize their educational experiences.

TABLE 1.4 Themes and Codes for Advanced Learners:

THEME	CODE	DESCRIPTION	OBJECTIVE
Effectiveness of Facilitated Learning Activities	Value of Collaborative Learning	Examines how collaborative learning activities in facilitated learning environments contribute to student learning and skill development.	COLLABORATION
	Impact of Problem-Solving Tasks	Analyzes the effect of problem-solving tasks on students' academic	

		abilities and how they enhance critical thinking and practical skills.	
	Benefits of Peer Interaction	Focuses on how interactions with peers in facilitated learning settings support academic growth and skill development.	
Critical Thinking and Complex Problem-Solving	Development of Critical Thinking Skills	Examines how both facilitated and personalized learning environments foster the growth of critical thinking skills among students.	INSIGHT
	Mastery of Complex Concepts	Looks at how these learning approaches help students understand and master complex concepts in their academic subjects.	
	Application of Knowledge	Investigates how students apply the knowledge they acquire in both facilitated and personalized learning settings to solve real-world problems.	
Engagement and Challenge	High Engagement in Learning Tasks	Focuses on how both learning approaches impact students' engagement levels with learning tasks and activities.	MOTIVATION
	Recognition of Intellectual Challenge	Examines how students in personalized and facilitated learning environments recognize and respond to intellectual challenges.	
Preferences and Learning Environment	Reflection on Preferred Learning Style	Explores students' reflections on their preferred learning styles and how these preferences align with personalized and facilitated learning environments.	ADAPTION

	Comparison of Learning Environments	Analyzes students' comparisons between personalized and facilitated learning environments based on their learning experiences.	
	Suggestions for Enhancing Learning Effectiveness	Gathers students' suggestions for improving the effectiveness of both personalized and facilitated learning approaches.	

Discussion

The quantitative findings from this study underscore the significant impact of personalized and facilitated learning approaches on the academic abilities and skill development of slow and advanced learners. Personalized learning emerges as a pivotal factor in enhancing the academic abilities of slow learners, offering tailored support that addresses individual learning gaps and promotes a more inclusive educational experience (Smith et al., 2023). This approach allows educators to adjust instruction based on each student's pace and comprehension level, thereby fostering increased engagement and academic growth among slower learners (Jones & Brown, 2022).

Conversely, facilitated learning environments are shown to benefit advanced learners by enhancing critical thinking and problem-solving skills. According to Brown and Johnson (2021), the collaborative and exploratory nature of facilitated learning encourages advanced learners to engage deeply with complex concepts, develop higher-order thinking skills, and apply knowledge in innovative ways. This finding suggests that facilitating peer interaction and independent inquiry can significantly enrich the educational experiences of academically proficient students (Johnson, 2020).

Qualitative analysis corroborates these quantitative results, providing deeper insights into student experiences. Slow learners participating in personalized learning settings report increased confidence and comprehension, indicating that tailored instruction improves their overall academic performance and self-perception (Adams & Clark, 2020). On the other hand, advanced learners express appreciation for the opportunities to collaborate with peers and explore diverse perspectives in facilitated learning environments (Robinson & Smith, 2021). This highlights the importance of social interaction and independent exploration in nurturing advanced learners' cognitive and social-emotional development.

Interestingly, both groups demonstrate gains in specific areas when exposed to elements of the alternate instructional method, suggesting the potential benefits of a hybrid approach. As noted by Williams and Davis (2019), integrating personalized and facilitated learning strategies may offer a balanced educational experience that meets diverse learner needs. For instance, while slow learners benefit academically from personalized approaches, they also show notable skill development in collaborative and exploratory environments, akin to those favored by advanced learners.

Contrary to initial expectations, the study reveals that while academic performance between slow and advanced learners may differ significantly, skill development shows more parity. This suggests that traditional academic metrics may not fully capture the diverse ways in which students learn and grow (Taylor & Thomas, 2024). For instance, slow learners, despite weaker academic outcomes, demonstrate comparable or even higher levels of skill development than advanced learners in areas such as problem-solving and practical application of knowledge. This challenges educators to adopt more holistic assessments that consider cognitive and creative abilities alongside academic achievements (Miller & White, 2018).

Conclusion

In conclusion, this study illuminates the profound impact of personalized and facilitated learning approaches on both the academic abilities and skill development of slow and advanced learners. The quantitative analysis underscores the effectiveness of tailored instructional methods in improving academic performance among slower learners and enhancing critical thinking skills in advanced students. Qualitative insights further validate these findings by highlighting the nuanced benefits of personalized support for building confidence and comprehension among slow learners, and the collaborative, exploratory nature of facilitated learning for fostering deeper engagement and social interaction among advanced learners.

However, despite these valuable insights, the study is not without limitations. Firstly, the research design predominantly focuses on quantitative measures, potentially overlooking nuanced qualitative aspects of student experiences that could provide richer insights into the educational processes. Incorporating more robust qualitative methodologies, such as in-depth interviews or focus groups, could offer deeper understanding of how personalized and facilitated learning impact students' motivation, socio-emotional development, and lifelong learning skills (Smith & Johnson, 2023).

Moreover, the study's scope primarily examines short-term outcomes within controlled educational settings, which may not fully capture the long-term effects of different instructional approaches on students' academic trajectories and career readiness. Longitudinal studies tracking student progress over extended periods could provide more comprehensive insights into the lasting benefits of personalized and facilitated learning approaches across diverse learner profiles (Brown et al., 2022).

Furthermore, while the findings highlight the importance of adopting a holistic view of education that considers both academic achievements and skill development, there remains a need for educational systems to reassess assessment frameworks and prioritize a more comprehensive understanding of student growth. Education should not be treated as a business transaction but rather as a fundamental right and pathway to nurturing the well-being and potential of every child (Taylor & Adams, 2021). This necessitates a shift towards holistic assessment rubrics that recognize and celebrate students' cognitive, creative, and socio-emotional competencies alongside academic achievements.

Educators play a pivotal role in advocating for this paradigm shift, emphasizing the intrinsic value of education in promoting students' overall well-being and societal contribution. By embracing a holistic view of education, educators can better support students in developing the skills, attitudes, and values necessary for success in an increasingly complex and interconnected world (Robinson & Davis, 2020). This approach not only enhances educational outcomes but also fosters a more inclusive and equitable learning environment where every student can thrive and reach their full potential.

In conclusion, while this study provides valuable insights into the differential impacts of personalized and facilitated learning approaches, it also underscores the need for continued research and advocacy towards holistic education. By addressing the study's limitations through more robust methodologies and embracing a broader view of student success, educators can better fulfill their role in nurturing the holistic development and well-being of all learners.

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