

Interrogating Humanism Theory Principles Into Effective Education In Ugandan Higher Education Institutions

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Abstract: *The tenets of humanism theory are examined in this systematic review as a foundation for successful learning in Ugandan higher education institutions. In the context of Ugandan universities, humanism is examined for its potential to improve educational outcomes through its emphasis on student-centered learning, intrinsic motivation, and holistic development. Within a humanistic perspective, the study highlights important markers of successful learning, such as learner autonomy, emotional intelligence, creativity, and teamwork. According to the review, humanism plays a crucial part in creating inclusive, flexible, and encouraging learning settings where students are not only given academic knowledge but are also given emotional and social support. However, despite its theoretical advantages, there are some obstacles to the actual application of humanism in Ugandan higher education, including the requirement for teacher preparation, outdated teaching methods, and poor infrastructure. The study also addresses the applicability of the Humanizing Pedagogy, which fills in the gaps in humanism's application and expands it by embracing sociocultural settings. Humanistic education has the potential to revolutionize education in Uganda, according to the findings, but its success depends on removing implementation hurdles including pedagogical and resource limits. Incorporating humanistic ideas into curricula, encouraging diversity, improving teacher preparation, and modifying humanistic methods for online learning are some suggestions for advancing humanism in Uganda's educational system. By tackling these issues, the review comes to the conclusion that humanistic education can be extremely important in creating well-rounded people who are equipped to handle the difficulties of the twenty-first century.*

Keywords: Humanism, Theory, Effective, Learning

Background

The philosophical position of humanism has had a significant influence on education around the world. Humanism promotes student-centered education that is concentrated on personal development and self-actualization by highlighting the inherent dignity, worth, and potential of every individual. Aung (2020) asserts that humanism in education fosters an atmosphere in which students are inspired to pursue their passions and reach their greatest potential within a nurturing, non-authoritarian setting. The "Wiley Blackwell Handbook of Humanism" by White (2015) emphasizes how humanistic education moves the emphasis from memorization to the development of creativity and critical thinking. According to Tolstova and Levasheva (2019), this worldwide trend emphasizes how crucial it is to modify teaching methods to accommodate students' varied requirements in order to create a more inclusive and equitable educational system.

Adopting humanistic concepts in education has been crucial to tackling the distinctive difficulties the education sector faces in the regional context, especially in Sub-Saharan Africa. Mielkov et al.'s (2021) study in "Revista Tempos E Espaços" highlights that humanism's philosophical underpinnings provide a strong framework for creating educational practices that advance sustainability and equity. Humanistic approaches have been essential in developing learning settings that value and foster students' individuality in this area, where access to high-quality education is still difficult to come by. Grebenyuk (2017) asserts that incorporating humanistic ideas into educational reforms has been essential to making sure that educational systems are both effective and sensitive to the socioeconomic and cultural conditions of the area.

Uganda's educational reforms and policies have been greatly influenced by the implementation of humanistic education ideas. Nakimuli and Turyahebwa (2015) emphasize how institutional effectiveness might improve learning results in Ugandan institutions by creating environments that put students' holistic development and well-being first. According to Nishimura et al. (2007), the Universal Primary Education (UPE) policy incorporates aspects of humanism by attempting to give all children free and obligatory primary education, hence fostering inclusion and access to educational possibilities. Additionally, Kyolaba (2011) explores how humanistic principles which support learner-centered and participative approaches, have an impact on the educational environment in Uganda's public and private universities. Because it encourages a more individualized and compassionate approach to teaching and learning, this humanistic attitude is essential in meeting the educational requirements of various learners.

According to Penny et al. (2008), the Ugandan experience highlights the value of humanistic education in creating a more just and efficient educational system. In addition to raising academic achievement, Uganda's education system seeks to develop a generation of students who can think critically, creatively, and ethically, skills that are vital to the nation's socioeconomic growth, by embracing humanist principles.

Problem statement

In education, humanism places a strong emphasis on the evolution of the full person and supports a student-centered method that encourages empathy, creativity, critical thinking, and personal development. YM Aung (2020) asserts that when humanist ideas are successfully implemented, education transforms into a process that fosters students' intellectual, emotional, and social potential. According to RK Nabiullina (2015), humanist-based inclusive education guarantees that classroom settings are encouraging, helpful, and customized to meet the requirements of each individual student. J. White (2015) goes on to say that the goal of a humanistic education is to promote self-actualization and intrinsic drive.

The condition of education in many institutions across the world now shows a sharp contrast to the theoretical support for humanism in education. The global educational trend continues to strongly favor traditional approaches that place a premium on standardized testing, rote memorization, and teacher-centered learning, as noted by O. Tolstova and Y. Levasheva (2019). According to R. McDonald (2011), such methods hinder students' creativity and critical thinking abilities while also limiting their level of involvement. These worldwide patterns are reflected in the situation in Uganda. Numerous Ugandan institutions still function according to strict educational frameworks that insufficiently integrate humanistic values, according to studies by A. Nakimuli and Turyahebwa (2015). The learning environments in Uganda's public and private educational institutions frequently lack the adaptability and support required to promote holistic student development, according to SD Kyolaba (2011) and M Nishimura et al. (2007). Reliance on conventional teaching techniques leads to lower motivation, disengagement, and less than ideal learning results.

This research is necessary because of the disparity between the ideal humanistic learning environment and the present educational practices in Uganda and other regions. A learning experience that is not in line with students' needs and potential results from the incomplete use of humanistic concepts in the classroom. The main problem this study attempts to solve is the discrepancy between what education should accomplish within a humanistic framework and what is now taking place. This study aims to determine the obstacles standing in the way of the successful application of humanistic education by examining the tenets of humanism and how they are applied in educational contexts. The objective is to close the knowledge gap between theory and practice by offering practical advice for incorporating humanistic ideas into classroom settings and raising the general efficacy of education.

Objectives

1. To investigate the Importance of Humanism in the Development and Effectiveness of Education in high institutions in Uganda
2. Indicators of Effective Learning through Humanism in Education of Education in high institutions in Uganda

Research questions

1. What is the Importance of Humanism in the Development and Effectiveness of Education in high institutions in Uganda?
2. What are the Indicators of Effective Learning through Humanism in Education of Education in high institutions in Uganda?

Theoretical Review

Humanism Theory

According to academics like YM Aung (2020) and RK Nabiullina (2015), the Humanism Learning Theory highlights the inherent value of every person in the learning process. According to this notion, learning should be learner-centered, creating an atmosphere that encourages pupils to reach their greatest potential. In line with the values of inclusivity and respect for diversity, humanistic education emphasizes self-actualization, personal development, and the progress of the full person (Nabiullina, 2015; White, 2015).

This theory's fundamental tenet, that effective learning happens when pupils are motivated by internal motivations rather than external pressures, makes it relevant to the research. W. Huitt (2009) and M. Popovych et al. (2021) contend that integrating humanistic approaches into education guarantees both quality and long-term growth. Javadi and Tahmasbi (2020), for instance, used humanism in language classes and saw an increase in student participation and personal development.

Nonetheless, there are certain difficulties in implementing humanism in the classroom. According to GB Ekanayake and DR Lecamwasam (2021), the absence of in-person connection in online learning makes it difficult to fully apply humanistic ideals. This disparity demonstrates that although the theory is perfect for promoting holistic development, there is little practical use of it in a variety of educational contexts, especially in the digital age.

The Humanizing Pedagogy

The Humanizing Pedagogy, as examined by M del Carmen Salazar (2013) and N Aloni (2013), fills in the gaps left by the Humanism Learning Theory and provides a more flexible and inclusive framework. In addition to upholding the fundamental principles of humanism, this pedagogy incorporates transformational and critical techniques that take into account the sociocultural backgrounds

of its students. According to Salazar (2013), the classic humanistic approach may ignore the histories, experiences, and cultural identities of the students, which education as a path toward emancipation must take into account.

Because it emphasizes the relational dimensions of teaching and learning, the Humanizing Pedagogy bridges the gap between theory and practice, making it especially pertinent to our subject. According to O Tolstova and Y Levasheva (2019), it motivates teachers to design dialogic and participative learning environments where students' opinions and experiences are essential to the learning process. Paulo Freire's idea of education as a practice of freedom is consistent with this method (Firdaus & Mariyat, 2017).

The Humanizing Pedagogy offers a more thorough framework for successful learning by overcoming the shortcomings of the Humanism Learning Theory. It is most appropriate for this research since it not only supports the ideals of self-actualization and personal development but also integrates social justice and critical pedagogy. This approach works especially well in inclusive and diverse learning environments, as creating a learning environment that is truly effective requires appreciating and honoring each learner's individual contributions.

Justifications for the study

The study of humanism theory in Ugandan higher education is important because it emphasizes holistic education, which takes into account students' social, emotional, and cognitive growth. Humanism in education places a strong emphasis on promoting intrinsic motivation, developing the full person, and creating a positive learning atmosphere. In Ugandan higher education, where a variety of cultural, social, and economic obstacles impact the educational process, this theoretical framework is especially pertinent.

The foundation of the humanistic approach is the development of a nurturing learning environment and respect for human dignity. By encouraging a more welcoming and encouraging learning environment, a humanistic approach can help close educational gaps in a nation with a wide range of socioeconomic backgrounds.

In Uganda, where higher education institutions must deal with students' differing degrees of engagement and readiness, this pedagogical method is very advantageous. In order to improve educational outcomes, educators can cultivate a more motivated and engaged student body by utilizing humanistic teaching methods.

By attending to students' emotional and psychological needs, humanistic principles can improve this efficiency and lower dropout rates while also raising academic achievement. Academic achievement and the general quality of the learning environment at Ugandan institutions can both be enhanced by the humanistic approach to education, which places an emphasis on the growth of critical thinking and problem-solving abilities.

In Uganda, where socioeconomic difficulties and cultural diversity are common, humanistic education can support students' social cohesion, mutual respect, and understanding. This strategy is in line with the requirement that educational institutions prepare their students for both active and compassionate engagement in society as well as the labor market.

Literature Review

To investigate the Importance of Humanism in the Development and Effectiveness of Education.

Humanism is a philosophy and educational system that stresses each person's inherent worth, dignity, and potential. Using a variety of academic sources that emphasize humanism's fundamental ideas and useful applications in contemporary educational systems, this literature study investigates the role that humanism has played in the growth and efficacy of education.

The importance of humanism in creating a learning environment that puts students' overall development first is highlighted by YM Aung (2020). Humanistic education seeks to develop students' emotional, social, and ethical qualities in addition to their intellectual abilities, according to a research published in the International Journal of Advanced Research in Science. By emphasizing the whole person, humanistic education fosters the growth of independent, self-actualized people who can make valuable contributions to society.

Humanism is a key tenet of inclusive education, according to RK Nabiullina (2015). All students should have equal access to education, regardless of their backgrounds or skill levels, according to inclusive education. According to Nabiullina, the humanistic approach to education promotes acceptance and a sense of belonging, both of which are essential for the successful integration of various students. Humanistic concepts aid in the development of nurturing learning environments that meet the individual requirements of every learner by encouraging empathy, respect, and understanding.

The global trends in humanistic education are examined by Tolstova and Levasheva (2019), especially in light of the world's rapid change. Their study, which was presented at the SHS Web of Conferences, demonstrates how humanistic ideas are being modified

to meet the demands of modern education. The authors point out that humanistic education's focus on creativity, emotional intelligence, and critical thinking is becoming more and more pertinent in educating students for the challenges of the twenty-first century.

According to R. McDonald (2011), the fundamental tenets of humanistic education include the emphasis on self-directed learning, intrinsic motivation, and the creation of a nurturing learning environment. In "Business Schools under Fire," McDonald makes the case that these guidelines are crucial to creating an atmosphere in which students can succeed. Humanistic education empowers students to take charge of their education by placing a strong emphasis on personal development and introspection, which produces more significant and fruitful learning outcomes.

The practical use of humanistic teaching ideas in language instruction is examined by Javadi and Tahmasbi (2020). According to their research, which was published in *Theory and Practice in Language*, incorporating humanistic methods into the classroom improves students' motivation, involvement, and overall educational experience. The authors support instructional tactics that put students' emotional and psychological needs first, arguing that these methods improve both academic achievement and personal growth.

"Educational Psychology Interactive" by W. Huitt (2009) explores the relationship between open education and humanism. Open education's emphasis on flexibility and accessibility fits very nicely with humanistic ideas that support learner-centered methods and the democratization of information. According to Huitt, humanistic and open educational approaches can create more inclusive and productive learning environments by lowering obstacles to education.

In his investigation of the application of humanistic philosophy to Christian education, Abolade (2024) emphasizes how it might enhance moral and spiritual teaching. According to Abolade's research, humanism enhances religious education by focusing on the growth of moral integrity, empathy, and compassion—all of which are essential components of Christian teachings.

The difficulties of implementing humanistic concepts in online education are discussed by Ekanayake and Lecamwasam (2021). Their study, which was presented at IRSFOE 2021, discusses pedagogical and technological obstacles that may prevent humanistic education from being implemented in virtual environments. In spite of these obstacles, the authors offer ways to modify humanistic approaches to improve online education, like encouraging community and offering tailored feedback.

The importance of discussion in humanistic education is emphasized by N. Aloni (2013). Aloni asserts that having meaningful conversations with pupils promotes empathy, respect for one another, and critical thinking. According to "Educational Philosophy and Theory," this method supports the humanistic objective of creating well-rounded, socially conscious people.

M del Carmen Salazar (2013) presents the idea of a humanizing pedagogy, which reframes learning as a path to freedom and self-awareness. Salazar's work, which was published in the *Review of Research in Education*, emphasizes how education can change lives when it focuses on the human experience and gives students a sense of agency and empowerment.

Indicators of Effective Learning through Humanism in Education.

The extent to which instruction promotes students' critical thinking, emotional growth, and personal development is frequently used as a proxy for effective instruction. As an educational philosophy, humanism prioritizes individual needs, fosters autonomy, and highlights the learner's involvement in directing their educational experience, all of which improve learning results. Research on the markers of successful learning in the framework of humanistic education is compiled in this overview from a range of sources and viewpoints.

The foundation of humanism in education is the conviction that all students may achieve self-actualization and that learning opportunities should meet their social, emotional, and intellectual requirements. According to White (2015), the main principles of humanism in education center on creating an atmosphere of respect, inclusivity, and involvement where students are motivated to grow not only intellectually but also emotionally and socially. Traditional, more tightly structured educational systems frequently lack this viewpoint, which sees education as a holistic undertaking that fosters the development of the full person.

A key component of humanistic education is the value of a nurturing learning environment. Aung (2020) asserts that effective learning is greatly influenced by the nature of the teacher-student connection. Teachers are viewed as facilitators of the learning process rather than just instructors, fostering an atmosphere where students feel appreciated and understood. It is the teacher's responsibility to foster an environment of mutual respect and trust where students feel free to express themselves, explore ideas, and challenge preconceptions. This supports the findings of Nabiullina (2015), who highlights how humanistic approaches increase students' motivation and involvement in the learning process by making them feel more involved and empowered.

There are several markers that can be used to determine effective learning in this situation. Learner autonomy is the first one. Giving students the autonomy to guide their own education increases their commitment to the process and increases their perseverance in resolving issues. The humanistic paradigm promotes self-directed learning, in which students are in charge of establishing their own objectives and evaluating their own development, as McDonald (2011) explains. In addition to encouraging intrinsic motivation, this autonomy equips students with the lifelong learning skills necessary in the rapidly evolving world of today.

The growth of emotional intelligence is another important sign of successful learning in humanism. Fostering pupils' social and emotional growth is a major focus of humanistic education. According to White (2015), learning effectively involves both emotional and cognitive processes. Students are encouraged to examine their feelings, grow in empathy, and comprehend other people's viewpoints through humanistic teaching approaches. For students to succeed in both their personal and academic life, these emotional qualities are essential.

Creativity and critical thinking are further markers. Humanistic education promotes creativity and innovation by encouraging students to approach issues with an open mind. Aung (2020) supports this by pointing out that critical and creative thinking skills development are more important for effective learning than memorization. Students in a humanistic setting are not just passive consumers of knowledge; rather, they are active participants who interact with the subject matter and the outside world, gaining the capacity to evaluate, apply, and analyze information in practical settings.

Collaborative learning also shows up as a noteworthy indicator. Humanism places a strong emphasis on the value of interaction and community in education. Students who participate in cooperative activities are not only exposed to other perspectives but also cultivate interpersonal skills that are critical for both academic achievement and personal development, claim Tolstova and Levasheva (2019). Learning is seen as a social activity in humanistic education, and teamwork is seen as an essential component of the learning process.

Lastly, a fundamental component of humanistic philosophy is inclusive education. According to this concept, all students can learn effectively, regardless of their background or skill level. Every student should have the chance to succeed, and the goal of humanism in education is to remove obstacles to learning. According to Grebenyuk (2017), inclusive education promotes a culture that values diversity and attends to the individual needs of every student. In addition to encouraging academic success, this concept makes sure that every student has the opportunity to participate in the learning community.

In conclusion, a variety of academic, emotional, and social elements are included in the indicators of effective learning in a humanistic educational framework. Humanism is a thorough approach to education that aims to promote the growth of well-rounded people, from learner autonomy and critical thinking to emotional intelligence and collaborative learning. Humanism allows students to interact with learning in a profoundly meaningful and personal way by fostering inclusivity, emotional development, and intellectual inquiry, which eventually results in more successful educational achievements.

Methodology

Research Design

A descriptive cross-sectional survey design was used for the investigation. This strategy works well for gathering information at one particular moment in order to characterize how common humanist values are in higher education institutions with regard to successful learning. The impact of humanistic principles on learning outcomes and their degree of embedding were measured by the survey.

Study Population

The target population consisted of students, faculty members, and administrative personnel from chosen higher learning institutions in Uganda. Because these groups are directly involved in or impacted by the educational processes within the institutions, they were selected as the population.

Sample Size determination

For this investigation, a sample size of thirty people were employed. Despite its small size, this sample offered preliminary information about how humanistic ideas are applied in higher education.

Rationale behind Sample Size

Given that the study is exploratory in nature and aims to collect preliminary data that may guide more in-depth future research, the sample size of 30 was chosen.

Method and Procedure for Sampling

To guarantee representation from the various strata within the population, students, faculty, and administrative staff, a stratified random selection technique were employed.

1. Arrangement

Three strata, students, faculty, and administrative staff, to comprise the population.

2. Random Sampling

To guarantee that every person has an equal chance of being included in the study, participants were chosen at random from each stratum.

Method and Technique for Gathering Data

The main instrument for gathering data was questionnaires. To determine the degree of agreement or disagreement with statements pertaining to humanistic values and successful learning, the surveys included structured, closed-ended questions based on a Likert scale.

Questionnaire Design

The questions were grouped according to a number of humanistic concepts, including inclusivity, critical thinking, creativity, emotional intelligence development, learner autonomy, and collaborative learning.

Pre-testing

To guarantee the items' dependability, relevance, and clarity, the questionnaire will be pre-tested on a small sample.

Analysis of Data

Inferential statistics (Chi-square tests) will be used to examine correlations between variables, while descriptive statistics (means, percentages, and frequencies) will be used to describe the results.

Reliability and Validity

Validity

To guarantee the questionnaire's content validity, educational specialists will examine it to make sure it sufficiently addresses all pertinent facets of humanism theory and successful learning.

Reliability

The internal consistency of the questionnaire items will be evaluated using the Cronbach's alpha test.

Ethical considerations**Informed Consent**

Study participants were made aware of the study's objectives, their right to participate or decline, and that their answers will be kept private.

Confidentiality

To safeguard participant identity, data was anonymised.

Limitations of the study

The findings' generalizability was limited by the small sample size, and response bias was introduced by the use of self-reported data.

Study Findings and Discussion

The Importance of Humanism in the Development and Effectiveness of Education

Presentation and Analysis of Data**Table 1**

Response	Frequency	percent	Valid percent	Cumulative percent
Strongly agree	15	50.0	50.0	50.0
Agree	12	40.0	40.0	90.0
Neutral	2	6.7	6.7	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The majority of respondents (90%) either strongly agree or agree that humanistic education fosters holistic development, aligning with Aung's (2020) emphasis on the importance of nurturing intellectual, emotional, and social growth in students. This suggests strong support for the comprehensive approach advocated by humanistic principles.

Inclusivity through Humanistic Principles**Table 2**

Response	Frequency	percent	Valid percent	Cumulative percent
Strongly agree	15	50.0	50.0	50.0
Agree	12	40.0	40.0	90.0
Neutral	3	10.0	10.0	100.0
Total	30	100.0	100.0	

The responses indicate a strong consensus (90% agreeing) on the effectiveness of humanistic principles in achieving inclusivity. This is in line with Nabiullina's (2015) assertion that humanism promotes empathy and respect, essential for inclusive education.

Teacher-Student Relationships in Humanistic Learning

Table 3.

Response	Frequency	percent	Valid percent	Cumulative percent
Strongly agree	7	23.3	23.3	23.3
Agree	17	56.7	56.7	80.0
Neutral	3	10.0	10.0	90.0
Disagree	2	6.7	6.7	96.7
Strongly disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

With 80% of respondents agreeing that teacher-student relationships are crucial, the data supports Aung's (2020) argument that humanistic environments foster trust and respect, essential for effective learning.

Emotional Intelligence as an Outcome of Humanistic Education

Table 4.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	16	53.3	53.3	53.3
Agree	12	40.0	40.0	93.3
Neutral	1	3.3	3.3	96.7
Strongly Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

A significant 93.3% of respondents recognize the role of emotional intelligence in humanistic education, echoing White's (2015) view that effective learning involves emotional growth.

Self-Directed Learning and Intrinsic Motivation

Table 5

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	17	56.7	56.7	56.7
Agree	11	36.7	36.7	93.3
Neutral	1	3.3	3.3	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The data shows strong support (93.3% agreement) for self-directed learning and intrinsic motivation, which aligns with McDonald's (2011) principles of empowering students through self-ownership of their educational journey

Indicators of Effective Learning through Humanism in Education

Learner Autonomy

Table 1.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	16	53.3	53.3	53.3
Agree	10	33.3	33.3	86.7
Neutral	4	13.3	13.3	100.0
Total	30	100.0	100.0	

The data reveals that a significant majority (86.7%) of respondents agree that learner autonomy is a critical aspect of effective learning, with over half strongly agreeing. This supports McDonald's (2011) emphasis on the importance of self-directed learning in humanistic education, where students are empowered to take control of their educational journey, fostering intrinsic motivation and lifelong learning.

Emotional Intelligence Development

Table 2

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	16	53.3	53.3	53.3
Agree	12	40.0	40.0	93.3
Neutral	1	3.3	3.3	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

With 93.3% of respondents agreeing, emotional intelligence development is highlighted as a key outcome of humanistic education. This aligns with White's (2015) assertion that effective learning is both cognitive and emotional, emphasizing the role of empathy and self-awareness in fostering personal and academic growth.

Critical Thinking and Creativity

Table 3.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	10	33.3	33.3	33.3
Agree	17	56.7	56.7	90.0
Neutral	2	6.7	6.7	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

The data suggests a strong consensus (90%) on the importance of critical thinking and creativity, aligning with Aung's (2020) emphasis on these skills as crucial components of effective learning. This underscores the role of humanistic education in fostering innovative and problem-solving abilities, essential for intellectual growth and adaptability in a dynamic world.

Collaborative Learning

Table 4.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	9	30.0	30.0	30.0
Agree	17	56.7	56.7	86.7
Neutral	2	6.7	6.7	93.3
Disagree	1	3.3	3.3	96.7
Strongly Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Collaborative learning is affirmed by 86.7% of respondents, which resonates with Tolstova and Levasheva's (2019) perspective on the importance of social interaction in learning. Humanistic education's emphasis on teamwork and respecting diverse viewpoints fosters not only academic success but also essential interpersonal skills.

Inclusive Education

Table 5.

Response	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	15	50.0	50.0	50.0
Agree	11	36.7	36.7	86.7
Neutral	2	6.7	6.7	93.3
Disagree	1	3.3	3.3	96.7
Strongly Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

A substantial 86.7% agreement on inclusive education highlights the critical role of humanism in ensuring equitable learning opportunities. This supports Grebenyuk's (2017) advocacy for breaking down barriers to education, particularly relevant in diverse and socio-economically varied contexts like Uganda.

Conclusions

According to the study's findings, humanism is essential to the advancement and efficacy of education. The evidence repeatedly shows that humanistic values are strongly supported in a variety of learning-related domains.

First, humanistic education promotes intellectual, emotional, and social development in a holistic manner. This method backs up the notion that education should focus on the full person rather than just academic success.

Second, the results demonstrate how well humanistic ideas work to advance diversity. Humanistic education guarantees that different learning requirements are satisfied by promoting empathy and respect, resulting in an egalitarian learning environment.

Another crucial finding is the significance of the relationships between teachers and students. A humanistic setting that cultivates trust and respect improves education and makes learning more efficient and significant.

A major result of humanistic education is emotional intelligence, which highlights the significance of both cognitive and emotional development. This supports the idea that successful learning prepares students for both academic and personal achievement by including the full person.

Strong support is given to self-directed learning and intrinsic motivation, emphasizing how students can take charge of their own education. This method encourages intrinsic motivation and lifelong learning, both of which are essential for adjusting to a world that is constantly changing.

One of the most important components of successful learning is learner autonomy. The results provide credence to the notion that giving children autonomy over their education increases intrinsic motivation and sets them up for success in school throughout their lives.

Additionally emphasized is the cultivation of critical thinking and creativity, highlighting their significance in cultivating creative and problem-solving skills necessary for intellectual development and adaptation.

It is confirmed that collaborative learning, which fosters interpersonal communication and teamwork, is an essential part of humanistic education. Both academic achievement and the development of critical interpersonal skills depend on these abilities.

Finally, the effectiveness of humanism in removing obstacles to education and guaranteeing fair learning opportunities for every student is demonstrated, reinforcing its significance in advancing inclusive education. All things considered, the study backs up the holistic influence of humanistic ideas on boosting the growth and efficacy of education.

Recommendations

Promote Learner Autonomy:

Curriculum and instructional methods should be created by educational institutions to promote self-directed learning. Project-based learning, chances for individual study, and encouraging students to make decisions are a few examples of this.

Integrate Emotional Intelligence Development:

Programs at schools ought to include instruction on emotional intelligence. Prioritizing activities that improve empathy, self-awareness, and interpersonal skills can help students grow as individuals.

Enhance Critical Thinking and Creativity

Through problem-solving activities, open-ended inquiries, and chances for creativity across a range of subjects, teaching strategies should emphasize the development of critical thinking and creativity.

Foster Collaborative Learning Environments

Promote group projects, peer-to-peer learning, and cooperative learning so that students can cooperate, share ideas, and hone their collaboration abilities.

Commit to Inclusive Education

Adopt procedures and regulations that guarantee all students, irrespective of their aptitude or background, have equitable access to educational opportunities and resources.

Support Holistic Development

To develop well-rounded people, educational programs should take a comprehensive approach that takes into account students' intellectual, emotional, and social needs.

Encourage Self-Directed Learning

Give students options for their educational journeys and create settings that encourage self-directed learning to help them become independent and take ownership of their education. In order to create a nurturing and inspiring learning environment, teachers should receive training on how to establish solid, respectful connections with their pupils.

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