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Exploring the Influence of a Humanistic Approach in Higher Education on Motivation and Performance of Learner's Case of Master One Didactics and Applied Languages and Literature and Civilization Students

An Extended Essay Submitted in Partial Fulfillment of the Requirement for a Master's Degree in Didactics and Applied Languages

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Dedications 1

To my dear mother, whose unwavering love and endless sacrifices have been my source of strength and inspiration, thank you for always believing in me.

To my younger sister, Meriam, your enthusiasm and encouragement have kept me motivated and focused.

To my classmate, Atill, and my friends Azzet and Amine,thank you for your friendship, encouragement, and constant positivity and inspiration.With love and appreciation.

Ben Moussa Ahmed Feres

Dedications 2

To my mother and father, whose unwavering love and endless sacrifices have been my source of strength and inspiration, thank you for always believing in me.

To my younger brother, your enthusiasm and encouragement have kept me motivated and focused.

To my classmate fares,thank you for your friendship encouragement, and for being a constant source of positivity and inspiration.

Atill Miloud

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Abstract

While humanistic psychology has influenced various domains and contributed to our understanding of human behavior, its specific impact on learners' motivation and academic performance in educational settings requires further investigation. Understanding how the humanistic approach enhances motivation and promotes academic success is crucial for educators, researchers, and policymakers seeking practical approaches to optimize learning environments. Therefore, exploring the potential benefits and limitations of the humanistic approach in a learning and teaching context is essential. This study investigates the impact of the humanistic approach on student learning and behavior in the Algerian higher education context. The research aims to explore how a humanistic approach, emphasizing individual growth and personal development, contributes to enhanced student engagement, intrinsic motivation, and a sense of purpose in learning. The study employs a mixed-methods approach, utilizing two questionnaires administered to 38 professors from various Algerian universities and 50 students from (Belhadj_Bouchaib) University in Ain Temouchent. The first questionnaire examines the effectiveness of the humanistic approach in the teaching/learning process, while the second investigates students' preferred learning approaches. A case study is conducted, focusing on Master 1 students in Didactics and Applied Languages/Literature at the Department of Letters and English Language. The research proposes two hypotheses: The humanistic approach positively impacts learners' motivation and academic performance by prioritizing individuality, personal growth, and self-actualization. And hypothesis two is The humanistic approach is highly effective in a learning and teaching environment due to its focus on individuality, personal growth, and fostering positive relationships between teachers and students. A mono-method approach is adopted, utilizing two questionnaires administered to both English language teachers and Master 1 students. The findings of this study have the potential to inform the development of curriculum design and classroom practices that promote a more student-centered and holistic approach to education in Algeria.

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GENERAL INTRODUCTION

General Introduction

While humanistic psychology has significantly influenced various fields, its specific impact on learners' motivation and academic performance in educational settings remains a subject of ongoing inquiry. Understanding how the humanistic approach enhances motivation and promotes academic success is crucial for educators, researchers, seeking to optimize learning environments. Therefore, exploring the potential benefits and limitations of the humanistic approach in a learning and teaching context is essential. This research aims to examine the impact of the humanistic approach on learners' motivation and academic performance in educational settings. The study seeks to provide insights into effective teaching practices and the creation of optimal learning environments by investigating the factors within the humanistic approach.Therefore, the present study attempts to tackle thefollowing two questions:How does the humanistic approach enhance learners' motivation and promote academic performance?To what extent is the humanistic approach effective in a learning and teaching environment?.Based on the principles of humanistic psychology and the theoretical foundations of the humanistic approach, the following hypotheses are proposed:Hypothesis 1: The humanistic approach positively enhances learners' motivation and academic performance by focusing on individuality, personal growth, and self-actualization. This emphasis improves engagement, intrinsic motivation, and a sense of purpose during learning.Hypothesis 2: The humanistic approach is highly effective in a learning and teaching environment because it focuses on individuality, personal growth, and positive relationships between teachers and students. This approach promotes motivation, engagement, and academic success.The study sample will consist of 38 teachers from different universities in Algeria and 50 students from the University of Ain Temouchent (Belhadj_Bouchaib), all currently enrolled in the Master 1 Degree program in Didactics and Applied Languages and Literature and Civilization. These participants will be selected to take part in a questionnaire, in which they will be asked to express their opinions

andrespond to specific inquiries regarding their experiences with the humanistic approach toteaching and learning. The significance of the study lies in its exploration and understanding of teachers' perspectives on the humanistic approach to education. The findings will contribute to a deeper understanding of the humanistic approach's potential to enhance student learning and well-being.This research is divided into three main chapters: Chapter I: This chapter provides an overview of the research topic, objectives, research questions, hypotheses, methodology, significance, and structure.Chapter II: This chapter delves into the theoretical framework, examining the humanistic approach in education, its core principles, and its relationship to student motivation and engagement.Chapter III: This chapter presents the study's findings, analyzing data collected through questionnaires and discussing the results in relation to the theoretical framework. The concluding chapter summarizes the key findings, discusses their implications for educational practice, acknowledges the research's limitations, and offers recommendations for future research.

CHAPTER ONE: Humanistic Approach and Learning Environment

Literature review Chapter one:

Humanistic Approach and Learning Environment

1.1 Introduction

This chapter delves into the rich landscape of humanistic education, offering a comprehensive exploration of its core principles, historical roots, and potential benefits for learners. We will examine the very essence of teaching and learning within this framework, analyzing how the learning environment itself becomes a catalyst for growth and understanding.

We will delve into the key theories that underpin this approach, exploring how humanistic education values the individual, their unique experiences, and their capacity for self-discovery. This exploration will lead us to the heart of student-centered learning, where the learner takes an active role in shaping their own educational journey.

The chapter will also shed light on the crucial role of the teacher as a facilitator and guide, fostering a supportive and inclusive learning environment that encourages autonomy, critical thinking, and a deep sense of personal responsibility. We will discuss how humanistic education emphasizes the development of emotional intelligence and social-emotional learning, fostering well-rounded individuals capable of empathy, compassion, and responsible citizenship.

Finally, researchers will examine the practical applications of this approach in educational setting, on higher education exactly at university, and discuss its potential to empower learners to reach their full potential. Researchers will also address the challenges and criticisms of this approach, acknowledging its limitations and exploring ways to navigate them effectively.

1.2Definition of Teaching

Teaching is a complex and multifaceted process that facilitates learning, growth, and development in others. At its core, teaching involves a structured exchange of knowledge, skills, and values. The objective is to assist learners in developing comprehension, competence, and critical thinking abilities. Teaching is a dynamic and transformative activity that extends beyond traditional education. It encompasses cultivating intellectual curiosity, promoting personal development, and empowering students to become independent thinkers and lifelong learners.H.C. Morrison (1932) described teaching as "an intimate encounter between a more mature and less mature personality" . Jackson defined teaching as "a face-to-face engagement between two or more people, one of whom (The teacher) wishes to effect specific changes in the other participants (students)". According to Bennion (2015), teaching involves "shaping habits, acquiring information, instilling values, and establishing long-term interests" (p. 16). Suresh (2014) cites Edmund Amidon (1967), who defines teaching as "an interactive process that includes classroom conversation between teachers and students during prescribed tasks" (p. 56).Brown (2000) defines teaching as "demonstrating how to do something, offering directions, leading study, and imparting information" (p. 7). Based on these definitions, we can infer that teaching is the process of assisting pupils to achieve or acquire information. All of these scholars agree that these sessions are specific interventions to help people learn particular things, which is beneficial for both sides when the teacher explores and learns more about his job and the student is equipped with a new set of information.

1.3Definition of Learning

Learning is intrinsically linked to cognitive processes. Brown (1994) argued that "learning is more than a mechanical process; it necessitates cognitive engagement by the learner. Meaningful learning, distinct from rote learning, involves the learner associating meaning with

knowledge, information, or the subject matter being taught". This approach can facilitate information acquisition and memory retention. According to Smaldino (2007), "learning encompasses acquiring new knowledge, skills, or attitudes through interactions with information and the environment (p. 10)."Brown (1994) "further elaborated on the concept of learning by breaking it down into its constituent components and subparts."

a. Learning is the acquisition or getting.

Learning involves the process of obtaining new knowledge, skills, behaviors, values, or preferences.

b. Learning is the retention of information or skills.

Learning involves the ability to store and maintain the acquired information or skills over time.

c. Retention implies storage systems, memory, and cognitive organization.

Learning requires the use of memory systems and cognitive processes to organize and store the acquired knowledge or skills.

d. Learning involves an active, conscious focus on and acting upon events outside or inside the organism.

Learning is an active process where the learner engages with and responds to external or internal stimuli.

e. Learning is relatively permanent but subject to forgetting.

The acquired knowledge or skills from learning tend to be relatively long-lasting, but can be subject to forgetting or decay over time.

f. Learning involves some form of practice, perhaps reinforced practice.

Learning is often facilitated through repetition, rehearsal, or reinforcement of the desired behaviors or skills.

g. Learning is a behavior change.

Learning results in a relatively permanent change in an individual's behavior, knowledge, or skills.

1.4 Learning environment or classroom

Learning environment can refer to an educational approach, cultural context, or physical space in which teaching and learning occur. The term is commonly used as amore definitive alternative to the classroom. However, it typically refers to the context of educationalphilosophy or knowledge experienced by the student and a variety of learningcultures—its prevailing ethos and characteristics, how individuals interact, governingstructures, and philosophy. In a sociocultural context, the learning environment may relate to the culture of the population it serves and its location. Learning environments varysignificantly in terms of use, learning styles, organizational structure, and educational institution.The culture and background of a place or organization comprises aspects such as a style ofthinking, acting, or working, also known as organizational culture. A learning environment such as an educational institution also includes factors such as operational characteristics of the instructors, instructional group, or institution, as well as the philosophy or knowledge experienced by the student, and it may also encompass a variety of learning cultures.

1.5 Humanistic learning Theories

Rogers, a leading figure in humanistic psychology, emphasized the importance of empathy, genuineness, and unconditional positive regard in therapeutic relationships. This approach, often referred to as "client-centered therapy," aligns with the humanistic focus on individual growth and self-discovery.Carl Rogers (1961, 1980).The humanistic approach to education is based on many vital beliefs and viewpoints.

1.5.1 Self-actualization Theory (Maslow)

Abraham Maslow established the hierarchyof needs, which states that individuals have wants ranging from fundamental physiologicalnecessities to self-actualization"A Theory of Human Motivation" (1943). In education, this notion proposes that students' fundamental needs be addressed before they can fully participate in learning and aspire forself-actualization.

1.5.2 Client-Centered treatment (Rogers):

Carl Rogers's client-centered treatmenthighlighted the necessity of providing a supportive and compassionate environment forpersonal development"On Becoming a Person" (1961). In education, this method results in student-centered learningsettings in which instructors serve as facilitators, assisting students with self-discovery andprogress.

1.5.3 Experiential Learning (Dewey)

John Dewey promoted hands-on, experientiallearning in which students actively engage with their surroundings to build theirunderstanding. Dewey thought that education should be relevant to students'lives andexperiences and that meaningful experiences lead to the most effective learning."Democracy and Education" (1916).

1.5.4 Holistic Education (Miller)

J. P. Miller advocated holistic education, which focuseson developing the entire individual, mind, body, and spirit. In addition to academicaccomplishment, this method emphasizes creativity, critical thinking, emotional intelligence,and interpersonal skills.Miller, J. P. (2007). The holistic curriculum (2nd ed.). University of Toronto Press

1.5.5 Intrinsic Motivation (Deci and Ryan)

According to Edward Deci and Richard Ryan's Self-Determination Theory, people are naturally driven to engage in activities thatsatisfy their psychological requirements for autonomy, competence, and relatedness "The Psychology of Human Motivation" (1985). Ineducation, encouraging intrinsic drive entails giving students agency in their learning and the opportunity to accomplish things.

1.6 Definition of the Humanistic Approach

The humanistic approach can be formulated in various ways. The following definition, Abraham Maslow (1943)Maslow's hierarchy of needs is a cornerstone of humanistic psychology. While not explicitly defining the "humanistic approach," his work emphasizes the inherent potential for growth and self-actualization in individuals. Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370-396. Carl Rogers (1961) Rogers, a leading figure in humanistic psychology, emphasized the importance of empathy, genuineness, and unconditional positive regard in therapeutic relationships. This approach, often referred to as "client-centered therapy," aligns with the humanistic focus on individual growth and self-discovery. Rogers, C. R. (1961). On becoming a person: A therapist's view of psychotherapy. Constable. Abraham H. Maslow (1968) Maslow's book Toward a Psychology of Being further elaborated on his humanistic perspective, emphasizing the importance of self-actualization and the pursuit of meaning in life Maslow, A. H. (1968). Toward a psychology of being. Van No strand Reinhold. Carl R. Rogers (1980)Rogers's book A Way of Being continued to explore the principles of humanistic psychology, focusing on the importance of personal growth, authenticity, and the creation of a more just and compassionate world. By taking a more proactive stance, one may assert with conviction that the heart and soul of the humanistic

approach lies in the development of self-concept and realization of personal potential. This concept is fervently echoed throughout the writings of Carl Rogers - the most notable theorist of humanistic psychology. In sum, the humanistic approach is a perspective that conceptualizes human nature as innately good and steered toward the constructive fulfillment of potential. Although different theorists may use different terminology, the basic tenets remain constant. Human nature is viewed as dynamic, susceptible to change, and possessing the dual realization of constructive and destructive forces. The humanistic approach aims to enhance the preponderance of the former by focusing on the conditions that facilitate and inhibit movement towards elevated levels of functioning, stressing a scientific approach to the study of behavior and the application of knowledge to change and working towards the betterment of humanity.

1.6.1 Humanistic psychology

A larger framework stresses the importance of subjective experiences, human growth, and a person's inherentgoodness. This viewpoint honors each student's individuality and highlights their capacity for growth and self-actualization.These beliefs together form the basis of the humanistic approach to education, whichstresses students' holistic development, promotes intrinsic motivation, and emphasizes thesignificance of supportive and empowering learning environments.

Rogers, C. R. (1961). A leading figure in humanistic psychology, emphasized the importance of empathy, genuineness, and unconditional positive regard in therapeutic relationships. This approach, often referred to as "client-centered therapy," aligns with the humanistic focus on individual growth and self-discovery.

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1.7 Importance of the Humanistic Approach in Education

The humanistic approach in education emphasizes the importance of the affective domain, which represents attitudes, values, and interests about learning. Humanistic educators believe that the affective and cognitive are integrated, and they stress the potential of self-actualization. A student-centered system of education is crucial for self-actualization to occur, as it provides an affective environment for students to thrive.

Rogers (1983) proposed a more practical style of education and a method of helping students discover value in learning. He outlined five steps for developing a curriculum around the affective needs of students:

a) The teacher presents a set of learning tasks,

b) The teacher then identifies the students' prerequisite knowledge, attitudes, and values concerning the task,

c) The teacher then diagnoses students' resistance or blocking of the learning tasks,

d) The teacher encourages the student to verbalize his resistance or feelings about the task

e) The teacher then continues with the task only when the students' feelings show a high probability of enhancing learning. In this method, the teacher is facilitative, and the student is more self-directed, with both sharing a role in the learning process.

Researchers firmly believe that these are the essence of student-based education, which involves a tremendous effort to teach the educator effectively (Huo, 2006; McKenna, 1995; O'Hara, 2003).

1.8 Student-centered learning

Within the humanistic approach to education, student-centered learning highlights the need to concentrate on each student's unique needs, interests, and abilities. Insteadof seeing students as passive information consumers, this method sees them as activeparticipants in their learningprocess. "The humanistic approach and student-centeredlearning are compatible in the following ways" Bannert, M. (2002)

1.8.1 Personalization

Learners with diverse learning styles, interests, and strengths areacknowledged in student-centered learning, which acknowledges their individuality. It adjusts instructional strategies and curriculum to meet students' unique needs and interests.

1.8.2 Autonomy

Self-reliance and independence are basic components of the humanisticapproach. Students are encouraged to take charge of their education through goal-setting, decision-making, and reflection on their progress through student-centered learning. Rather than being figures of authority, teachers serve as guides or facilitators.

1.8.3 Active Engagement

This method encourages participation in learning activities onan active basis. Rather than simply taking in material, students are encouraged to activelyparticipate in conversations, pose questions, and conduct in-depth research on subjects. Learning is believed to be a dynamic process that incorporates both practical experience andcritical thought.

1.8.4 Holistic Development

The emphasis of humanistic education is on students' intellectual, emotional, social, and moral development. This is made possible bystudent-centered learning, creating a welcoming environment where learners are appreciated, feel important, and are inspired to reach their most significant potential.

1.8.5 Learner / Educator Relationships

The humanistic approach strongly emphasizes fosteringpositive relationships between educators and students. In an environment where students feelsecure and supported to express themselves and take chances, teachers work to build rapport,trust, and empathy with their students through student-centered learning.The humanistic approach to student-centered learning aims to enable studentsto become self-sufficient, lifelong learners who can express themselves and evolve asindividuals.

1.9 Individuality and Self-Expression

Humanistic approaches to psychology, such as Carl Rogers's person-centered therapy, highly value individuality and self-expression. These methods appreciate individual experiences and viewpoints, emphasizing the uniqueness of each person.

1.9.1 Person-Centered Approach

Person-centered therapy, a branch of humanistic psychology, emphasizes the individual's subjective experience. It highlights the importance of creating a compassionate and encouraging atmosphere where people can express themselves without fear of repercussions.

1.9.2 Self-Actualization

Humanistic ideas, such as Maslow's hierarchy of needs, emphasize self-actualization. This concept involves the intrinsic desire of individuals to reach their potential, stay true to themselves, and strive for personal growth and happiness.

1.9.3 Holistic and Present-Focused Perspective

Humanistic psychology takes a holistic view of individuals, considering their experiences, feelings, thoughts, and actions concerning their life circumstances. This perspective acknowledges the complexity of human nature and the uniqueness of each person's journey. Humanistic perspectives also emphasize the importance of the present moment over dwelling on the past or worrying about the future. Individuals are encouraged to fully engage in their experiences and express themselves authentically by focusing on the here and now.

1.9.4 Encouragement of Self-Expression and Respect for Diversity

Humanistic approaches and therapies support individuals in exploring and expressing their feelings, thoughts, and desires openly and freely. It may involve verbal communication and artistic, musical, dramatic, or written expression. Additionally, humanistic psychology respects the diversity of individual experiences influenced by cultural, societal, and personal backgrounds. It promotes inclusive and respectful environments that value each person's uniqueness.

Humanistic approaches to psychology emphasize respecting individuality and encouraging self-expression as essential components of personal growth, satisfaction, and overall well-being.

1.10 Promotion of Personal Growth and Development

From the humanistic perspective, promoting self-growth and development involves nurturing each person's inherent capacity for growth, self-actualization, and fulfillment. Humanistic psychology values human potential, free will, and subjective experiences.

1.10.1 Unconditional Positive Regard and Empowerment

Show compassion, acceptance, and understanding without judgment. It allows individuals to explore their thoughts, emotions, and experiences in a secure space without fear of being judged or rejected. Additionally, it assists individuals in making decisions that affect their personal growth and development to promote autonomy and self-determination. Encourage them to take responsibility for their choices and actions and support them as they face challenges and setbacks.

1.10.2 Encourage Self-Reflection and Celebrate Progress

Journaling, mindfulness, and self-evaluation exercises foster self-awareness and introspection. Encourage individuals to reflect on their experiences, values, and beliefs and explore how these factors influence their growth. Acknowledge and celebrate individuals' achievements, no matter how small. Recognize their efforts and progress toward their goals, motivating them to continue on their path of self-awareness and development.

1.10.3 Establish a Supportive Community

Create a supportive community where individuals can share their experiences, learn from each other, and receive encouragement and validation. It fosters a sense of connection and belonging.

By implementing these ideas and strategies, individuals can better understand themselves, enhance their resilience and self-confidence, and ultimately lead more meaningful and fulfilling lives.

1.11 Role of the Teacher in the Humanistic Approach

In the humanistic approach to education, the development of the whole person—intellectually, emotionally, socially, and morally—is emphasized.Maslow, known for his hierarchy of needs, "believed that teachers should create a learning environment that meets students' basic needs (e.g., safety, belonging) and fosters their growth towards self-actualization". The role of the teacher or facilitator is crucial in nurturing these aspects:

1.11.1 Development of the Whole Person

Facilitator of Learning: Instructors act as facilitators rather than the sole sources of information, fostering an environment that promotes inquiry, analysis, and personal development. They guide students in their pursuit of knowledge and self-awareness.

- Encouraging Self-Discovery and Reflection: Facilitators encourage introspection and self-reflection, helping students gain a deeper understanding of themselves, their values, and their goals through discussions and reflective activities.
- Developing Emotional Intelligence: Instructors understand the importance of emotional intelligence for learning and growth. They help students develop self-awareness, empathy, and practical communication skills.
- Holistic Assessment: Humanistic educators use holistic assessment techniques considering academic achievement, personal development, and social-emotional growth, offering a comprehensive view of student progress.
- Maslow, A. H. (1943). Maslow's hierarchy of needs highlights the importance of meeting basic needs (physiological, safety, love/belonging, esteem) before

- individuals can pursue self-actualization. This involves:

- Realizing One's Potential: Developing one's talents, abilities, and creativity.

- Finding Meaning and Purpose: Seeking a sense of purpose and contribution in life.

- Experiencing Peak Experiences: Moments of intense joy, fulfillment, and connection.

1.11.2. Creating a Supportive and Nurturing Environment

The humanistic approach prioritizes the development and well-being of individuals by creating a supportive and nurturing atmosphere:

- Unconditional Positive Regard: Create an environment where individuals are respected and appreciated for who they are, free from criticism or restrictions. It involves showing genuine concern for their welfare and honoring their viewpoints and experiences.

- Empathy and Authentic Relationships: Engage in empathetic understanding and active listening, developing sincere bonds with others. It fosters open communication and a sense of community.

- Establishing a Safe Space: Ensure a physically and psychologically safe environment with clear boundaries, constructive conflict resolution, and mutual respect and understanding.

1.11.3. Encouraging Autonomy and Responsibility

Humanistic educators promote autonomy and self-determination, encouraging students to take charge of their education and personal growth:

- Empowerment and Autonomy: Assist students in making decisions that affect their personal growth, encouraging them to take responsibility for their choices and actions.

- Self-Direction and Goal Setting: Encourage students to set goals and take accountability for their learning, fostering independence and self-motivation.

- Specific, Timely, and Constructive Feedback: Provide targeted, helpful feedback to enable students to grow and improve continuously.

- Dewey, J. (1916). Dewey, a prominent educational reformer, emphasized the importance of "learning by doing" and hands-on experiences. He believed that:

- Active Learning: Students should be active participants in their learning, not passive recipients of information.

- Problem-Solving: Teachers should encourage students to solve real-world problems and apply their knowledge.

- Critical Thinking: Students should be equipped to think critically, analyze information, and make informed decisions.

1.11.4. Respect for Diversity and Inclusion

Rogers, C. R. (1961) , a central figure in humanistic psychology, emphasized the importance of unconditional positive regard for all individuals. This means:

Acceptance: Accepting and valuing individuals for who they are, regardless of their background, beliefs, or characteristics.

Empathy: Understanding and appreciating different perspectives and experiences Non-Judgmental Attitude: Approaching others with an open mind and avoiding prejudice or bias.

Humanistic psychology respects the diversity of individual experiences influenced by cultural, societal, and personal backgrounds, promoting inclusive environments:

- Celebrating Diversity: Embrace and value differences in personal preferences, ethnicity, religion, and culture. Create an inclusive atmosphere where everyone feels respected and valued.

- Honoring Individual Agency: Recognize and support each person's freedom to make life choices, encouraging them to explore their values, beliefs, and goals.

- Promoting Honest and Open Communication: Foster a culture where individuals feel free to express their opinions, feelings, and views openly, respecting and valuing different perspectives.

1.11.5. Encouragement of Creativity and Innovation

The humanistic approach to learning emphasizes the importance of fostering creativity and innovation among students. According to Maslow (1954), a key proponent of humanistic psychology, self-actualization is the highest level of human motivation, where individuals strive to reach their full potential and express their creativity. In the context of education, this translates to creating learning environments that nurture and encourage students' innate drive for self-expression and innovation.

Rogers (1961) further elaborated on the role of creativity in humanistic education, stating that "the only person who is educated is the one who has learned how to learn and change" (p. 276). He believed that education should focus on developing students' ability to adapt, problem-solve, and think critically, rather than simply imparting knowledge. This approach allows students to actively engage in the learning process and apply their creativity to find unique solutions to challenges.

By integrating these fundamental characteristics, humanistic education promotes personal growth, self-awareness, autonomy, and a sense of belonging within a supportive and inclusive community. The goal is to facilitate the full development of persons.

Regarding education, the humanistic approach emphasizes the holistic development of persons, particularly intellectual, emotional, social, and moral development. Unlike traditional approaches to education, this viewpoint considers the individual student's development, the cultivation of self-awareness, and the realization of the student's inherent potential. One of the most critical aspects of this method is the instructor or facilitator, responsible for cultivating an encouraging and loving atmosphere, respecting variety, encouraging autonomy, and stimulating creativity. The following essential components provide an overview of how humanistic education seeks to establish an educational environment that is enlightening and enables students to flourish in their personal and academic lives.

1.12 Student-Centered Engagement in Humanistic Pedagogy

The humanistic approach to education emphasizes the importance of student-centered engagement and active learning. At the core of this pedagogical philosophy is the belief that students should be empowered to take an active role in their own learning process (Rogers, 1961).

According to Maslow's (1943) hierarchy of needs," self-actualization is the highest level of human motivation, where individuals strive to reach their full potential. In the context of education, this translates to creating learning environments that nurture and encourage students' innate drive for self-expression, creativity, and personal growth" (Maslow, 1954).

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Dewey (1938) further elaborated on the role of experiential learning, where students learn through hands-on, problem-solving activities that are relevant to their lives. This approach encourages students to actively engage with the material, explore their own ideas, and develop critical thinking skills (Dewey, 1938).

Similarly, Rogers (1983) advocated for a student-centered approach to learning, where the teacher acts as a facilitator, guiding and supporting students in their learning journey. This model emphasizes the importance of relevance, participation, negotiation, and self-assessment, allowing students to take ownership of their learning and fulfill their individual needs (Rogers, 1983).

In summary , the focus of a humanistic education is on engaging students and encouraging them to participate in the learning process while also being empowered to take charge. By fostering such environments, educators can help students reach their full potential and become self-directed, lifelong learners.

1.13   CONCLUSION

An overview of the literature on the humanistic approach as a process and why it should be used as a tool to achieve better outcomes is given in this chapter. It demonstrated the value of participation and classroom communication in a learning environment. Additionally, it clarified the issue of low motivation, particularly when learning English. It illustrates the connection between academic success, linguistic proficiency, motivation, and learning. It also offered a strong vision for encouraging all-encompassing growth and giving people the tools they need to realize their greatest potential. This approach lays the foundation for an inclusive, compassionate, and student-centered educational system by strongly emphasizing individual learning experiences, mental health, and positive teacher-student relationships. The literature

stressed the need to incorporate various factors into learning, such as motivation, classroom engagement, and amusement. The research study and its efficacy will be discussed in the second chapter.

Chapter Two

Methodology and Tools of Research

2.1 Introduction

In the second chapter of this study, the researchers have analyzed and interpret the current research, focusing on the effectiveness of the humanistic approach in enhancing learners' motivation and promoting academic performance among master's degree students and teachers. This chapter outlines the methodology used to study. It covers the sample population, research instruments, validity and reliability, and data analysis methods.

To achieve this, the researchers have employed a quantitative approach. The research methodology includes using two questionnaires, one for teachers and another for students, administered using Google Forms. These questionnaires consist of closed-ended and open-ended questions and multiple-choice options, allowing us to collect quantitativeon attitudes, perceptions, and experiences.

Using the quantitative data from the questionnaires, the researchers are utilizing aresearch Onion. The research onion provides a structured and comprehensive approach to research design, allowing the researcher to consider the various philosophical, methodological, and practical considerations that may impact the quality and validity of their research findings (Saunders et al., 2007).This approach allowsus to illustrate the stages involved in developingresearch work by Saunders et al. (2007). In other words, the onion layers give a more detailed description of the stages of a research process. The quantitative data offers statistical summaries and patterns.The research is being conducted at (the University of Ain Temouchent_Belhadj_Bouchaib), and the findings will contribute to a broader understanding of the benefits and implications of incorporating humanistic principles into master's degree education.

2.2 Research Methodology

Saunders, M., Lewis, P., & Thornhill, A. (2019). The mono method in research refers to using either a quantitative or qualitative methodology exclusively, without combining the two approaches.

The advantages of using only the mono and quantitative approach.First of all,its only faire to say that Quantitative research methodemphasizes numerical data, statistical analysis, and objectivity can demonstrate the accuracy and strength of results.This is particularly useful for research questions that require precise measurements, hypothesis testing, and identification of causal relationships.Next simplicity of duplication,Saunders, M., Lewis, P., & Thornhill, A. (2019). Said "Quantitative research method usually have protocols and procedures that facilitate the replication of studies and verification of results. It contributes to the reliability and validity of the research." Another reason is suitable for hypothesis testing.Quantitative research is useful for testing hypotheses and evaluating the significance of relationships between variables.It is helpful for research that seeks to confirm theories or examine specific cases. Finally,this study aims to bring back the light of the humanistic approach to education.

2.3 Setting and Sample Population

The study was conducted at Ain Temouchent University, and the target population for this research was Master one Englishreading. The study sample will comprise 38 teachers from different universities in Algeria and 50 students from the University (Ain temouchent_Belhadj_Bouchaib) all currently enrolled in the Master's Degree program in Didactics and Applied Languages and Literature. These participants will be selected to participate in a questionnaire, where they will be requested to express their opinions and respond to specific inquiries related to their experiences with the humanistic approach in teaching and learning.

2.3.1 Setting

The settings in a research study refer to the physical, social, or experimental context in which the research is conducted. It includes the location, period, population, and environmental factors (Editage Insights, 2022).Exploring the impact of the humanistic approach in education in Algeria.The researchers have opted for a case study as the chosen research method. This study is at (the University Belhadj_Bouchaib) in Ain Temouchent in 2023/2024.

2.3.2 Population

A critical educational research component is sampling, which is choosing a representative sample from a broader population. According to Martínez-Mesa et al. (2016): "sample is a finite part or subset of participants drawn from the target population. In turn, the target population corresponds to the entire set of subjects whose characteristics interest the research team" (p.326). The researcher must carefully choose a representative sample of participants based on relevant qualities and characteristics that align with the research design, as it is impracticable to investigate the entire population.

The researchers choosefirst-year Master's students from two specialties: Didactics and Applied Linguistics and Literature and Civilization. The Didactics and Applied Linguistics specialization are organized into two groups, each comprising 47 students, while the literature and civilization specialization constitute a single group of 25 students. This careful categorization aims to comprehensively represent the diverse academic pursuits within the English department.

In addition to student participants, the research incorporates the perspectives of faculty members from the Department of English

Tree teachers from Ain temouchent (University Belhadj_Bouchaib) and 35 teachers from different universities in Algeria have been selected for questionaries, with two dedicated to teaching Didactics and Applied Linguistics and the remaining two focusing on Literature and Civilization. These educators, chosen for their expertise and insight into the respective disciplines, will provide valuable perspectives on the humanistic approach to education and student behavior. By engaging students and teachers across these specialized domains, this study aspires to offer a holistic understanding of the educational landscape at the intersection of the impact of humanities in education at the (University Belhadj_Bouchaib) in Ain Temouchent during the specified academic year.

The questionnaires were administered via Google Forms. This online platform offers several advantages, including ease of access, participant anonymity, and efficient data collection and analysis.Researchers utilize a quantitative method using the mono method obtained from the questionnaires. This approach allows for a comprehensive understanding of the effects of the humanistic approach on master's 1-degree students and teachers.

2.4 Research Instruments

Any research investigation would be incomplete without research instruments. A research instrument is a scientifically and methodically developed tool for collecting, measuring, and analyzing data linked to research objectives and alignments (Oben, 2021, p.114).In this study, the researchers have used one research tool: questionnaires. This tool has its unique role, bringing distinct advantages and limitations to the research process.

Rosala, M. (2024, January 26). The Nielsen Norman Group emphasizes that open-ended questions result in more profound insights, while closed questions provide clarification and detail but no unexpected insights.

The questionnaires were administered via Google Forms. This online platform offers several advantages, including ease of access, participant anonymity, and efficient data collection and analysis.We utilize a quantitative method using the mono method obtained from the questionnaires. This approach allows for a comprehensive understanding of the effects of the humanistic approach on Master's 1-degree students and teachers.

2.5Pilot study

"Pilot studies are small-scale studies that are conducted to test the feasibility and effectiveness of a research protocol before a full-scale study is undertaken" (Foy et al., 2013, p. 16).In this research, a pilot study was conducted with studentsand teachers to test the two questionnaires for this research project. No issues or challenges were faced during the study, as participants responded to the questions efficiently.

2.6 Questionnaire as an Instrument

"A questionnaire, as the main and the most dominant way of collecting primary and quantitative data, makes the data collection process standardized and comparable. Thus, it can ensure a faster and more accurate data collection process and facilitate the data processing" (Taherdoost, 2022, p. 14)."A questionnaire is a set of written questions used to gather information from a sample of people" (Neuman, 2014, p. 279).The researchersinvolved distributing online questionnaires to 50 students and 38 teachers, all of whom responded. Thetwo questionnaires comprised 22 questions.

Table2.1student's questionnaire objectives

The researchs involved distributing an online questionnaire to 50 students, all of whomresponded; the questionnaire comprised ten questions.

Questions.

Question	Objective
Q1 How important is it for you to feel comfortable and supported in your learning environment?	To understand the value students, place on a supportive learning environment.
Q2 Do you feel that your teachers prioritize creating a positive and inclusive classroom atmosphere? How does it impact your learning experience ?	To assess students' perceptions of the classroom atmosphere and its impact on their learning.
Q3 How do you settle an effective relationship with your teachers to have support?	To understand how students build positive relationships with their teachers for support.
Q4 Are you able to express your individual learning needs and preferences to your teachers? How do they respond to the matter ?	To assess students' ability to communicate their needs and teachers' responsiveness.
Q5 What strategies or teaching methods do you find most effective in helping you understand and retain information?	To identify the learning strategies and teaching methods students find most effective.
Q6 How do you feel about being actively involved in the learning process, such as discussions, group work, or hands-on activities?	To gauge students' attitudes towards active learning.
Q7 How do you assess your own progress and understanding in the subjects you study? What kind of feedback from your teachers is most helpful to you?	To understand how students assess their progress and the types of feedback they find most beneficial.
Q8 What does motivate and promote your effective learning? Can you identify any specific factors that enhance your motivation?	To identify the factors that motivate and enhance students' effective learning.
Q9 Do you enjoy opportunities for creative expression and innovation in your learning? How does it impact your engagement and interest in the subjects?	To understand the impact of creativity and innovation on students' performance and motivation to learn. The goal is to explore how students perceive and respond to opportunities that foster creativity and innovation in their experiences.
Q10 How important is it for you to collaborate with your peers and work in teams?	To assess the importance students place on collaborating with their peers and working in teams.

Table 2.2 Teachers Questionnaire

The researchers involved distributing an online questionnaire to 38 students, all of whom responded; the questionnaire comprised twelve questions, ten closed-ended and two open-ended.

Questions.

Question	Objective
Q1How familiar are you with the humanistic approach in education?	Objective: to achieve if educators adopt this approach
Q2What do you emphasize on when applying the humanistic approach?	Define understanding of the humanistic approach in education.
Q3How does the humanistic approach enhance learners motivation?	Objective: Evaluate understanding of how the humanistic approach enhances motivation.
Q4How does the humanistic approach promote academic performance?	Objective: to reveal the role of the humanistic approach in promoting academic achievement
Q5What are the strategies adopted in the learning environment?	Explore knowledge of specific strategies derived from the humanistic approach.
Q6How does the humanistic approach consider learners individuality?	Assess understanding of how the humanistic approach values learners' individuality.
Q7To what extent is the teacher and learners relationship important in the learning environment?	The question aims to explore the importance of good relationships between teachers and students in promoting academic and student well-being.
Q8How does a learner reach self-directed learning?	This question aims to assess the student's understanding of autonomyself-study.
Q9Could you share any teaching/learning experience in which the humanistic approach has been adopted?	To gather examples of how the humanistic approach is implemented in practice.
Q10What kind of problems in the learning setting can be resolved by applying the humanistic approach?	To identify the specific challenges that can be addressed through this approach.
Q11Could you share any teaching/learning experience in which the humanistic approach has been adopted?	to elicit a specific teaching or learning experience, the humanistic approach has been adopted to provide a concrete example of how this approach has been applied in practice and the resulting outcomes.
Q12What kind of problems in the learning setting can be resolved by applying the humanistic approach?	to explore the specific problems or challenges in the learning setting that can be addressed or resolved by applying the humanistic approach.

2.7 Validity and Reliability

The researchers used a quantitative approach (mono method) to ensure the validity and reliability of this research on the impact of the humanistic approach on education in Algeria.

2.8 Conclusion

Chapter two of this research study examines the methods used to study the effectiveness of the humanistic approach to improving student motivation and learning in a master's program. The researchuses questionnaires as the primary data collection tool, delivered via Google Forms to teachers and students.The questionnaires, designed to collect quantitative data, are a mixture of closed, open-ended, and multiple-choice questions, providing a comprehensive understanding of the participants' experiences and perspectives. The chapter provides an overview of the question structure, including the purpose of each question and its objectives.The study sample comprises 38 teachers from different universities in Algeria and 50 students from (Belhadj_Bouchaibe)university, all currently enrolled in a Master's1 program.

Chapter 3

Data Analysis and Recommendations

IV. Chapter 3

3.1 Introduction

The researchers have analyzed the teachers' and students questionnaires in this final chapter. The researchers have summarized the key findings from the student's questionnaire regarding their experience of the humanistic approach, providing a clear overview of the insights gained from the analysis. As exhibited in the previous chapter, the second questionnaire was conducted with three teachers from the Department of English at Ain and 35 teachers from different Algerian universities, and the researchers have delved into each question results, in addition to the studys limitations and recommendations.

3.2 Description of the Questionnaire Results

This chapter analyzes the data collected using a single data collection tool: students and teachers questionnaire. The analysis will include the quantitativeapproach to understand the research objectives better and answer the research question.

3.2 Student'squestionnaire:
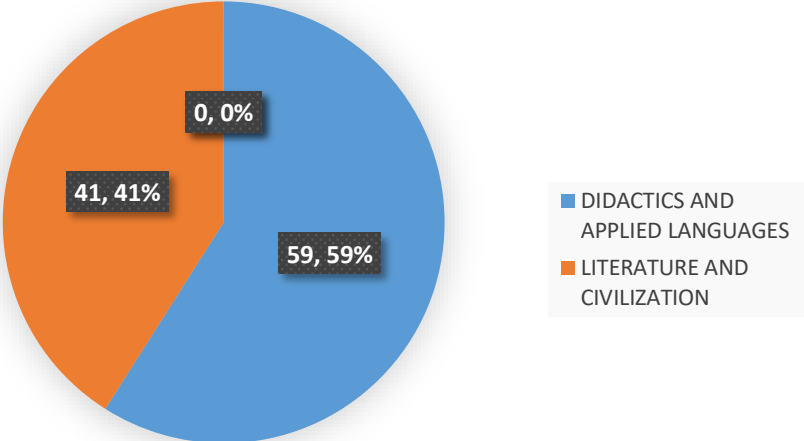
Question1: Your gender?

Figure 3 .1S*tudent's gender*
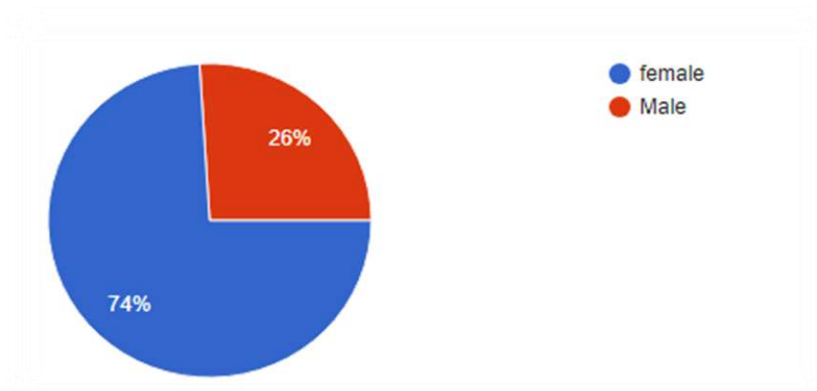
- The pie chart shows the percentage of females and males. The majority of students are female, making up 74%. The remaining 26% of students are male.

Question 2: What is your Field of study ?

Figure3.2 Distribution of Students by Field of Study

The pie chart showing that 59% of students study didactics and applied languages. The second field is literature and civilization, which accounts for 41% of the students.

Question 3: How important is it for you to feel comfortable and supported in your learning environment?

Figure 3.3 The importance of supporting learning environment
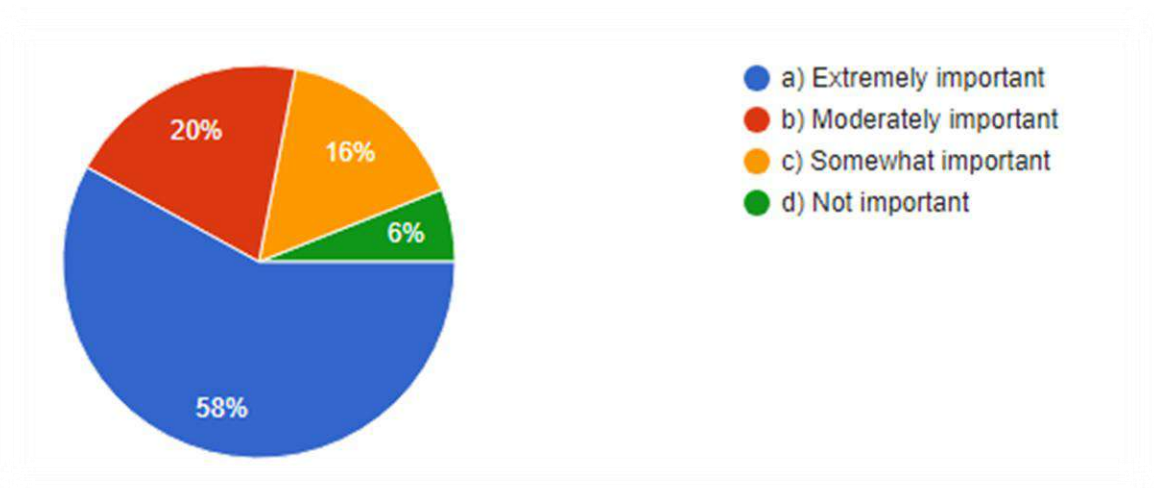
- This pie chart shows 58% of students rated as "Extremely important". 20% rated it as "Moderately important", 16% as "Somewhat important", and only 6% as "Not important".

Question 4: Do you feel that your teachers prioritize creating a positive and inclusive classroom atmosphere? How does it impact your learning experience ?

Figure 3.4 The importance of creating a positive and inclusive classroom environment
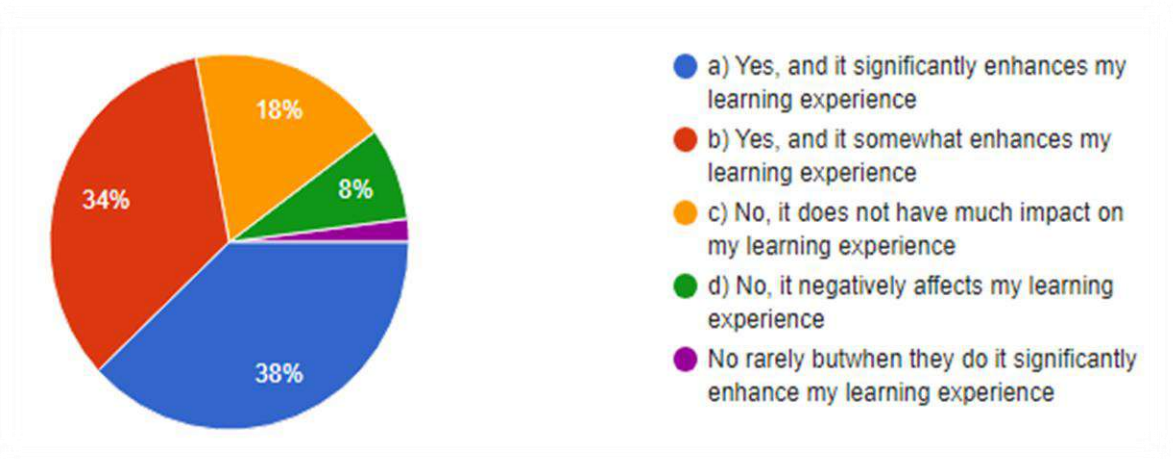
- The pie chart showing the distribution of responses to the question. The options and their respective percentages are as follows:

- Yes, and it significantly enhances my learning experience - 38% Significantly enhances

- Yes, and it somewhat enhances my learning experience - 34% Significantly enhances

- No, it does not have much impact on my learning experience - 8% No impact

- No, it negatively affects my learning experience - 18% Negative impact

- No, rarely, but when they do, it significantly enhances my learning experience - 2% Interestingly

Question 5: How do you settle an effective relationship with your teachers to have support?

Figure3.5 valuable insights into building effective relationships with teachers to receive support and enhance the learning experience.
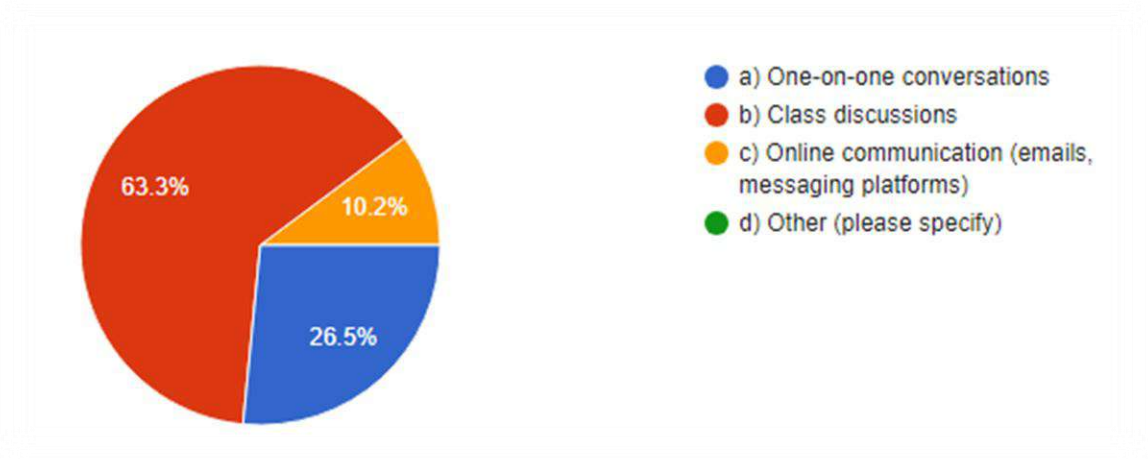
- The figure showinghow students manage positive relationships with their teachers to gain support. 63.3% of students prefer one-on-one meetings, 26.5% prefer in-class discussions, 10.2% prefer online communication, and 0% prefer other methods.

Question 6: Are you able to express your individual learning needs and preferences to your teachers? How do they respond to the matter?

Figure 3.6 The importance of expressing individual learning needs and preferences to teachers
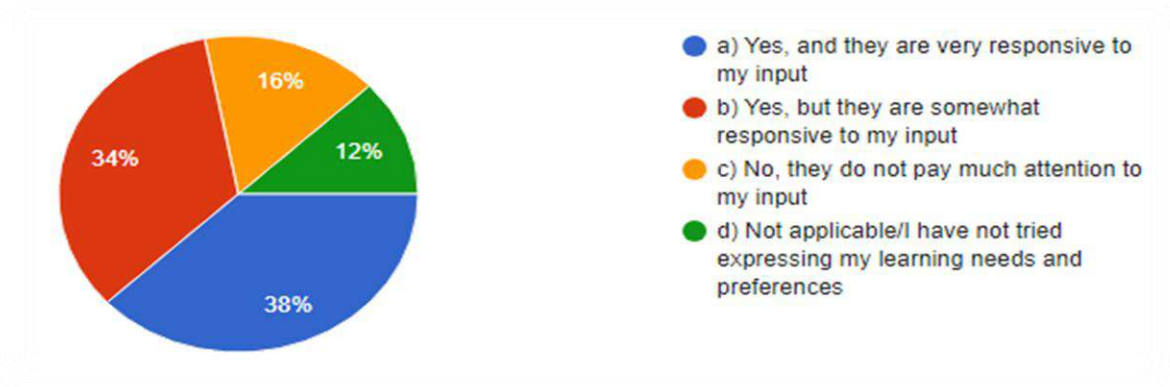
- The pie chart showing the percentage of students who can express their individual learning needs and preferences to their teachers. 38% of the students said they can express their needs and preferences, and their teachers are very responsive. 34% of the students said they could express their needs and preferences, but their teachers were somewhat responsive. 16% of the students said they cannot express their needs and preferences to their teachers. 12% of the students said they could not express their needs and preferences to their teachers because they had not tried.

Question 7: What strategies or teaching methods do you find most effective in helping you understand and retain information?

Figure 3.7 Strategies and teaching methods that can help improve understanding and information retention
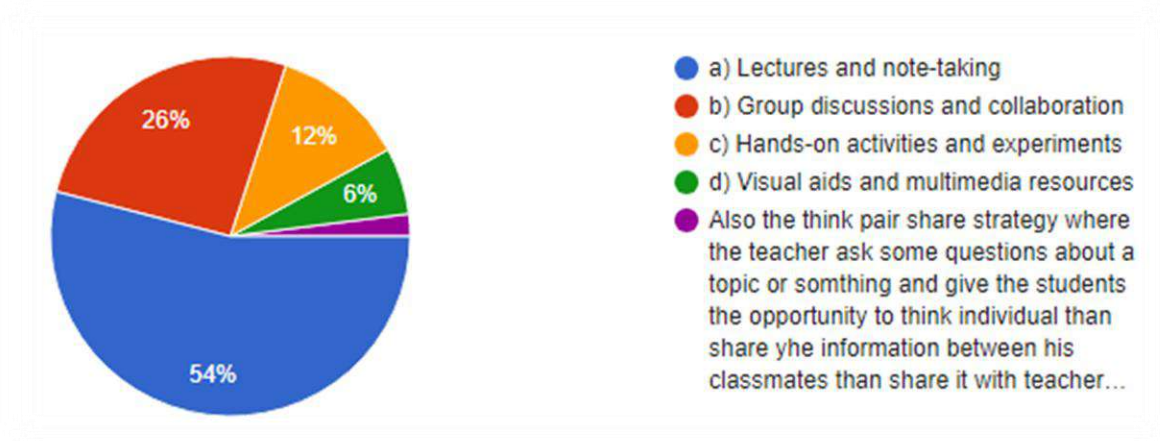
- The pie chart illustrateing the percentage of students who find different teaching methods compelling. The most effective method is lectures and note-taking, which 54% of students prefer. It is followed by group discussions and collaboration (26%), hands-on activities and experiments (12%), and visual aids and multimedia resources (6%). The least effective method is the think-pair-share strategy, which only 2% of students prefer.

Question 8 :How do you feel about being actively involved in the learning process, such as discussions, group work, or hands-on activities?

Figure 3 .8 Students perception the value and impact of engaging in the learning process.
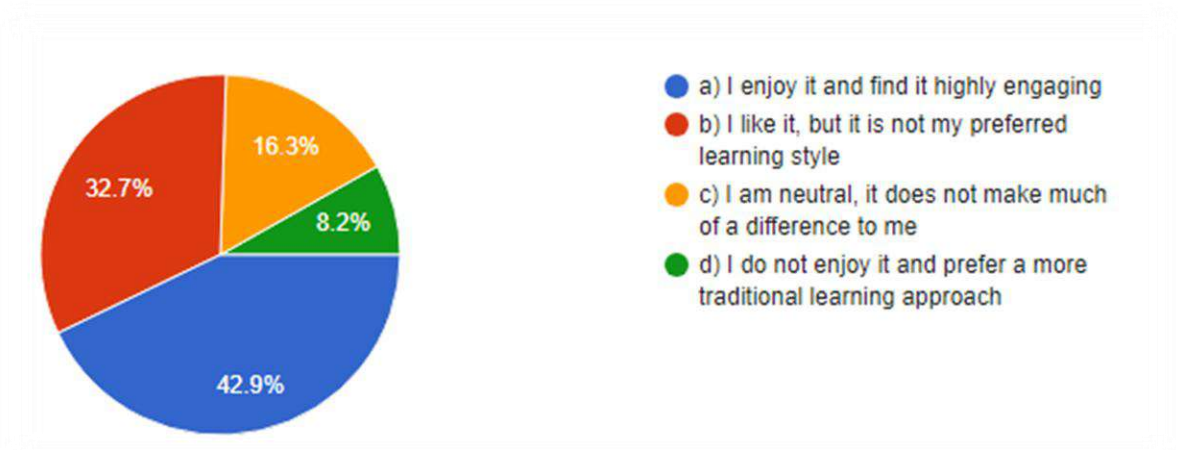
- This pie chart shows (42.9%) of students enjoy actively participating in the learning process and find it highly engaging. 32.7% of the students like being actively involved, but it is not their preferred learning style. 16.3% of the students are neutral and do not have a strong preference either way. 8.2% of the students do not enjoy actively participating in the learning process and prefer a more traditional learning approach.

Question 9:How do you assess your own progress and understanding in the subjects you study? What kind of feedback from your teachers is most helpful to you?

Figure 3.9 The types of feedback from teachers that students find most beneficial.
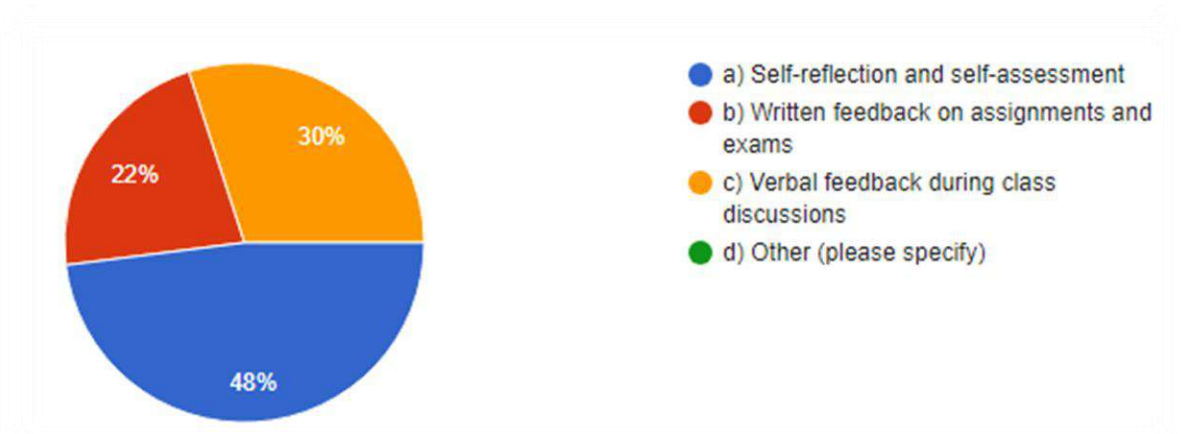
- The pie chart showing that 48% of students found self-assessment the most helpful way to assess their progress and understanding of the subject they are studying. 30% of students find written feedback on assignments and exams helpful, and 22% find verbal feedback during class discussions helpful. Only 1% of students find other methods of assessment to be the most helpful.

Question 10:What does motivate and promote your effective learning? Can you identify any specific factors that enhance your motivation?

Figure 3.10 the factors that drive and enhance effective learning.
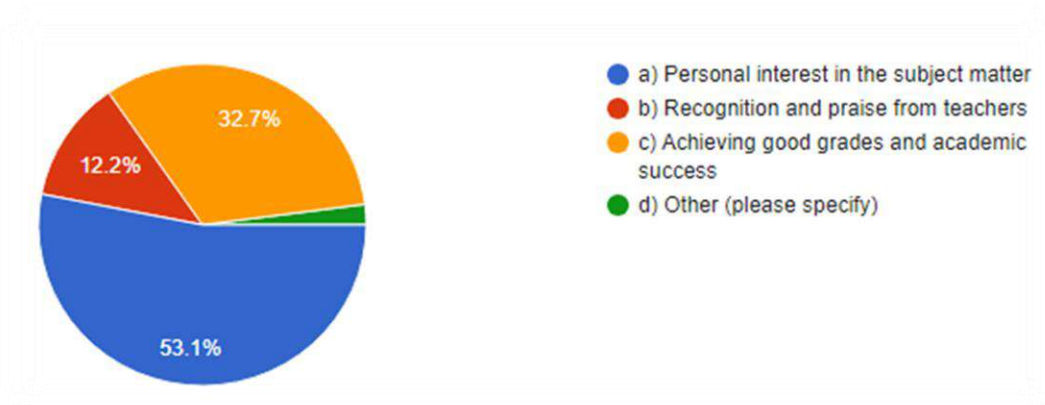
- The pie chart showing that 53.1% of students are motivated by their interest in the subject matter. 32.7% of students are motivated by the recognition and praise from teachers. 12.2% of students are motivated by achieving good grades and academic success. 2% of students are motivated by other factors.

Question 11: Do you enjoy opportunities for creative expression and innovation in your learning? How does it impact your engagement and interest in the subjects?

Figure3.11 An inquiry into students' enjoyment and engagement**.**
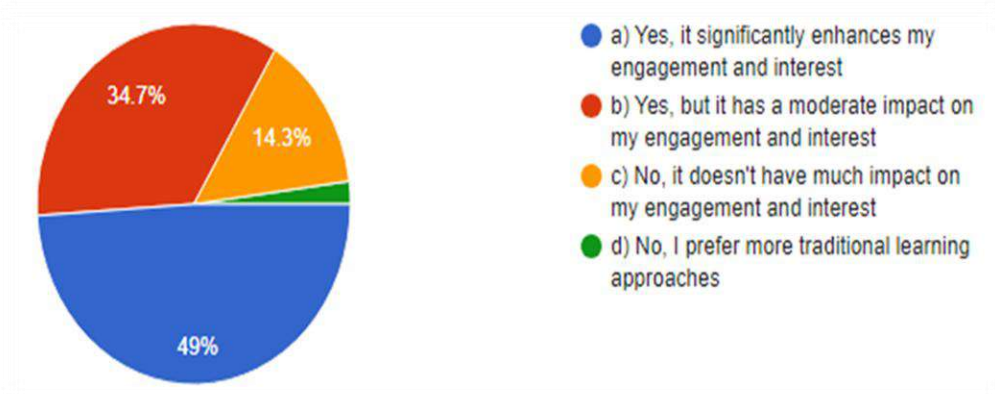
- The pie chart showing the percentage of students who enjoy opportunities for creative expression and innovation in their learning. Most students (49%) enjoy these opportunities and find they enhance their engagement and interest in the subjects. A significant proportion of students (34.7%) agree that creative expression and innovation moderately impact their engagement and interest. However, 14.3% of students do not find these opportunities impactful, and a small minority (2%) prefer more traditional learning approaches.

Question 12: Howimportant is it for you to collaborate with your peers and work in teams?
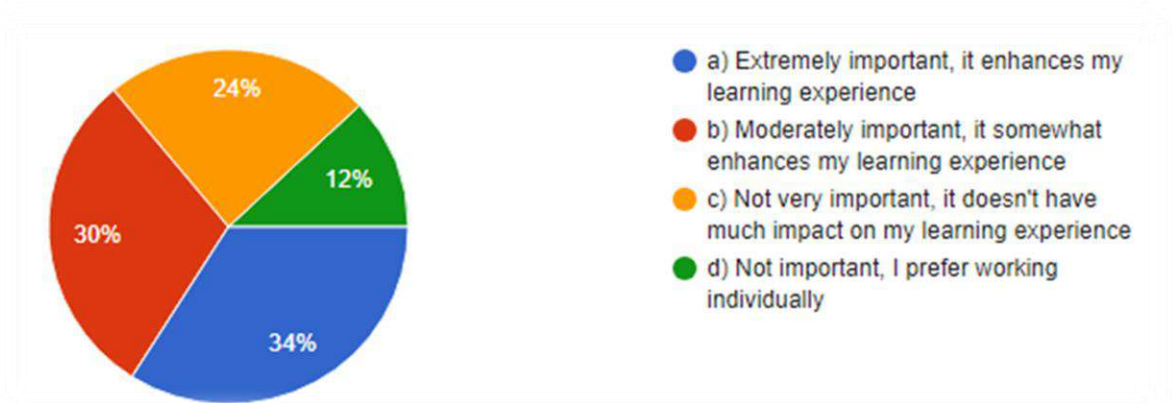
In this pie chart, the most common response was "Moderately important, it somewhat enhances my learning experience," with 34% of respondents choosing this option. The second most common response was "Not very important; it does not have much impact on my learning experience", with 30% of respondents choosing this option. The third most common response was "Extremely important, it enhances my learning experience," with 24% of respondents choosing this option. The least common response was "Not important, I prefer working individually," with 12% of respondents choosing this option.

3.3 Discussion of Student Questionnaire Results

Matching to the analysis, the researchers have summarized the key findings from the students questionnaire regarding a humanistic approach, providing a clear overview of the insights gained from the analysis. Students attach great importance to feeling comfortable and supported in their learning environments. They value teachers who prioritize creating a positive and inclusive environment where they can succeed. One-on-one tutoring is popular with students because it provides personal support and guidance. They find their teachers are sensitive to their learning needs, making them feel supported and empowered. Students find lectures, note-taking, group discussions, and practical activities beneficial in terms of practical learning strategies. They enjoy actively participating in the learning process because it increases their engagement and understanding. Students value self-assessment and self-evaluation as an excellent way to monitor their progress and identify where they need to improve. Additionally, students engage in their interests, teacher recognition, and a sense of accomplishment, all contributing to their learning.

3.4 Teacher'squestionnaire

Question 1 How familiar are you with the humanistic approach in education?

Figure3.13 Familitary of humanistic approach in education.
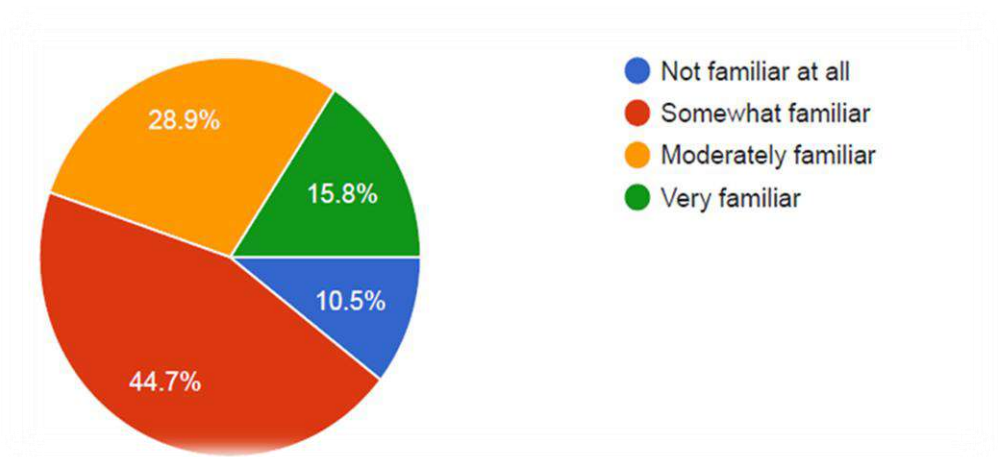
- Here we can see a pie chart showing the percentage of people familiar with a particular topic. The options are: not familiar at all , somewhat familiar, and very familiar . Most people (44.7%) are somewhat familiar with the topic. 28. 9% are fairly well known, 15.8% are very well known, and 10.5% are not known at all.

Question 2 What do you emphasize on when applying the humanistic approach?

**Figure 3.14** The emphasize on applying the humanistic approach.
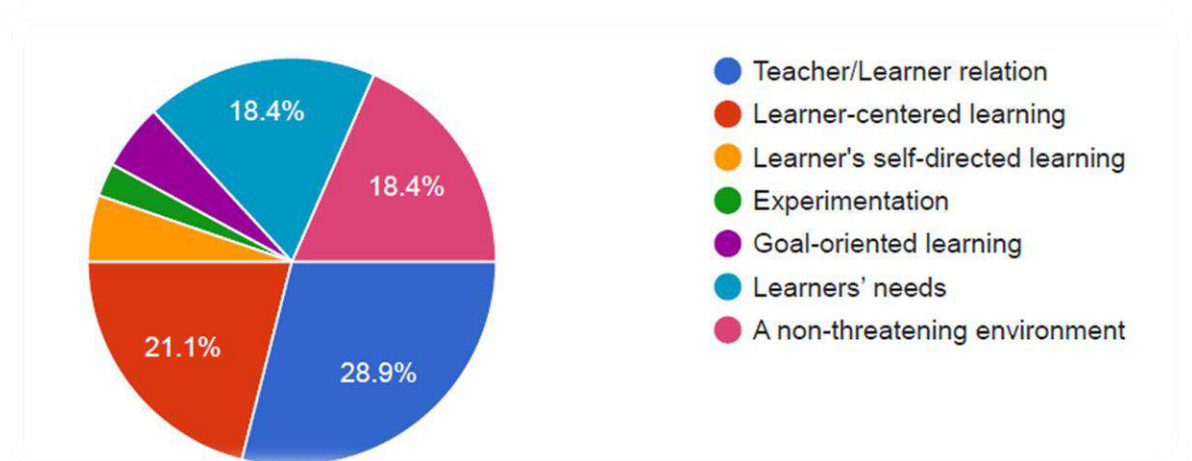
•This pie chart showing the distribution of different teaching methods. The most popular method is the teacher-student relationship, with 28.9%. It is followed by student-centered learning (21.1%) and a non-intimidating environment (18.1%). 4%) and experiment (18.4%). The most popular methods are goal-oriented learning (9.2%) and student needs (4%).

Question 3 How does the humanistic approach enhance learner's motivation?

Figure 3.15 The humanistic approach towards motivation.
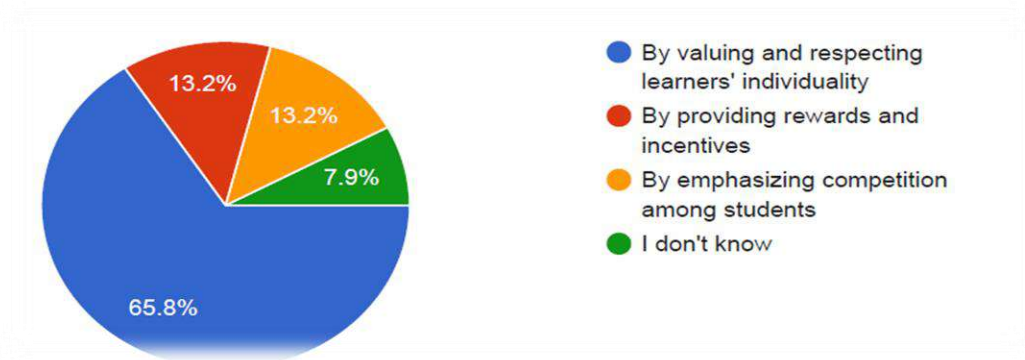
- The pie chart illustrateing that 65.8% of teachers consider valuing and respecting learners' individuality the best way to encourage college students. 13.2% of teachers consider supplying rewards and incentives the best way to encourage college students. 13.2% of teachers consider that emphasizing opposition amongst college students is the best manner to encourage college students. 7.9% of teachers are not positive about the best manner to encourage college students.

Question 4 How does the humanistic approach promote academic performance? Choose the most suitable answer:

Figure 3.16 The Promotionof academic performance by the humanistic approach.
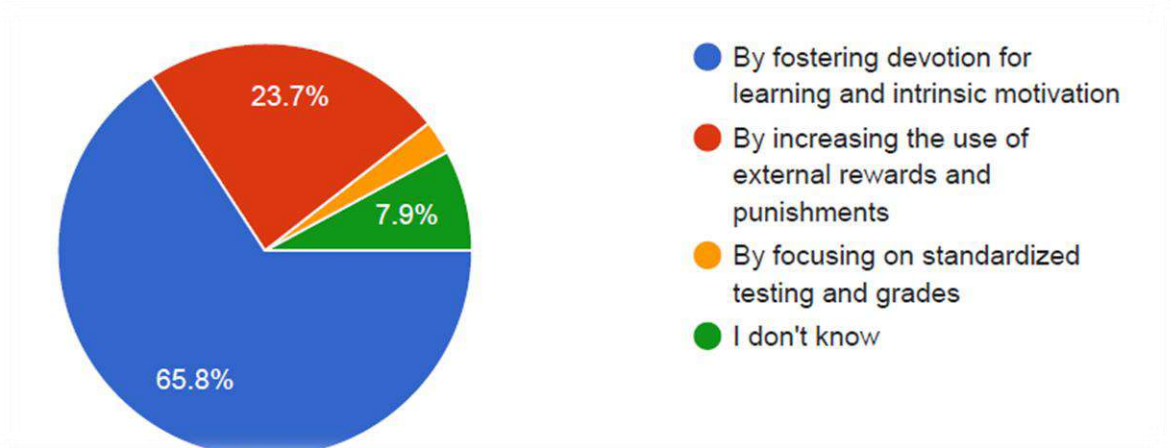
- The graph showing that 65.8% of teachers believe encouraging engagement and motivation is the best way to improve student learning. 23.7% of teachers believe that the best way to improve student learning is to use external rewards and punishments more. 7. 9% of teachers believe the best way to improve student learning is to focus on standardized tests and grades. 7. 9% of teachers do not know how to improve their students' learning process.

Question 5 What are the strategies adopted in the learning environment?

Figure 3.17 Strategies adopted for learning.
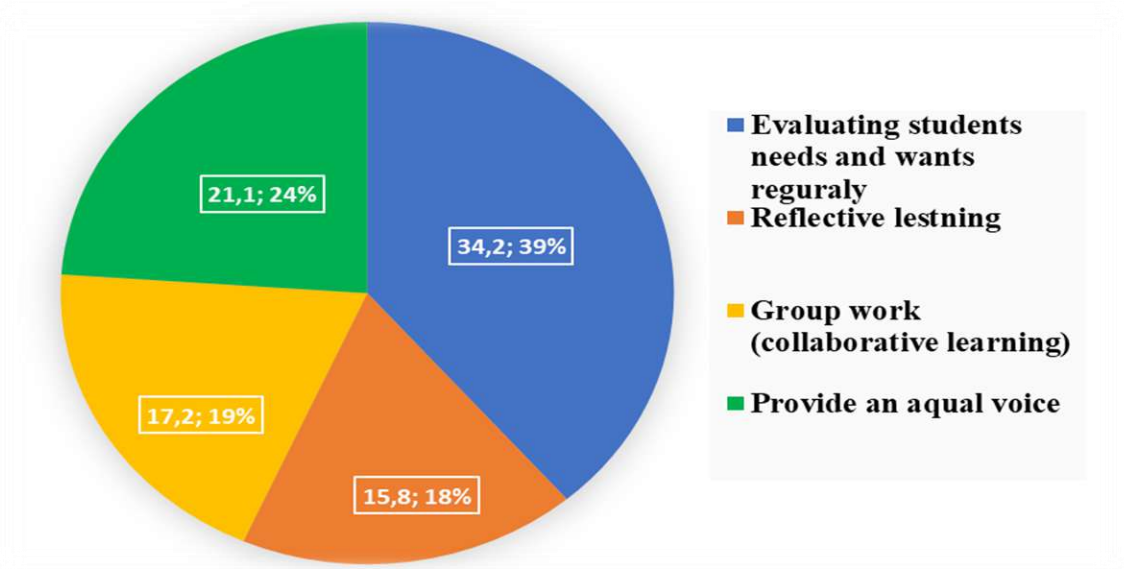
The pie chart showing that 65.8% of teachers believe encouraging engagement and motivation is the best way to improve student learning. 23.7% of teachers believe that the best way to improve student learning is to use external rewards and punishments more. 7. 9% of teachers believe the best way to improve student learning is to focus on standardized tests and grades. 7. 9% of teachers do not know how to improve their students' learning process.

Question 6 How does the humanistic approach consider the learner's individuality?.
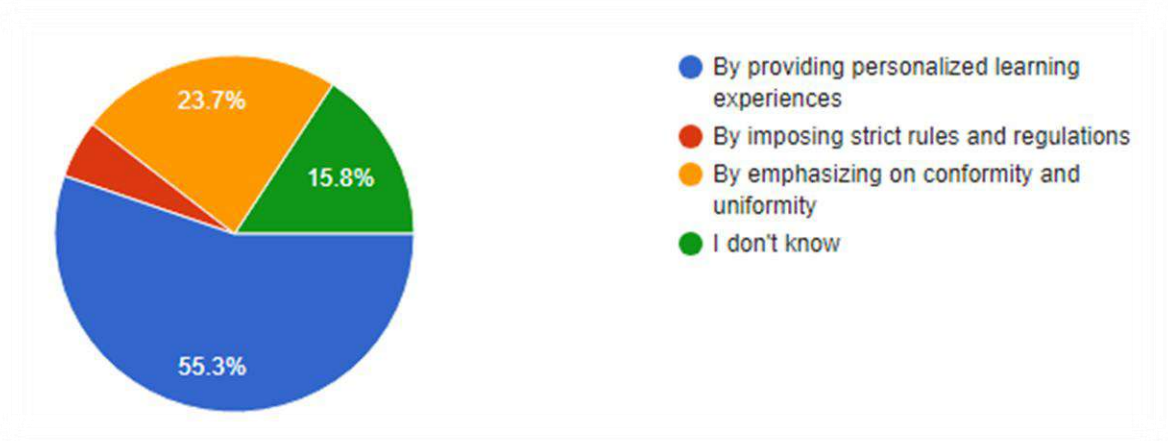
- Here, the chart showing that 55.3% of teachers believe universities should focus on providing a unique learning experience.It shows that teachers value the humanistic approach because it emphasizes the importance of meeting the needs of each individual. Teachers believe providing students with a hands-on learning experience will make them more interested and motivated. They also believe that this method will help students develop their full potential.

Question7 To what extent is the teacher and learner relationship important in the learning environment?

Figure 3.19 The importance of the teacher and learner relationship in the learning environment.
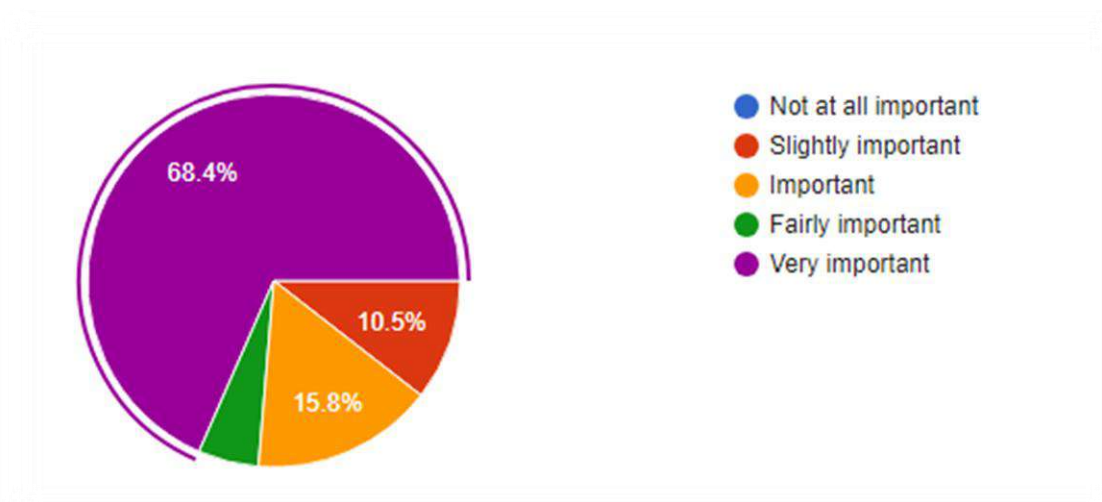
- The pie chart illustrating the respondents' perceptions of the importance of good relationships between teachers and students in promoting academic and student well-being. Most respondents (68.4%) indicated that it is very important. This is followed by 15.8% of respondents who think it is fairly important, 10.5% who opine that it is slightly important, and 5.3% who think it is unimportant.

Question 8: How does a learner reach self-directed learning?

Figure 3.20 Learner and self-directed learning.
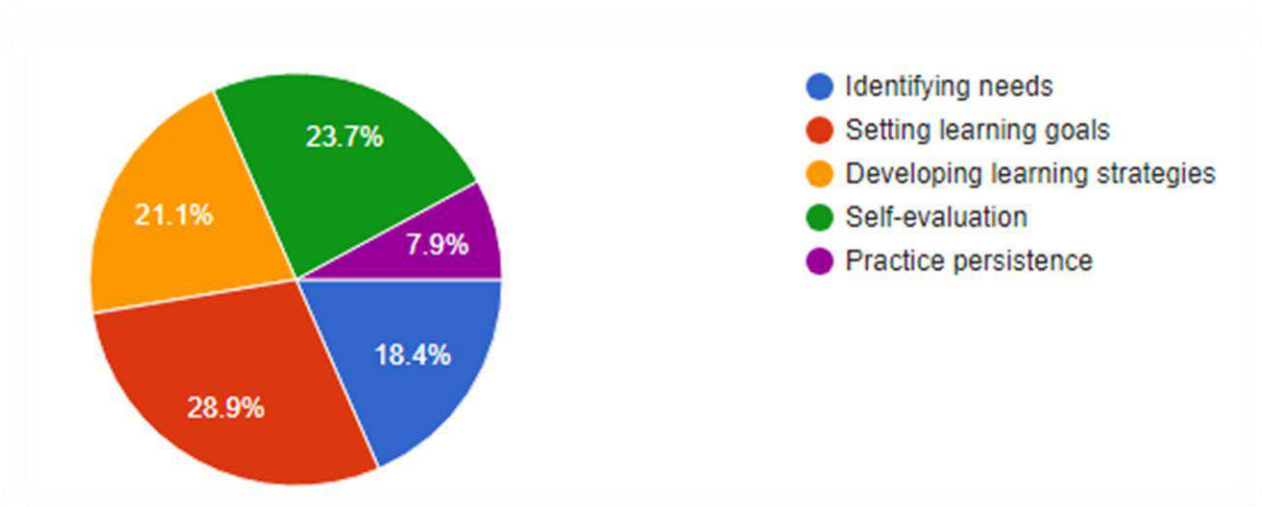
The pie chart showing the percentage of teachers who used different strategies to reach self-directed learning for their students. The most popular strategy was identifying needs (28. 9%), followed by setting learning goals (21. 1%), developing learning strategies (18. 4%), self-evaluation (7. 9%) and work tolerance (23.7%).

Question 9 How can the humanistic approach address diverse learning needs?

Figure 3.21 Addressing diverse learning needs by the humanistic approach.
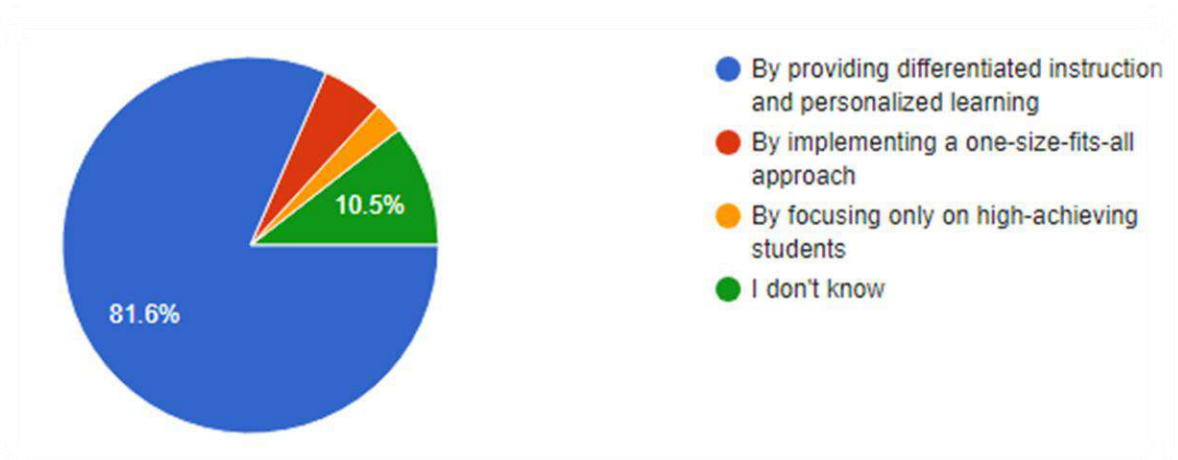
• The pie chart showing that 81.6% of teachers believe the humanistic approach can address diverse learning needs by providing differentiated instruction and personalized learning. This implies that teachers should tailor their instruction to meet the needs of each student rather than using a one-size-fits-all approach. 10.5% of teachers believe that the humanistic approach can be used to address diverse learning needs by focusing only on high-achieving students. Teachers should focus on students already doing well rather than on struggling students. 7.9% of teachers believe that the humanistic approach cannot be used to address diverse learning needs.

Question 10: Is adopting the humanistic approach in a teaching/learning environment enough to prepare learners for success beyond the academic realm?

FIGURE 3.22 Adopting the humanistic approach in a teaching/learning environment.
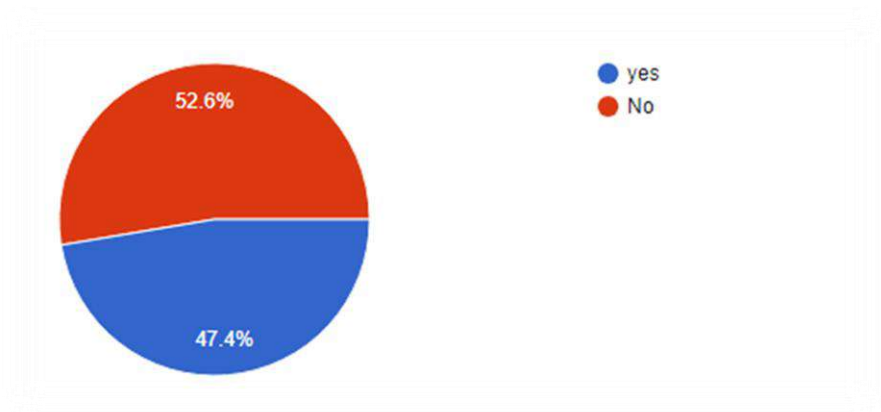
• The pie chart showing that 52.6% think using humanistic methods in teaching/learning is insufficient to prepare students for success after class, while 47.4% think it is enough.

3.5 Discussion of teachers' questionnaire results

The analysis of individual teacher responses revealed a range of experiences and viewpoints regarding the humanistic approach. Some teachers described specific instances where they embraced the approach, such as allowing students to choose their novels for independent study projects or creating a classroom community based on respect and self-expression. Others expressed unintentional adoption of the approach by emphasizing holistic learner development, social interaction, and rapport-building. However, some teachers expressed skepticism or uncertainty about the humanistic approach. Some mentioned challenges related to large class sizes or perceived time constraints. Additionally, a few teachers admitted to a lack of familiarity or understanding of the approach.

Overall, it is vital to consider teachers' perspectives when studying educational approaches. It demonstrates that while some teachers actively incorporate the humanistic approach into their teaching practices and recognize its benefits, others may have limited knowledge or face barriers to its implementation. These findings underscore the need for ongoing support, professional development, and further research to promote a comprehensive understanding and practical application of the humanistic approach in education.

3 .6 Interpretation of the main findings

The first hypothesis is confirmed Learners have a positive attitude toward the humanistic approach to education.Both teachers and students confirmed that using this method makes language learning more interesting and provide flexibility in learning.The humanistic approach is highly effective in a learning and teaching environment.Using this concept in teaching and learning can be very beneficial for students and teachers because the combination of learning process and human approach increases creativity and productivity.

3.7Limitations

The study for this dissertation encountered several limitations that affected the scope and depth of the research:

- The inability to synchronize time between the researchers and the professors due to time constraints led the researcher to do the questionnaires online.

- The lack of responses in student and teacher questionnaires has led to a shortage of opinions. However, there was a solution: asking teachers from different Algerian universities to assist with our research work.

3.8Recommendations and Suggestions

A humanistic approach to education transcends traditional boundaries of knowledge acquisition and fosters an environment where students are not merely objects of knowledge but also human beings capable of discovering their unique potential. Nurturing the whole person involves intellectual development, emotional intelligence, social awareness, and a sense of purpose. By fostering a supportive and inclusive learning environment, teachers enablestudents to embrace their uniqueness, develop themselves, and engage in learning, ultimately becoming confident, compassionate, and responsible citizens.With a humanistic approach, teachers can

create an educational environment that nourishes the whole person, supports personal

growth, and allows students to learn to be themselves actively.

3.9 Conclusion

Chapter 3 sheds light on the complexity of educational practice and highlights the vital

role of teacher perspectives. This chapter shows that while some teachers accept the principles of

humanism and incorporate them into their teaching practices and realize their potential, others

may be unfamiliar with this approach or face difficulties in implementation. It underscores the

need for a multifaceted approach to humanities education. One of these includes ongoing teacher

support, coordinated professional development opportunities, and ongoing research to better

understand and improve methods used in different areas of education. The researchers can

provide a holistic and student-centered approach by developing a collaborative and supportive

environment that values teachers' experiences and meets their needs.

General Conclusion

A humanistic approach to education emphasizes the importance of considering the person as a whole: his thoughts, feelings and development. The humanistic approach offers a promising alternative to traditional education with the potential to raise motivated, versatile and successful individuals. However, its implementation requires careful consideration and a balance between learning and personal development.This research aims to explore the impact of humanistic approach on student learning experience and outcomes, teachers pedagogical practices, and challenges in Algerian higher education. Satisfy speaking this study strongly support the humanistic approach to education. Research shows that a humanistic approach that prioritizes personal growth, personal development, and autonomy can significantly impact students' motivation, engagement, and academic performance. This approach, which focuses on each student's unique qualities and experiences, creates a sense of purpose, commitment, and energy, leading to a successful course. Furthermore, the research highlights the basic role of positive teacher-student relationships and emotional, social, and psychological well-being in promoting effective learning. Educators can empower students to embrace their potential and achieve academic success by creating a supportive and nurturing learning environment. These findings significantly impact educational practice, curriculum planning, and decision-making. Moving from traditional, standardized approaches to a more holistic and student-centered model. Implementing humanistic classroom principles can lead to a more engaging, motivating, and fulfilling learning experience for all students. This shift requires a commitment from educators to embrace the principles of individualization, self-actualization, and emotional well-being, creating learning environments that foster growth, creativity, and a genuine love of learning.

As suspected from this study and with the confirmation of the statistics above and the research findings support both hypotheses. Learners expressed a positive attitude towards the humanistic approach to education, with both teachers and students confirming that this method makes language learning more engaging and flexible. Furthermore, the study confirmed that

the humanistic approach is highly effective in a learning and teaching environment, demonstrating that its focus on individuality, personal growth, and positive relationships between teachers and students fosters creativity, productivity, and a more enriching learning experience for all involved. This method shows a more preeminent result than other methods Future research is still needed to explore how humanistic principles can be applied in different educational settings. This research should also focus on developing strategies and practical tools to help teachers integrate these principles into their teaching practices. By continuing to explore and improve the applications of the humanities.

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The Appendices

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Appendix 1

Student's Questionnaire: investigating students' learning approach preference .

Question1:Your gender?

a) Female

b) Male

Question 2: What is your Field of study ?

a) Didactics and Applied Languages

b) Literature and Civilization

Question 3: How important is it for you to feel comfortable and supported in your learning environment?

    a)   Extremely important

    b)   Moderately important

    c)   Somewhat important

    d)   Not important

Question 4: Do you feel that your teachers prioritize creating a positive and inclusive classroom atmosphere? How does it impact your learning experience?

a) Yes, and it significantly enhances my learning experience

b) Yes, and it somewhat enhances my learning experience

c) No, it does not have much impact on my learning experience

d) No, it negatively affects my learning experience

Question 5: How do you settle an effective relationship with your teachers to have support?

a)   One-on-one conversations

b)   Class discussions

c)   Online communication (emails, messaging platforms)

d)   Other (please specify)

Question 6: Are you able to express your individual learning needs and preferences to your teachers? How do they respond to the matter?

a)   Yes, and they are very responsive to my input

b)   Yes, but they are somewhat responsive to my input

c)   No, they do not pay much attention to my input

d)   Not applicable/I have not tried expressing my learning needs and

preferences

Question 7:What strategies or teaching methods do you find most effective in helping you understand and retain information?

a)   Lectures and note-taking

b)   b) Group discussions and collaboration

c)   c) Hands-on activities and experiments

d)   Visual aids and multimedia resources

Question 8: How do you feel about being actively involved in the learning process, such as discussions, group work, or hands-on activities?

a) I enjoy it and find it highly engaging

b) I like it, but it is not my preferred learning style

c) I am neutral, it does not make much of a difference to me

d) I do not enjoy it and prefer a more traditional learning approach

Question 9: How do you assess your own progress and understanding in the subjects you study? What kind of feedback from your teachers is most helpful to you?

a)   Self-reflection and self-assessment

b)   Written feedback on assignments and exams

c)   Verbal feedback during class discussions

d)   Other (please specify)

Question 10:What does motivate and promote your effective learning? Can you identify any specific factors that enhance your motivation?

a) Personal interest in the subject matter

b) Recognition and praise from teachers

c) Achieving good grades and academic success

d) Other (please specify)

Question 11:Do you enjoy opportunities for creative expression and innovation in your learning? How does it impact your engagement and interest in the subjects?

a)   Yes, it significantly enhances my engagement and interest

b)   Yes, but it has a moderate impact on my engagement and interest

c)   No, it doesn't have much impact on my engagement and interest

d)   No, I prefer more traditional learning approaches

10. How important is it for you to collaborate with your peers and work in teams?

a) Extremely important, it enhances my learning experience

b) Moderately important, it somewhat enhances my learning experience

c) Not very important, it doesn't have much impact on my learning experience

d) Not important, I prefer working individually

Appendix 2

Teachers questionnaire : Investigating the Effectiveness of Humanistic Approach on Teaching/Learning Process

QUESTION 1:How familiar are you with the humanistic approach in education?

A)   Not familiar at all

B)   Somewhat familiar

C)   Moderately familiar

D)   Very familiar

QUESTION 2:What do you emphasize on when applying the humanistic approach?

A) Teacher/Learner relation

B) Learner-centered learning

C) Learner's self-directed learning

D) Experimentation

E) Goal-oriented learning

F) Learners' needs

G) A non-threatening environment

QUESTION 3:How does the humanistic approach enhance learners motivation?

A) By valuing and respecting learners' individuality

B) By providing rewards and incentives

C) By emphasizing competition among students

D) I don't know

QUESTION 4:How does the humanistic approach promote academic

performance? Choose the most suitable answer:

A) By fostering devotion for learning and intrinsic motivation

B) By increasing the use of external rewards and punishments

C) By focusing on standardized testing and grades

D) I don't know

QUESTION 5:What are the strategies adopted in the learning

environment?

A)   Evaluating students needs and wants regularly

B)   Reflective listening

C)   Supportive diversity

D)   Providing an equal voice

E)   Group work (collaborative learning)

QUESTION 6:How does the humanistic approach consider

learners individuality?

A) By providing personalized learning experiences

B) By imposing strict rules and regulations

C) By emphasizing on conformity and uniformity

D) I don't know

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QUESTION 7: To what extent is the teacher and learners relationship important in the learning environment?

A)   Not at all important

B)   Slightly important

C)   Important

D)   Fairly important

E)   Very important

QUESTION 8: How does a learner reach self-directed learning?

A) Identifying needs

B) Setting learning goals

C) Developing learning strategies

D) Self-evaluation

E) Practice persistence

QUESTION 9: How can the humanistic approach address diverse learning needs?

A)   By providing differentiated instruction and personalized learning

B)   By implementing a one-size-fits-all approach

C)   By focusing only on high-achieving students

D)   I don't know

QUESTION 10: Could you share any teaching/learning experience in which the humanistic approach has been adopted?

QUESTION 11:What kind of problems in the learning setting can be resolved by applying the humanistic approach?

QUESTION 12:Is adopting the humanistic approach in a teaching/learning environment enough to prepare learners for success beyond the academic realm?

A) Yes

B) no

Résumé de la recherche

Cette recherche examine l'impact de l'approche humaniste sur l'éducation et le comportement des étudiants dans l'apprentissage. La recherche vise à déterminer comment l'approche humaniste axée sur la croissance et le développement personnel de l'individu contribue à améliorer l'engagement, la motivation intrinsèque et le sens du but dans l'apprentissage. . La recherche utilisera deux questionnaires auprès de 38 professeurs de diverses universités d'Algérie et de 50 étudiants de l'Université Belhaj Bouchaib d'Ain Temouchent. Le premier questionnaire vise à enquêter sur l'efficacité de l'approche humaniste dans le processus d'enseignement/apprentissage, tandis que le deuxième questionnaire vise à enquêter sur la préférence des étudiants pour l'approche d'apprentissage en réalisant une étude de cas auprès d'étudiants de Master 1 des deux spécialisations (Pédagogie et Langues Appliquées). /Littérature) au Département des arts et de la langue anglaise. Ce travail de recherche propose deux hypothèses : Hypothèse 1 : L'approche humaniste améliore positivement la motivation et les performances académiques des apprenants en se concentrant sur l'individualisme, la croissance personnelle et la réalisation de soi. Hypothèse 2 : L'approche humaniste est très efficace dans l'environnement d'apprentissage et d'enseignement car elle se concentre sur l'individualisme, la croissance personnelle et les relations positives entre les enseignants et les étudiants. Une approche à méthode unique a été adoptée, comprenant deux questionnaires destinés à la fois aux professeurs d'anglais et à un étudiant de maîtrise, et les résultats de cette étude peuvent éclairer le développement de la conception de programmes et de pratiques en classe qui favorisent une approche de l'éducation plus holistique et centrée sur l'étudiant. .

Mots-clés : approche humaniste – éducation, comportement des élèves, questionnaires, approche monolithique.