



## EXAMINING THE PERSPECTIVES OF SCHOOL-AGED STUDENTS ON THE HUMANISTIC APPROACH TO EDUCATION

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### ABSTRACT

Many different approaches to teaching have had an impact on classroom practice and continue to have an impact today. Although each tactic has its own goals, they all take each other's input into account. It is much more important for a teacher to have a good relationship with their students than to have great teaching methods. In a perfect world, students and teachers would work together to achieve great things, drawing on each other's strengths and knowledge in a win-win situation. Regardless of their preferred method of instruction, outstanding educators always make their classrooms seem like home. In a supportive and safe setting, students are more likely to take initiative in their own learning. Everyone ought to be worried about the state of education. The purpose of this study was to provide some potential humanistic pedagogical approaches. You may split the document into three halves if you like. Part one of the research explores the method's philosophical and theoretical foundations. Here we shall examine how a student's educational experience might foster the development of various interests and abilities. We will next talk about how this strategy may be used in the classroom to promote kids' overall development. In the last section, we examined the effects of this innovative approach on the development and perspective of our students. What follows is an analysis of the merits and shortcomings of this method of instruction.

**KEYWORD:** *Students, Teachers, Teaching and Learning, Education, Humanistic Approach.*

### 1. INTRODUCTION

Education, in its most basic definition, is a path towards betterment; it provides opportunities to learn new things, develop one's abilities, and strengthen one's moral fibre. Several methods exist for conveying knowledge to students, each one of which might improve their learning experience. Any experience that moulds one's perspective, emotions, or actions may be seen as instructive, regardless of the level of formality of the environment. Teaching, or pedagogy, encompasses both art and science. The content of knowledge, the means by which it is acquired, and the established educational systems that assure its dissemination. Education is defined similarly by the Free Dictionary: as "the study of the theory and practise of education." To put



it simply, humanism may mean many things. Research authors define humanism as a "school of thinking" that holds that people are unique among living things (Williams, 2019). This is why understanding people and their desires is so important, according to humanists. Similarly, humanism is a paradigm, philosophy, and pedagogical approach to education that emphasises the importance of each individual taking responsibility of their own education and striving to realise their full potential (learning-theories.com). Humanistic education, which is based on the ideas put out by humanistic psychologists, is sometimes known as person-centred education or just humanistic education. When they help their pupils learn, the best instructors show empathy, caring, and authenticity (Ahmad et al., 2018). Known as the "Father of Humanistic Psychology," this scholar devoted a large chunk of his career to integrating psychological findings into student-centered classroom instruction (Ahmad et al., 2018).

To better serve their students, excellent educators are always seeking new and improved ways to educate. When working with children who exhibit a wide range of learning capacities and preferences, educators may draw from a toolbox of educational approaches. Classes that are student-centered are far more likely to encourage students' development and learning, according to the research. Humanistic pedagogical techniques, including student-centered education, which puts learning theory into reality, should be studied by current and future educators (Rao, 2018). There is a vast array of approaches used in the fields of language learning and teaching. Understanding how a language is learnt is of the utmost importance. A couple of the most common ways that contemporary linguists classify pedagogical methods are content-based behavioural methods, which try to incorporate what has been found about the significance of student participation, and humanistic methods, which centre on the fervour of one particular educator. It would seem that humanistic methods of teaching languages are



becoming more popular, since they place a premium on adapting lessons to the specific needs of each student (Akin & Radford, 2018).

## **2. BACKGROUND OF THE STUDY**

Both humanism and humanist psychology are part of the humanistic approach. Each individual is special and deserving of our full attention; this is the central tenet of the humanistic school of psychology. According to humanistic psychologists, a person's actions are motivated by their innermost thoughts and emotions. Whether doing research or providing treatment, the major focus of humanistic psychology is on the individual. The researchers' actions are driven by their fundamental desires, revealing the underlying kindness of people. Humanistic psychology aims to better people holistically, in contrast to functionalist psychology's emphasis on human traits. Sociyah (2019) cites the work of humanistic psychologists as an example of humanistic education, which is also called person-centred training (Sociyah, 2019).

The quality of our educational system has declined dramatically over the last three decades. Because of this, the social order of the country is now under jeopardy. A decline in educational quality endangers the future of the country. The nation's incoming workers are pessimistic. Youth nowadays display actions and degrees of dissatisfaction indicative of social anarchy as a result of the tremendous hazards they face on a daily basis. There has been a lot of talk lately about how to make schools better so that students grow up with confidence. The humanistic pedagogy has recently seen a boom in popularity. Society is about to undergo a sea shift due to this caring approach and the students that flourish in this kind of classroom. Graduates of today's universities are ill-equipped to enter the industry, regardless of whether they majored



in more conventional fields like engineering. A big issue in our country's schools is the inability to change teaching techniques to fit the new times. The original intent of education has been progressively dwindling ever since it became commercialised and politicised, and this is true across the board from elementary to graduate, post-graduate, and research levels. Barak and Portnov-Neeman (2019) state that this issue must be addressed immediately. Modern schooling fails miserably when it comes to shaping individuals into fully realised human beings. A group of young people who are out of employment might be inspired and turned into a powerful workforce by this. Looking back, it's clear that the current educational system severely limits human development (Portnov-Neeman, 2019).

### **3. LITERATURE REVIEW**

The use of a learning management system (LMS) is ubiquitous among today's college students. From freshmen to seniors, from those who live on campus or use public transportation to those who take classes online, these methods have quickly become the standard. Traditional methods of instruction, such as live satellite and CCTV, have been supplanted by online learning management systems since the turn of the century (Falvo & Johnson, 2018). Online education is becoming more popular among both students and educators as a result of the proliferation of learning management systems and the pervasiveness of personal and business computers. The previous fifteen years have seen tremendous changes in learning management systems, just as in the rest of technology. Course management systems have gone a long way since their inception in the 1990s; now, they are considered cutting edge learning management systems. People often assume that the two names signify the same thing, even if they're different. There is a lot less emphasis on course content and delivery in conventional learning management



systems. Conversely, learning management systems enable online teachers and students to personalise the types and amounts of assignments given to them. Topclass and Web Page in a Box, both hosted by Stanford University, were early instances of such sites and generic content libraries that appeared in the 1990s. Website content management systems (LMSs) like as WebCT and Blackboard may trace their origins back to the groundbreaking On Course Project at Indiana University in 1997. Frameworks were used to construct this system. Since 2009, open-source alternatives like Moodle have been increasingly popular among US institutions, despite the fact that commercial software giant Blackboard has become the unrivalled leader in the US learning management system industry (Rao, 2020). In contrast to the United States, where a few number of corporations control the industry, competition in Europe is robust. Most European countries' educational institutions or individual teachers create their own learning management systems. The relevance of learning management systems is shown by the ubiquity of these systems at universities, which varies from one institution to another.

Since learning management systems are ubiquitous in today's universities, this is a crucial area to study. One of the biggest challenges in the discipline is dealing with the diverse perspectives and experiences of educational institutions, teachers, and students. Adding insult to injury, integrating the LMS with the more traditional, theoretical approaches utilised in classrooms is no picnic. Part of this significant challenge is making sure that LMS users can achieve their varied goals and expectations when they're utilising the system (Awang, 2020).

## **4. RESEARCH METHODOLOGY**

### **4.1 Research Design**



Scientists conducted an extensive cross-sectional study. Due to the cross-sectional architecture, only data from a single moment in time was needed. Due to time and resource constraints, the researcher used a quantitative technique.

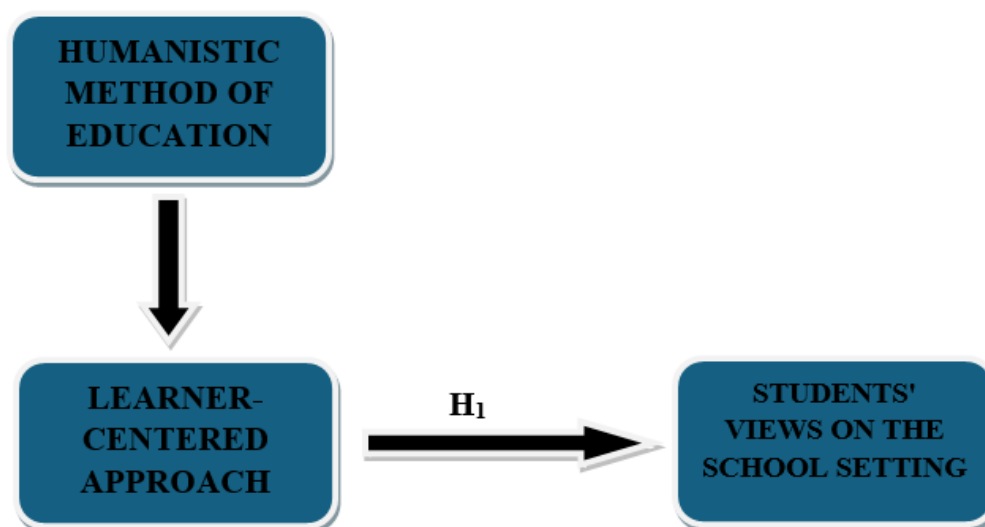
#### **4.2 Sampling**

After calculating a sample size of 650 using Rao-soft, 700 questionnaires were sent out, 683 responses were collected and processed, and 11 questions were subsequently considered unacceptable due to insufficient data. In all, 672 persons were a part of the research.

A Likert-scale grading method is often used in surveys to get a reliable read on people's ideas and beliefs. It is standard procedure to provide respondents with the choice to choose "strongly agree," "agree," "did not react," "disagree," or "strongly disagree" in reaction to a statement or question. Common practice calls for numerical values to be assigned to the various response categories; in such instances, the numbers themselves must be defined for the current study. A score of 5 would indicate very high agreement, a score of 4 would denote moderate agreement, and the scale continues from there.

An individual's motivation, or "the inner drive that motivates one to decide to act," is the driving force behind their initiative to do anything. The importance of inspiration in achieving an organization's larger goal and purpose is often overlooked by managers. Workers give their all when they like what they do for a living and are treated with dignity and respect. When one person's enthusiasm motivates another to work harder, good things tend to happen.

### **5. CONCEPTUAL FRAMEWORK**



## 6. RESULTS

### 6.1 Factor Analysis

Factor Analysis is often used to confirm the latent component structure of a set of measurement items. Latent factors are regarded as the fundamental cause of the scores on observable variables. The approach for evaluating accuracy is based on models. The main emphasis is on simulating causal relationships among observable events, latent variables, and measurement error.

The Kaiser-Meyer-Olkin (KMO) Method may be used to evaluate the appropriateness of data for factor analysis. All model variables and the comprehensive model are assessed to see whether they were sufficiently sampled. The statistics quantify the common variance among many variables. Data is often more appropriate for factor analysis when the proportion is lower.

The KMO statistic ranges from 0 to 1. The sample is deemed adequate if the KMO value ranges from 0.8 to 1.

A KMO below 0.6 indicates an inadequate sample, requiring remedial action. You should exercise your judgement between 0.5 and 0.6, since several authors use the figure 0.5 for this reason.



Kaiser-Meyer-Olkin (KMO) measure A score around 0 indicates that the sum of correlations is negligible relative to the extent of the partial correlations. Substantial correlations provide a considerable challenge to component analysis.

Kaiser's criteria for acceptance are specified as follows:

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A dismal range of 0.050 to 0.059.

0.60 - 0.69 below standard

The typical range for a medium grade is 0.70–0.79.

Exhibiting a quality point value between 0.80 and 0.89.

The range from 0.90 to 1.00 is noteworthy.

**Table 1: KMO and Bartlett's Test**

<b>KMO and Bartlett's Test<sup>a</sup></b>		
<b>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</b>		.917
<b>Bartlett's Test of Sphericity</b>	<b>Approx. Chi-Square</b>	4951.165
	<b>df</b>	196
	<b>Sig.</b>	.000
<b>a. Based on correlations</b>		

Claims made for the purpose of sampling are therefore shown to be valid. The importance of the correlation matrices was also validated by Bartlett's Test of Sphericity. The Kaiser-Meyer-Olkin sample adequacy value is 0.917. Employing Bartlett's sphericity test, we obtained a p-value of 0.00. A notable result from Bartlett's sphericity test indicated that the correlation matrix is not an identity matrix.

## **6.2 Test for Hypothesis**





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❖ **DEPENDENT VARIABLE**

➤ **Students' views on the school setting**

Regarding the intellectual, social, and physical aspects of the school, the phrase "students' views on the school setting" may cover a lot of ground. These assessments take into account every facet of the school's inclusive culture and values, such as classroom atmosphere, teacher-student relationships, peer interactions, learning materials, and physical plant. One way to assess the educational environment's success in fostering intellectual growth, psychological well-being, and personal advancement is to gain understanding of many perspectives.

❖ **INDEPENDENT VARIABLE**

➤ **Humanistic method of education**

A more all-encompassing perspective on education, the humanistic method places an emphasis on students' personal growth, emotional well-being, self-actualization, and intrinsic motivation. A learner-centred approach places a premium on students' unique experiences, relationships, and talents while simultaneously encouraging them to think critically and creatively. This method encourages students to learn via doing and cultivates meaningful experience by highlighting the importance of group collaboration, individual initiative, and diversity appreciation.

❖ **FACTOR**

➤ **Personal Growth and Self-Actualization**

To realise one's greatest potential and live one's life purpose, it is necessary to engage in a process of personal growth and self-actualization. It entails figuring out what you're good at, working to improve your weaknesses, and generally becoming the best version of yourself.



According to Abraham Maslow, the pinnacle of human flourishing is self-actualization, the state of having one's basic needs met in terms of creativity, authenticity, and significance in one's life.

- **Relationship between Personal Growth and Self-Actualization and Students' views on the school setting**

Perceptions of the educational setting both impact and are affected by students' progress towards self-actualization, which is a term used to describe the link between students' opinions on the school setting and personal growth and self-actualization. While self-actualization refers to reaching one's full potential, personal growth includes pupils' emotional, intellectual, and social development. Positive student perspectives and progress towards self-fulfilment are promoted in a nurturing educational environment that is defined by autonomy, meaningful participation, and encouragement. How students perceive their educational environment, on the other hand, is indicative of how well it fosters their development and ambitions.

Based on this above discussion, the researchers hypothesized the following to examine the link between Personal Growth and Self-Actualization and Students' views on the school setting.

**H<sub>01</sub>:** There is no significant relationship between Personal Growth and Self-Actualization and Students' views on the school setting.

**H<sub>1</sub>:** There is a significant relationship between Personal Growth and Self-Actualization and Students' views on the school setting.

**Table 2: ANOVA test H<sub>1</sub>**



ANOVA					
Sum					
	Sum of Squares	df	Mean Square	F	Sig.
BETWEEN GROUPS	39935.307	232	3991.631	2346.768	.000
WITHIN GROUPS	145.093	439	1.631		
TOTAL	40080.390	671			

In this study, the result is significant. The value of F is 2346.768, which reaches significance with a  $p$ -value of .000 (which is less than the .05 alpha level). This means the “*H<sub>1</sub>: There is a significant relationship between Personal Growth and Self-Actualization and Students' views on the school setting*” is accepted and the null hypothesis is rejected.

## 7. DISCUSSION AND CONCLUSION

On the other side, humanism is closely linked to scientific language when it comes to ideas of therapy and personal growth. This emphasises the uniqueness of every person's life. By tailoring classes to each student's interests, learning style, and career goals, humanistic pedagogical techniques highlight each student's unique attributes. Thus, the fundamental principle of humanism—that an individual's sense of self is paramount—is articulated in a straightforward and unadorned way. Because of this, learner-centred classrooms tailor their instruction to the specific requirements of each student. The focus on social contact in learner-centred classrooms makes students more inclined to talk to one other and work together on projects. Given the dismal state of education throughout the globe, a more humane approach is urgently required. There has been a steady decrease over the last three decades. One of the pillars of American education has always been creating a secure environment where students may freely express their feelings while also learning about ethics and moral principles. There



has been a noticeable tendency in students' lack of interest and openness to new ideas. A humanistic method of instruction is most appropriate in such a setting. One definition of a humanistic education is one that encourages students to develop their own capacity for lifelong learning.

The success of the course depended on the students' eagerness and need for humanistic methods of learning. More people are supportive of the group and have a more positive outlook on the class as a whole because of the humanistic approach. College students' perspectives on their education were examined in this research. The amount to which students appreciate and think they can apply what they are learning in the classroom to real-world conditions. Even Students may be motivated to develop a love of learning by their exceptional achievement in the area of attitude towards education. More than that, it does this by fostering in pupils an analytical understanding of the ways in which their educational experiences shape the worldviews they choose to embrace. How seriously students take their own well-being, professional success, and financial stability while they work towards their academic objectives. It calls for certain skills and character traits from students in relation to their academic aspirations. Their marketability will rise as they acquire skills necessary for the jobs of the future. Student teams gained knowledge that may be useful for their future coursework as they worked on a variety of projects.

## **8. LIMITATION**

The researchers at PHEI set out to find out how different student demographics, views on their classroom settings, teachers' pedagogical choices, and twinning experiences interacted with one another. In order to decipher the relationships, we created a mediated model. A modest to substantial amount of the variance in the outcome variables was explained by student



characteristics, perspectives on the classroom environment, and learning methodologies. The learning methods elements directly affected the students' learning outcomes, while there was a link between students' learning results and their opinions of their learning environments and their individual qualities. The results of this research shed light on the quality of the education these students received. However, before drawing any conclusions from the research, it is important to take into account its limitations (Goldberg et al., 2019).

The results may have helped with some of the problems, but the results can't be used for anything else because of the limitations I described earlier. My research is based on quantitative methods that use two sources of data. The students were asked to complete out questionnaires that assessed various elements of their learning environments and strategies. But they may not be sensitive enough, or there might not be enough of them, to achieve the goals of the research. Considering this, interviews were carried out alongside the quantitative analysis to unearth supplemental themes that could not have been seen from the data alone. The statistical findings were bolstered by the qualitative examination into the PHEI settings, which also provided a more comprehensive and nuanced view of the students' understanding (Raj, 2018).

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