STUDENTS' VIEWS ON THE HUMANISTIC METHOD OF EDUCATION IN A SCHOOL SETTING: A COMPARATIVE STUDY

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ABSTRACT

Classroom practice has been and is being influenced by a wide variety of educational methods. While each strategy works towards its own objectives, it considers the contributions of the others. Having a strong rapport between a teacher and student is much more crucial than having excellent teaching tactics. When exceptional professors, or even better, exceptional instructors, are partnered with similarly competent students, they may accomplish miracles via a mutually beneficial exchange of information and abilities. Great teachers create a welcoming environment for their students regardless of their teaching style. Students may develop more independence in their study when they are given a safe and encouraging environment. Concern about the status of education should permeate the whole population. The authors of this paper set out to provide some examples of possible humanistic pedagogical practices. It is possible to divide the paper into three parts. The first part of the study delves into the theoretical and philosophical underpinnings of this teaching method. In this part, we will look at how a student's schooling might help them cultivate many kinds of interests and talents. Next, we'll discuss potential classroom applications of this method to help students develop holistically. In the last part, we looked at how this new method of teaching affected the growth and outlook of our pupils. In this article, we will examine the effectiveness of this kind of teaching and the ways in which it is inadequate.

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

1. INTRODUCTION

To put it simply, education is a means by which a person may acquire new information and skills as well as improve their character and moral compass. The transmission of information to pupils may take several forms, all of which could enhance their educational experience. No matter how formal or casual the setting, anything that shapes one's way of thinking, feeling, or behaving may be considered educational. Pedagogy is the art and science of teaching.

Knowledge itself; the process of earning it; and formal educational institutions that facilitate its transmission. The Free Dictionary uses a similar definition, stating that education is "the study of the theory and practise of education." Many definitions may be applied to humanism. According to the writers of the research, humanism is a "school of thinking" that posits that humans are special and different from other creatures (Williams, 2019). This is why humanists think it's crucial to learn about individuals and what they want. Similarly, humanism is defined as a paradigm, philosophy, and pedagogical approach to education according to learning-theories.com, which holds that each person is responsible for his or her own education and the goal of reaching that potential. Based on the beliefs put out by humanistic psychologists, education that takes a humanistic tack is often called person-centred education or simply humanistic education. According to Ahmad et al. (2018), the most effective teachers demonstrate empathy, care for their students, and are genuine when they facilitate learning. This researcher, who is often called the "Father of Humanistic Psychology," spent a significant portion of his career applying psychological research to person-centred teaching (Ahmad et al., 2018).

Good teachers are always on the lookout for innovative methods to improve their pupils' educational experience. A variety of pedagogical techniques are available to teachers for use when interacting with students who have different learning capabilities and styles. Research shows that when classes are designed with students in mind, they are far more likely to foster their growth and learning. Current and future teachers would do well to familiarise themselves with humanistic pedagogical practices, such as student-centered education, which is a practical application of the theory of learning (Rao, 2018). Language instruction and acquisition make use of a wide range of methods and strategies. It is critical to comprehend the processes of language acquisition. Two of the most popular ways that modern linguists categorise

pedagogical approaches are content-based behavioural approaches, which aim to incorporate what has been discovered about the importance of student participation, and humanistic approaches, which revolve around the passion of a single teacher. Humanistic approaches to language instruction, which prioritise tailoring courses to each student's unique strengths and weaknesses, seem to be on the rise (Akin & Radford, 2018).

2. BACKGROUND OF THE STUDY

The humanistic method encompasses humanism and humanist psychology. The humanistic perspective in psychology is based on the idea that each person is unique and deserves our undivided attention. A person's feelings and character are the driving forces behind their behaviour, according to humanistic psychologists. The primary emphasis of humanistic psychology is on the person, both in research and therapy. The researchers' activities are shaped by their core wants, and this approach shows how inherently kind individuals are. As opposed to functionalist psychology, which focusses on human qualities, humanistic psychology seeks to improve individuals as wholes. Humanistic education, often known as person-centred training, considers the work of humanistic psychologists such (Soviyah, 2019).

There has been a precipitous fall in educational system quality during the last 30 years. This has now put the nation's social order at risk. The deterioration in educational standards threatens the nation's future. Optimism is low among the country's future workforce. Due to the extreme dangers, they confront daily, today's youth exhibit behaviours and levels of discontent that are characteristic of societal anarchy. The question of how to improve schools to inspire self-assurance in the next generation has recently received a lot of attention. Modern times have seen a surge in support for humanistic pedagogy. With such a caring mindset and the pupils

who thrive in such a classroom, societal changes are almost inevitable. The majority of today's college grads, whether from traditional disciplines or engineering programs, are unprepared for the workforce. The failure to adapt teaching methods to the changing times is a major problem in our nation's schools. The original purpose of education at all levels—elementary, primary, secondary, graduation, post-graduate, and research—has been steadily diminishing since the education system began to be commercialised and politicised. According to Barak and Portnov-Neeman (2019), this condition has to be fixed right now. When it comes to making a human person, today's educational system falls short. It has the potential to rally a group of unemployed youths and transform them into an effective workforce. Upon further reflection, it is evident that the existing educational system greatly impedes the complete maturation of the human being (Portnov-Neeman, 2019).

3. LITERATURE REVIEW

These days, almost every student uses some kind of learning management system (LMS) as part of their college experience. These techniques have swiftly become the norm for college students of all stripes, from first years to seniors, from those who live in residence halls or use public transit to those who attend courses online. The use of online learning management systems has completely replaced more conventional forms of education since the turn of the century, including live satellite and CCTV (Falvo & Johnson, 2018). Due to the ubiquitous use of computers in both homes and offices, as well as the growth of learning management systems, an increasing number of students and teachers are opting to pursue their education online. Learning management systems, like the rest of technology, have seen massive transformations in the last fifteen years. Though they emerged in the 1990s, course management systems have evolved much since then to become the state-of-the-art learning management systems used

today. Despite their differences, the two names are commonly thought to mean the same thing. In terms of course content and delivery, the traditional learning management system has a far more limited focus. Learning management systems, on the other hand, make it possible for online instructors and students to tailor the kinds and quantities of assignments they get to better suit their needs. Early examples from the 1990s include Topclass and Stanford Online's Web Page in a Box, both of which served as rudimentary web sites and generic content libraries. Learning management systems like WebCT and Blackboard have their roots in the 1997 On course Project at Indiana University, which was the first of its kind. This system was built on templates. While commercial software company Blackboard has become the undisputed leader in the US learning management system market, open-source alternatives, such as Moodle, have been gaining popularity among US universities since 2009 (Rao, 2020). Competition in Europe is fiercer than in the United States, where a few numbers of companies dominate the market. The majority of Europe's learning management systems are either developed in-house by schools or provided by sole proprietors. The prevalence of learning management systems in universities, while it differs from one institution to another, is indicative of its significance.

This is an important field to investigate since LMSs are so common in modern colleges. The viewpoints and backgrounds of educational institutions, instructors, and students provide one of the field's greatest obstacles. On top of that, it's not easy to combine the LMS with the theoretical methods often used in conventional classrooms. Accommodating users' diverse objectives and expectations for their time spent using a learning management system is another aspect of this important difficulty (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
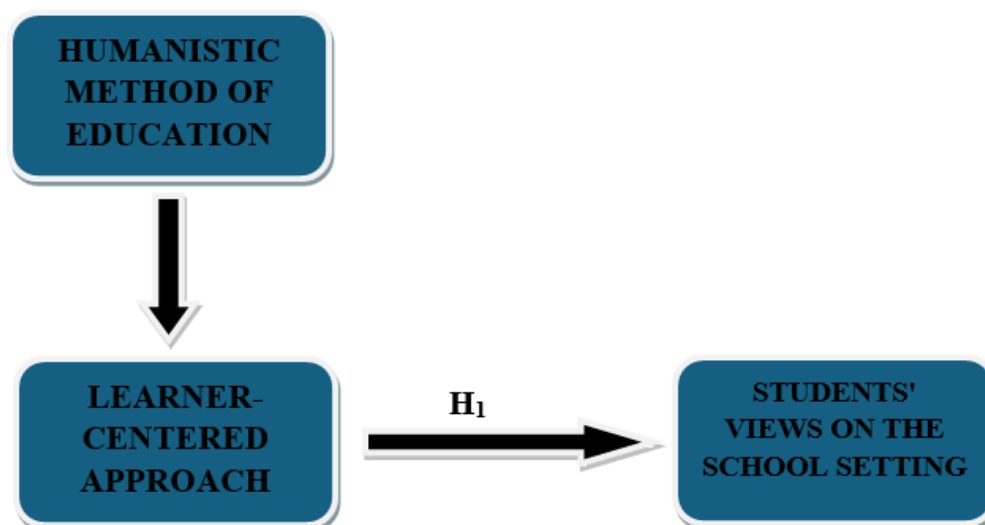
6. RESULTS

6.1 Factor Analysis

Factor Analysis is often used to validate the latent component structure of a collection of measurement items. Latent factors are considered the underlying reason of the scores on the observable variables. The methodology for accuracy assessment is model-driven. The primary focus is on modelling causal links among observable events, latent causes, and measurement error.

The Kaiser-Meyer-Olkin (KMO) Method may be used to assess the suitability of data for factor analysis. All model variables and the overall model are evaluated to see if they were adequately sampled. The statistics measure the shared variance among many variables. The data will often be better suitable for factor analysis when the percentage is smaller.

KMO yields values between 0 and 1. The sample is considered sufficient if the KMO value falls between 0.8 and 1.

The sample is insufficient if the KMO is below 0.6, necessitating corrective measures. You must exercise your discretion between 0.5 and 0.6, since some writers use the number 0.5 for this purpose.

Kaiser-Meyer-Olkin (KMO) A value close to 0 indicates that the aggregate of correlations is minimal in comparison to the magnitude of the partial correlations. Extensive correlations provide a significant obstacle to component analysis.

Kaiser's thresholds for acceptability are delineated as follows:

Kaiser's thresholds for acceptability are delineated as follows:

A bleak range of 0.050 to 0.059.

0.60 - 0.69 subpar

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

Possessing a quality point value ranging from 0.80 to 0.89.

The interval from 0.90 to 1.00 is remarkable.

Table 1: KMO and Bartlett's Test

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

Claims made for the sake of sampling are thus shown to be valid. The significance of the correlation matrices was further confirmed by using Bartlett's Test of Sphericity. The sampling adequacy value according to Kaiser-Meyer-Olkin is 0.917. Using Bartlett's sphericity test, we found a p-value of 0.00. A significant test result from Bartlett's sphericity test demonstrated that the correlation matrix is not an identity matrix.

6.2 Test for Hypothesis

❖ **DEPENDENT VARIABLE**

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

The term "students' views on the school setting" encompasses a wide range of ideas and feelings about the school's physical, social, and academic surroundings. All parts of the school's culture and inclusion are considered in these opinions, including the classroom environment, teacher-student connections, peer interactions, learning resources, and overall facility quality. Gaining insight into different viewpoints allows one to evaluate the efficacy of the educational setting in encouraging intellectual development, psychological health, and individual progress.

❖ **INDEPENDENT VARIABLE**

➢ **Humanistic method of education**

Individual development, emotional health, self-actualization, and intrinsic motivation are at the centre of the humanistic approach to education, which takes a more holistic view of learning and teaching. Emphasising the importance of a learner-centred environment, it encourages students to think creatively and critically while also placing a high priority on their own

experiences, connections, and qualities. By promoting group work, individual initiative, and appreciation of diversity, this approach promotes learning by doing and fosters meaningful experience.

❖ **FACTOR**

➢ **Learner-centred approach**

Placing the student at the centre of the learning process is the learner-centred approach, an educational technique. It encourages independence, critical thinking, and self-directed study by focussing on each student's unique requirements and preferred methods of learning. This method places the educator in the role of guide or facilitator, fostering an atmosphere that is conducive to student inquiry, group work, and the application of classroom content.

- **Relationship between Learner-centred approach and Students' views on the school setting**

When we talk about how educational settings that put an emphasis on students' independence, needs, and active engagement affect students' perspectives on their school experience, we're talking about the learner-centred approach. With a learner-centred approach, the emphasis moves from teacher-led teaching to establishing an engaging and collaborative environment. This might lead to students seeing school in a positive light, as a place that encourages personal development and academic achievement. In light of this correlation, it is clear that students' feelings of belonging, happiness, and engagement in the learning process may be greatly improved by tailoring instructional approaches to their individual preferences.

Based on this above discussion, the researchers hypothesized the following in order to examine the link between Learner-centred approach and Students' views on the school setting.

H_{01}: There is no significant relationship between Learner-centred approach and Students' views on the school setting.

H_1: There is a significant relationship between Learner-centred approach and Students' views on the school setting.

Table 2: ANOVA test H_1

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 *"H₁: There is a significant relationship between Learner-centred approach and Students' views on the school setting"* is accepted and the null hypothesis is rejected.

7. DISCUSSION AND CONCLUSION

Conversely, concepts of treatment and individual development are strongly associated with humanism in the scientific terminology. By doing so, it highlights how each person's life is special. Pedagogical approaches grounded in humanistic principles provide an emphasis on students' unique qualities by adapting lessons to their specific areas of interest, preferred methods of learning, and long-term aspirations. The core tenet of humanism, that one's own

self-conception is of paramount significance, is thus explained in a simple and direct manner. Therefore, in learner-centred classrooms, the focus is on the individual needs, strengths, and learning styles of each student. Students in learner-centred classes are more likely to strike up conversations and collaborate on projects with one another because of the emphasis on social interaction in these classes. There is an immediate need for a more humanistic approach considering the gloomy condition of education worldwide. A gradual decline has been seen for the last 30 years. Providing a safe space for students to express their emotions and learn about moral concepts and ethics have long been cornerstones of American education. Students' enthusiasm and receptivity to new ideas have recently declined, according to trends. In this kind of situation, a humanistic approach to teaching is the way to go. A humanistic education, in a word, is meant to pave the way for individuals to continue learning and growing throughout their lives on their own.

Students were eager for and needed humanistic approaches to learning, which were essential to the course's success. A more positive attitude towards the class and more group support have resulted from the humanistic approach. This study looked at how college students felt about their education. The extent to which students value and believe they can apply what they are learning in the classroom to real-world situations. Even Nevertheless, the pupils' stellar performance regarding their outlook on education may inspire them to cultivate a passion for study. It does this, furthermore, by helping students develop a sophisticated awareness of how their schooling influences the worldviews they ultimately adopt. Whether or not students place a high priority on themselves, having a career, and being wealthy while they pursue their educational goals. In connection to their academic goals, it necessitates that pupils possess certain abilities and personality attributes. As they become ready for the job of the future, they

will develop valuable skills and increase their employability. As they worked on different projects, students learnt new things that might help them in their future studies.

8. LIMITATION

The purpose of this study was to examine the connections between student demographics, perspectives on their learning environments, instructional practices, and the outcomes of their twinning experiences at PHEIs. We developed a mediated model to help us make sense of the connections. Student traits, views of the classroom setting, and approaches to learning accounted for a moderate to significant portion of the variation in the outcome variables. While there was a correlation between students' learning results and their views of their learning settings and their individual traits, the learning techniques factors had a direct bearing on the students' learning outcomes. The quality of instruction that these pupils had is now better understood thanks to the findings of this study. Nevertheless, there are a few limitations that should be considered when interpreting the study's findings (Goldberg et al., 2019).

My findings, which are based on a quantitative methodology that incorporates two data sources, may have mitigated some of the issues, but the findings' generalisability is still at risk owing to the mentioned restrictions. Students were given surveys to fill out that measured important aspects of their learning settings and tactics. Having said that, they may not be sensitive enough or lacking in quantity to properly meet the study objectives. For this reason, in addition to the quantitative analysis, interviews were conducted to reveal supplementary themes that the data alone would not have shown. The qualitative investigation into the PHEI settings not only supported the statistical results, but also painted a fuller and more complex picture of the students' knowledge (Raj, 2018).

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