

**A COMPARATIVE STUDY ON STUDENTS' PERCEPTIONS REGARDING THE HUMANISTIC
APPROACH TO TEACHING AND LEARNING IN SCHOOL**

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ABSTRACT

Many pedagogical approaches have affected and continue to affect classroom practise. Each approach considers the strengths of the others while pursuing its own goals. Although it's true that effective teaching strategies are important, the relationship between such a teacher and student is much more so. Miracles may be achieved via a mutually beneficial exchange of knowledge and skills when outstanding professors, or even better, great teachers, are paired with equally capable students. Exceptional instructors, no matter what approach they use, foster a caring atmosphere in the classroom. Therefore, students can become more autonomous in their learning when provided with a supportive and nurturing atmosphere. Everyone should be very worried about the state of education in right now. This study tries to explain how a humanistic approach to education may look. The paper may be broken down into three sections. In the first section, the researchers examine philosophical and theoretical foundations for this mode of instruction. Specifically, this section focuses on how a student's educational experience may foster the development of a wide range of personal strengths and interests. In the next section, we'll talk about how this strategy might be used in the classroom to foster the all-around growth of children. The final section was investigating the changes in students' development and perspectives because of this new pedagogical approach. Here, we'll analyse how students respond to this kind of instruction and look at some of the ways in which it falls short.

KEYWORDS: Students, Teachers, Teaching, Learning, Education, Humanistic Approach.

INTRODUCTION

Learning, or the development of knowledge, abilities, dispositions, and values, is what education is all about. There are several ways in which knowledge may be

passed on to students, each of which has the potential to improve their education. Every event that has a formative influence on one's thinking, feeling, or acting may be deemed educational, regardless of whether it takes place in a formal or informal environment. Pedagogy refers to the practise of instructing students. The act of imparting or acquiring information via formal educational institutions; the acquired knowledge itself. Similarly, the Free Dictionary defines education as "the study of the theory and practise of education." There are many ways to describe humanism. The study's authors define humanism as a "school of thinking" that holds that people are unique among animals and have abilities that other species lack (Williams, 2019). Because of this, humanists place a premium on understanding people and their desires. In a similar vein, learning-theories.com describes humanism as a paradigm/philosophy/pedagogical approach that considers education an individual's responsibility to realise their full potential. Education from a humanistic perspective is known as humanistic education or person-centered education, and it is grounded on the theories of humanistic psychologists. The researcher, often referred to as the "Father of Humanistic Psychology," focused much of his career on applying the findings of his psychological research to person-centered teaching, where it was found that the most effective teachers exhibited empathy, cared about their students, and were genuine in their facilitation of learning (Ahmad et al., 2018).

To best serve their students, excellent educators are always looking for new ways to enhance the teaching and learning process. Teachers may interact with students of varying learning styles and capacities by using a wide range of pedagogical approaches. It has been observed that student-centered approaches to education are very effective in helping pupils learn and develop. Hence, student-centered education is a pragmatic implementation of the humanistic theory of learning, and both current and prospective educators would benefit greatly from learning more about student-centered education and other humanistic strategies to use in the classroom (Rao, 2018). There are several approaches and techniques used in the process of teaching and learning a new language. Understanding the methods of language learning is crucial. Humanistic approaches, which centre on the enthusiasm of a single instructor, and content-based behavioural approaches, which try to incorporate what has been learned about the value of student participation in recent years, are two of the most common classifications of pedagogical approaches used by contemporary linguists. Therefore, the humanistic method of teaching a foreign language seems to be gaining ground, with an emphasis placed on individualised lessons that focus on the specific needs of each learner (Akin & Radford, 2018).

BACKGROUND OF THE STUDY

Humanism and humanist psychology are both associated with the humanistic approach. Humanistic psychology is a worldview that stresses the significance of considering the whole person and their individuality. Humanistic psychologists believe that an individual's personality and sentiments shape his or her actions. Humanistic psychology is an approach to study and treatment that puts the focus squarely on the individual. This procedure illustrates how naturally decent people

are and how fundamental needs shape the researchers' actions. Humanistic psychology, on the other hand, is focused on improving people as people rather than on studying human attributes. Education that considers the findings of humanistic psychologists like is called humanistic education or person-centered training (Soviyah, 2019).

The previous three decades have seen a dramatic decline in the quality of educational system. The social order of the nation is now under jeopardy because of this. The future of the nation is in jeopardy because of the decline in education standards. The country's future labour force marches forth with low spirits. The method and level of dissatisfaction carried by today's young is indicative of a condition of anarchy in society, which is a direct result of the lack of safety they face. There is renewed interest in how to enhance the educational system to boost young people's confidence. A humanistic education is all the rage these days. Changes in the social environment, made possible by such a humanitarian attitude and the students who learn in such an atmosphere, are a near certainty. Many of today's graduates, both in the conventional and engineering fields, lack the skills necessary to find gainful employment. The educational system is flawed because refuse to update curriculum to reflect the realities of the modern world. From the beginning of commercialisation and politicisation of the education system, the basic goal of education at all levels, including elementary, primary, secondary, graduation, post-graduate, and research, has been losing its significance. Something must be done to rectify this situation immediately (Barak &Portnov-Neeman, 2019). Modern schooling is inadequate for the purpose of creating a human being. It's powerful enough to organise a group of young people who are out of work and make them into a productive force. After much consideration, it is clear that the current educational system poses a significant barrier to the full development of the human person.

LITERATURE REVIEW

The learning management system is now an integral part of the contemporary college experience and is used by almost all students. These methods have quickly gained acceptance among all levels of students in higher education, whether they are attending classes online or on campus, living in dorms or using public transportation to class, or being undergraduates or graduate students. At the turn of the century, online course management systems have supplanted traditional methods of instruction including live satellite and CCTV (Falvo & Johnson, 2018). More and more students and educators are taking advantage of the benefits of online education because to the proliferation of learning management systems and widespread usage of computers in both the home and the workplace. In the last 15 years, there have been tremendous changes in both the technological landscape at large and the field of learning management systems in particular. While the first course management systems appeared in the 1990s, they have since undergone significant changes to become the modern learning management systems of today. While there are important distinctions, both terms are often used interchangeably.

The scope of attention for a typical learning management system is substantially narrower when it comes to the delivery and content of courses. On the other hand, learning management systems enable more attention to be paid to each student's and each online teacher's individual priorities in terms of the types and amounts of work they assign. They were first developed in the 1990s as basic web pages and generic content libraries, including pioneers like Stanford Online's Web Page in a Box and Topclass. Indiana University's 1997 On course Project pioneered the idea of the template-based course management system, which eventually served as the basis for learning management system like WebCT and Blackboard. Although the commercial software company Blackboard has come to dominate the market in the United States for learning management systems, there has been significant growth in the use of open-source learning management systems in higher education institutions in the United States since 2009, with Moodle as the leading open-source product (Rao, 2020). In contrast to the U.S. market, where a few of giants reign supreme, competition in Europe is more robust. In Europe, most learning management system are either built in-house by educational institutions or are offered by independent small businesses. While learning management system adoption varies from institution to institution, its ubiquitous presence at universities indicates its importance.

With the pervasiveness of learning management system at today's universities, this is a vital area for study. One of the most crucial challenges in this field is the perspectives and experiences of educational institutions, teachers, and students. Furthermore, there are difficulties in incorporating the learning management system with the theoretical techniques often utilised in traditional classroom settings. Another part of this major problem is accommodating users' varying priorities and expectations for their time spent using a learning management system (Awang, 2020).

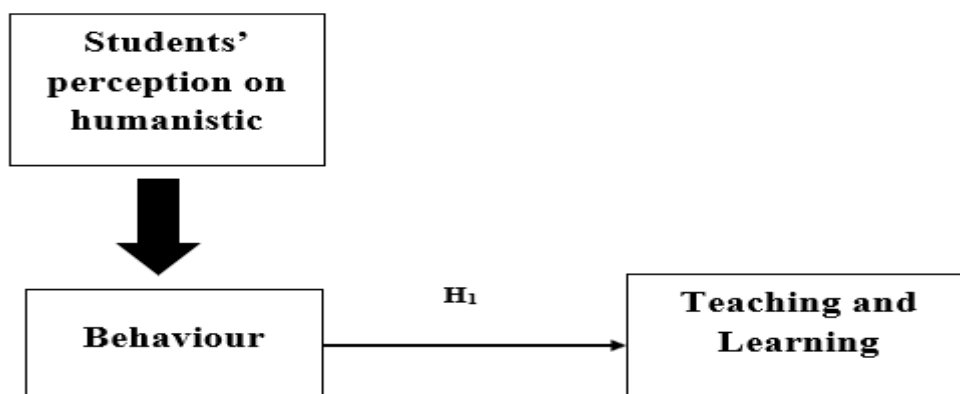
RESEARCH METHODOLOGY

Researchers performed a comprehensive cross-sectional investigation. A single point in time's worth of data was all that was required because of the cross-sectional design. As a result of the limited time and resources available, the researcher opted for a quantitative approach. Using Rao-soft, a sample size of 650 was determined; 700 questionnaires were sent; 683 replies were received and analysed; and lastly, 11 items were deemed inadmissible because of inadequate data. There were 672 people included in the study. For the survey, we choose some people at random to call. Expert conditions were used for the study. The study venues were chosen depending on the accessibility of the research team. The study's analysis relied on information gathered from interviews and surveys. In the following sections, we will discuss the methodology and rationale of this survey. To foresee how their brand's equity and their organisation's size will grow, respondents first completed a set of market control questions. Rao Soft's final sample size estimate was 650 participants.

To get an accurate, read on people's thoughts and opinions, surveys often use a grading system based on the Likert scale. It is common practise to offer respondents the option of picking "strongly agree," "agree," "did not react," "disagree," or "strongly disagree" in response to a statement or inquiry. Assigning numerical values to the different answer categories is common practise; in such cases, the numbers themselves must be specified for the purposes of the research at hand. For instance, a value of 5 would indicate very strong agreement, a value of 4 would indicate moderate agreement, and so on.

Motivation, or "the inner drive that motivates one to decide to act," is what pushes a person to take the initiative to do something. There is a widespread failure on the part of managers to recognise the role that inspiration plays in ensuring the fulfilment of their organisation's overarching objective and aim. When employees are content in their jobs and feel respected, they provide their very best efforts. Good things happen when people are inspired to work hard, and that inspiration spreads to others around them.

CONCEPTUAL FRAMEWORK



RESULTS

Factor Analysis

Factor Analysis is often used to confirm the latent factor structure of a set of measurement items (FA). Latent (or unseen) factors are believed to be the root cause of the scores on the visible (or measured) variables. The approach of accuracy assessment (FA) is model based. Modelling of causal relationships between observable events, unseen causes, measurement error is its main area of interest.

A Kaiser-Meyer-Olkin (KMO) Method may be used to determine if the data are appropriate for factor analysis. To determine if they were sufficiently sampled, all model variable along with the entire model are assessed. The statistics quantify any

common variance among many different variables. The data will generally be more acceptable for factor analysis the lower the proportion is.

KMO returns numbers in the range of 0 and 1. The sample is deemed adequate if KMO's value is in the range of 0.8 and 1.

The sample is inadequate if KMO's is less than 0.6, and remedial action is needed. You'll have to use your best judgement among 0.5 and 0.6 since some authors use the value 0.5 for this.

- KMO Near 0 indicates that the total of correlations is small relative to the size of the partial correlations. To rephrase, extensive correlations pose a serious challenge to component analysis.

Kaiser's cutoffs for acceptability are as follows:

Kaiser's cutoffs for acceptability are as follows:

A dismal 0.050 to 0.059.

- 0.60 - 0.69 below-average

Typical range for a middle grade: 0.70-0.79.

Having a quality point value between 0.80 and 0.89.

The range from 0.90 to 1.00 is really stunning.

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		

This demonstrates the validity of assertions for sampling purposes. To further verify the relevance of a correlation matrices, Bartlett's Test of Sphericity was performed. Kaiser-Meyer-Olkin Sampling Adequacy Value is 0.917. The p-value for Bartlett's sphericity test was determined to be 0.00. Bartlett's test of sphericity showed that the correlation matrix isn't an identity matrix, with a significant test result.

TEST FOR HYPOTHESIS

Learning is the acquisition of information or skills via study, experience, or being taught, whereas teaching may be described as interaction with students to facilitate their comprehension and application of knowledge, ideas, and procedures. Students are given a lot of leeway and responsibility for their own education under humanistic learning philosophy. It establishes a link between the learner's motivation to learn and the value they place on the information they acquire (expanding on Maslow's hierarchy of requirements). Students' perspectives include their assumptions, judgements, and emotions about external factors. A person's behaviour is their actions. It's the things people do to bring about change or maintain the status quo. Behaviour is an effect of environmental stimuli: on the inside, with one's own mind and heart in the outside world, including other people.

Based on this literature review, the researchers hypothesized the following in order to examine the link between Behaviour and Teaching and Learning.

H01: There is no significant relationship between Behaviour and Teaching and Learning.

H1: There is a significant relationship between Behaviour and Teaching and Learning.

Table 2: ANOVA test H1

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 Behaviour and Teaching and Learning.” is accepted and the null hypothesis is rejected.

CONCLUSION

Humanism, on the other hand, is closely linked in the scientific lexicon with ideas of therapy and personal growth. In doing so, it draws attention to the unique aspects of human life. Based on humanistic ideas, humanistic pedagogical strategies prioritise the individuality of each learner by tailoring instruction to each student's unique interests, learning styles, and career goals. This is a straightforward explanation of humanism's central thesis, which is that self-conception is of utmost

importance. Consequently, learner-centred teaching emphasises each student's unique goals, skills, and learning preferences. Learner-centered lessons take on a more social tone, encouraging students to interact with one another during group projects and discussions that facilitate teamwork. Considering the dismal state of education around the globe, particularly, it's clear that a more humanistic approach is urgently required. There has been a steady deterioration over the last three decades. The teaching of ethics and moral principles, as well as the provision of an emotionally supportive classroom setting, have historically been integral components of the American educational system. Recent trends indicate that students' morale and openness to new ideas have plummeted. The humanistic method of education is the most effective way to deal with such a scenario. In a nutshell, the purpose of a humanistic education is to set the stage for lifelong, self-directed learning by laying the groundwork for individual development and progress (Betsy, 2020).

Humanistic methods of instruction were crucial to the success of the course and desperately sought for by the student body. The humanistic approach has fostered group cooperation and support, as well as a more upbeat and optimistic disposition towards the lesson. The attitudes of college students about their studies were analysed in this research. How positive or negative pupils are regarding the importance of what they are learning and putting into practise in their daily lives. Yet, the students' excellent results in relation to their attitude towards education might help them develop a love of learning. Moreover, it does this through fostering in students a nuanced understanding of the role of education in shaping their worldviews. The degree to which students value themselves, value having a job, and value acquiring riches as they go through their educational aspirations. It requires students to have certain skills and character traits in relation to their educational objectives. They'll learn useful things and boost their employability, all while preparing for the workplace of the future. Through tackling a variety of projects, students were be exposed to several useful concepts that may be applied to their own academic pursuits (Ely, 2019).

LIMITATION

This research aimed to investigate the relationships between students' demographics, attitudes towards their learning settings, pedagogical strategies, and the consequences of their twinning experiences at PHEIs. To better understand the relationships, a mediated model was created. Medium to large amounts of variance in the outcome variables were associated with students' individual characteristics, perceptions of the learning environment, and learning strategies. Students' individual characteristics, their perceptions of their learning environments, and their learning related outcomes were all linked; however, the learning approaches variables were directly related to the students' learning outcomes. Results from this research have shed light on the calibre of education received by students

participating. The results of this study should be interpreted with caution, however, due to several caveats (Goldberg et al., 2019).

Although there is a potential threat to the generalizability of the findings due to the indicated limitations, my results based on a quantitative design that include two data sources may have, to some extent, overcome some of the problems. Students in had their learning environments and learning strategies assessed with questionnaires that were able to measure significant factors in each category. However, they might be too insensitive or insufficient to adequately address the aims of the research. Therefore, interviews were used to complement and supplement the quantitative analysis to uncover additional themes that could not have been gleaned from the data alone. In addition to bolstering the statistical findings, the qualitative research into the environments at PHEI in provided a completer and more nuanced picture of the information provided by the students (Raj, 2018).

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