Humanist Approach in Educational Institutions: An Effective Strategy for Achieving Organizational Excellence

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Abstract

Educational systems have grown in recognition of the importance of adopting humanistic principles to promote holistic student development and organizational excellence. However, traditional educational paradigms often prioritize standardized testing and rigid curricula, which can hinder the implementation of student-centred approaches rooted in humanistic psychology. So, this research study uses a multi-method approach to investigate the impact of humanist approaches on educational institutions and organizational excellence. The study employs surveys, descriptive analysis, mixed-methods inquiry, randomized controlled trials (RCTs), and statistical analysis (including PSM) to comprehensively explore the relationship between humanist practices and key educational outcomes. The analysis phase involves administering surveys and questionnaires to stakeholders within educational institutions to gather quantitative and qualitative data on current practices, student engagement, teacher-student relationships, and organizational climate. Descriptive analysis of survey responses provides baseline insights into the status of humanist approaches and organizational excellence within these institutions. The RCTs are conducted to assess the causal impact of humanist approaches on educational outcomes. By randomly assigning interventions to experimental and control groups, researchers can isolate the effects of humanist pedagogies on student engagement, academic performance, and teacher satisfaction. Statistical techniques, including propensity score matching (PSM), are used to analyze observational data and control for selection bias. The PSM allows researchers to draw robust causal inferences from non-experimental settings, comparing outcomes between individuals exposed to humanist practices and those who are not. Integrating findings from diverse research methods enables a comprehensive understanding of the impact of humanist Approaches on educational institutions and organizational excellence. By triangulating data and insights, this study generates actionable recommendations for educators and policymakers to promote student-centred and humanistic educational practices, ultimately enhancing student well-being, engagement, and academic achievement. The findings contribute to advancing knowledge in educational psychology and inform evidence-based approaches to educational reform and improvement.

Keywords: Humanist approaches, educational institutions, organizational excellence, student engagement, teacher-student relationships, randomized controlled trials, propensity score matching, educational psychology, student-centred learning.

1. Introduction

Odisha features plenty of educational institutions based on their deep rich heritage within the culture and history of the state. Odisha is one of India's ancient states and has been known as a literacy centre since ancient times with the influence of institutions such as Nalanda and Takshashila. The state's education system combines traditional and modern approaches [1]. In 1943, Utkal University was established, paving the way for higher education in the region. However, today, Odisha is a state in the Indian Union that has numerous universities, colleges and research institutions spread across its territory, which shall contribute not only to the intellectual growth and development of a large population but also establish its unique educational heritage that the state continues to preserve up to the present day[2]. This humanistic ship in educational institutions is a strategic organizational framework for building excellence. A humanist approach to education attempts to teach the whole person, including intellectual, emotional, social, and ethical growth. This approach, based on humanistic psychology, sees learners as unique human beings, and it believes that every individual has value and potential to self-actualize. Student-centred learning, [3] as opposed to teacher-directed learning [4], is something to be prioritized by humanist educators, meaning

that students need to be more directed to work independently and cultivate critical thinking processes. They will do that by fostering empathy, creativity and purpose in education to create healthier, rounded human beings who can add meaning to society. The focus should be on upholding Odisha's rich legacy through Humanist principles; by doing so, institutions will meet modern-day education needs. Unlike external rewards or punishments that can quickly drive temporary behaviours and limit learning, intrinsic motivation arises from a genuine desire to learn and do well for oneself. Educators hope to foster students' intrinsic motivation by designing educational practices using humanist principles, supporting their experience of autonomy, competence, and relatedness—three processes that increase engagement and persistence in learning [5]. An issue often presented regarding humanist approaches is implementing those values in existing educational systems.

Traditional education systems emphasize standardized testing, pre-packaged curricula, and top-down approaches that inhibit uniqueness and intrinsic motivation. Reclaiming institutional priorities, supporting autonomous teachers, and designing policies that better centre the humanistic nature of education [6] can take significant steps toward overcoming these barriers. Humanist approaches to organizational excellence in educational institutions ensure environments that foster collaboration, innovation, and student well-being. While the achievement of academic outcomes remains present on the journey of an institution on its way to organizational excellence, organizational excellence nurtures the all-around development of students, faculty members, and the institution itself. This excellence is represented in student engagement, teacher-student relationships and continuous improvement founded on humanistic principles. Using a humanist approach to tackle identified problem statements results in student-centred solutions around the very aspects that enhance educational quality and organizational efficiency. It is how a supporting environment leads to organizational excellence and gives rise to organizational excellence so that their students, along with the educators, not only grow and blossom but also do wonders in the education space of Odisha.

The rest of the paper is arranged as follows: Section 2 provides an overview of the literature and experiences on humanistic education applications in the character, professional, and health education areas. Section 3 expanded on the literature review and should succinctly state-specific research questions or hypotheses. Section 4 discussed the methodology, including the research design, data collection method, participant selection criteria, and analysis techniques to answer the research questions. Section 5 describes the findings from the methodology applied in the research process, illustrating how humanism appears in education and how it relates to student learning. Finally, Section 6 highlights primary results, addresses their implications for theory and practice and outlines suggestions for future research, thus contributing to a larger conversation on humanizing education and professional learning.

2. Literature survey

Character education with the humanistic perspective in Indonesia tweets by authors of [7]. The humanistic approach offers character education overtures positively through human values that help facilitate the growth of students as individuals. Their research delves into practical strategies and case studies demonstrating how humanistic theory translates into educational practices, promoting holistic development and ethical awareness. How humanist education was implemented for scavenger children in Palopo city is the issue investigated by the authors in [8], and what kind of problems and challenges need to be addressed, especially for marginalized groups. This work touches on methods and pedagogy, focusing on children with special needs and their interests and promoting their empowerment and inclusivity through humanism. Authors [9] proposed methodological approaches to preparing future specialists in higher education institutions, perhaps highlighting humanistic principles of professional training. They deal with new approaches to education incorporating technical skills development and the human and moral aspects needed for professional growth. In comparison, authors in [10] examined processes of humane relationships in educational settings. They explore the role of empathy, cooperation and mutual respect within educational experience and the development of humanistic values that nurture educational experiences conducive to supportive learning environments.

In [10], the authors described a pedagogical system integrating fitness technologies within the physical education process, including humanistic values to motivate students and develop their well-being. In [11], authors described new types of teaching that utilize technology but focus on personalized learning and whole-person development. In [12], authors have described a historical retrospective on the scientific basis of health-saving activities in society. Their work explores the historical impact of the humanistic movement on health education and wellness programs and the changing outlook of education for the community. In [13], authors discussed synergies between these philosophical perspectives, emphasizing the need to balance ethical values and pragmatic considerations in educational policy and practice. In [14], the authors presented a general theory of learning and teaching and extensive performance indicators for higher education institutions. They deal with the role of humanistic values in educational quality assessment. These indicators convey knowledge, skills, and students' personal growth and well-being. In [15], conceptualizations of social justice and sociocultural influences in physical education teacher education were presented with both inclusive and humanistic themes from international perspectives. Their research investigates ways teachers respond to equity and diversity in physical education through curriculum and pedagogical approaches like those found in humanistic traditions.

In [16] authors highlighted the value of peer mentorship as an educational strategy in nursing. Their study emphasizes humanistic aspects of mentorship, focusing on supportive relationships and experiential learning opportunities that foster professional and personal development among nursing students. In [17] authors discussed the construction of critical thinking in health professional education. Their work advocates for a humanistic approach to critical thinking, emphasizing reflective practices and ethical reasoning in preparing healthcare professionals to navigate complex ethical dilemmas and societal challenges. In [18], authors enhanced managerial activity in teachers' professional motivation formation, incorporating humanistic principles to cultivate intrinsic motivation and ethical leadership qualities among educators.

In [19] authors rationalized a systemic approach to educating future specialists in the university setting, potentially integrating humanistic values into curriculum design and pedagogical practices to foster holistic development and professional competence among students. In [20], authors engaged in the sensemaking of sustainability transitions by higher education institution leaders, advocating for humanistic perspectives in driving organizational change towards sustainability goals. In [21], authors critically examined place-based humanism, coloniality, and anti-blackness disruptions in early childhood education, proposing humanistic strategies to address systemic inequalities and promote inclusive educational environments. In [22] authors presented a humanistic approach to the professional training of future physical education teachers, emphasizing the integration of values, empathy, and holistic development in preparing educators to nurture students' physical and emotional well-being. In [23], authors explored curriculum decision-makers perspectives on decolonizing teacher education, advocating for humanistic approaches to curriculum development that promote diversity, equity, and inclusive education in South Africa.

3. Theoretical Background and Hypotheses Development

3.1 Theoretical Background

The humanist approach to education is grounded in humanistic psychology, a school of thought that emerged in the mid-20th century as a response to behaviour analysis. Humanistic psychology emphasises individuals' inherent goodness and potential, focusing on subjective experiences, personal growth, and self-actualization. This theoretical perspective emphasises the importance of human values, dignity, and autonomy, which significantly impact educational practices [24]. At the heart of the humanistic perspective is psychologist Abraham Maslow and his hierarchy of needs. Maslow established five levels of human needs, including the basic physical requirements (food, water and shelter) to the higher levels of psychological and self-fulfilment desires, as represented in his hierarchy of human needs. Maslow asserted that lower-level needs must be satisfied before individuals can grow and work toward higher-level goals [25]. Education emphasizes the need for secure environments that meet students' fundamental needs for safety, belonging and esteem — once these needs are satisfied students can concentrate on intellectual and personal

development. A related cornerstone theory of humanistic psychology is Carl Rogers' person-centred approach [26]. Highlighting Carl Rogers that personal growth is possible when among other people who empathize and regard him unconditionally and who are genuine. Rogers pushed for student-centred learning, framed by what was shown to be important to the students concerning their perspective, emotional aspect, and choice. With this method, attention is given to how the educator is more the facilitator of the learning process rather than the all-knowledgeable sage and how the students must take an active role in their education and growth.

3.2 Hypotheses Development:

H1: Humanist Strategies Used in Class for Student Engagement and Motivation: According to this idea, once humanist principles are instilled in educational practices and approaches, they will evoke greater student engagement and internal motivation. Applying principles of humanistic psychology, such environments promote autonomy, competence, and relatedness and lead to higher ownership of the learning process and increased motivation of the students to achieve academic objectives. Such a personalized approach is expected to encourage much higher engagement levels than the traditional, teacher-centred approaches because it is more positive and collaborative.

H2: Humanist approaches lead to positive teacher-student relationships and student well-being. According to this hypothesis, humanist pedagogical practices were related to enhanced teacher-student relationships and positive student outcomes. They highlight empathy, respect and understanding all critical for establishing trusting relationships with students. In addition, students must focus on extracurricular curriculum; educators must do their best to create a supportive and nurturing learning environment wherein students can evolve by learning to cope with their emotions, which develops their emotional and social growth. Positive and healthy teacher-student relationships and practices have been associated with higher academic performance, improved classroom behaviour, and higher student satisfaction.

H3: A positive relationship exists between organizational excellence and institutional humanism in educational settings. Under this hypothesis, educational organizations that espouse and practice humanist ideals will show higher levels of organizational success. Institutions can cultivate cultures and environments based on the ideals of humanism that promote collaboration, innovation, and continuous improvement while providing avenues for diversity of thought, creativity, and holistic development. In this context, organizational excellence means more than academic results; it also relates to staff morale, community involvement, and an institution's ability to respond to evolving educational demands.

H4: Humanist approaches can help to reduce academic stress and some mental health outcomes issued to students. This hypothesis suggests that teaching and learning based on humanist principles can alleviate academic stress and enhance mental health among students. This practice of humanistic education prioritizes addressing students' emotional needs as much as their academic obstacles. Educators can help low-stress levels and develop strong resilience. Focus on mental well-being by using supportive and inclusive learning environments.

H5: Engagement in humanist approaches promotes teacher independence and job satisfaction. This hypothesis posits that humanist-oriented educational practices allow teachers to express themselves freely, creatively, and advance professionally. Educators in school settings that support student-centred practices have greater job satisfaction and motivation. Humanistic principles guide teachers to adjust their styles based on student needs and interests, making teaching more rewarding.

H6: Humanist approaches will affect educational outcomes differently within different cultural contexts and due to varying institutional factors. This hypothesis recognizes that humanist Approaches are ineffective across cultures, institutional policies and resource contexts. Despite the emphasis of humanistic thinking on global human values and needs, this enquiry, albeit framed by specific local beliefs about education relating to educational infrastructure and societal expectations on the school system, deeply echoed the humanistic expectations from humanistic educational approaches. Comprehending

these contextual factors is important if we are to achieve the careful implementation of humanist Approaches to learning across a range of educational sectors and realize their maximum utility.

4. Research Methodology

A core tension in many educational contexts is the conflict between focusing on content-based learning and nurturing students' affective growth and intrinsic drive. So, this requires some shift to humanist Approaches that focus on empathy, autonomy, and experiential learning but are tailored to these students. In addition, however, the effectiveness of the humanist approaches to student outcomes and organizational effectiveness is yet to be fully established and is a matter of debate [27]. There is a need for research that investigates the relationship between humanist values and student engagement, teacher satisfaction, and institutional climate to be used to promote evidence-based educational practices. The only way to tackle these challenges is with an integrated research methodology using quantitative and qualitative methods to evaluate the causal links between humanist pedagogies and educational outcomes. Based on a multi-method approach, such research can produce helpful information to help direct educators [28], policymakers and stakeholders to develop student-centred, humanistic education settings. Figure 1 present the proposed research model used to overcome the above problems. The detailed operation given as follows

Step 1: Analysis phase: Surveys and questionnaires are given to the stakeholders of educational institutions- students, teachers, administrators, parents, extra. The quantitative and qualitative data these surveys will yield will inform perceptions of current educational practices, student engagement and motivation levels, instructional alignment between home and school, teacher-student relationships, and organizational climate. The survey instruments were developed based on existing constructs of humanism, organizational excellence, and their expected outcomes in education.

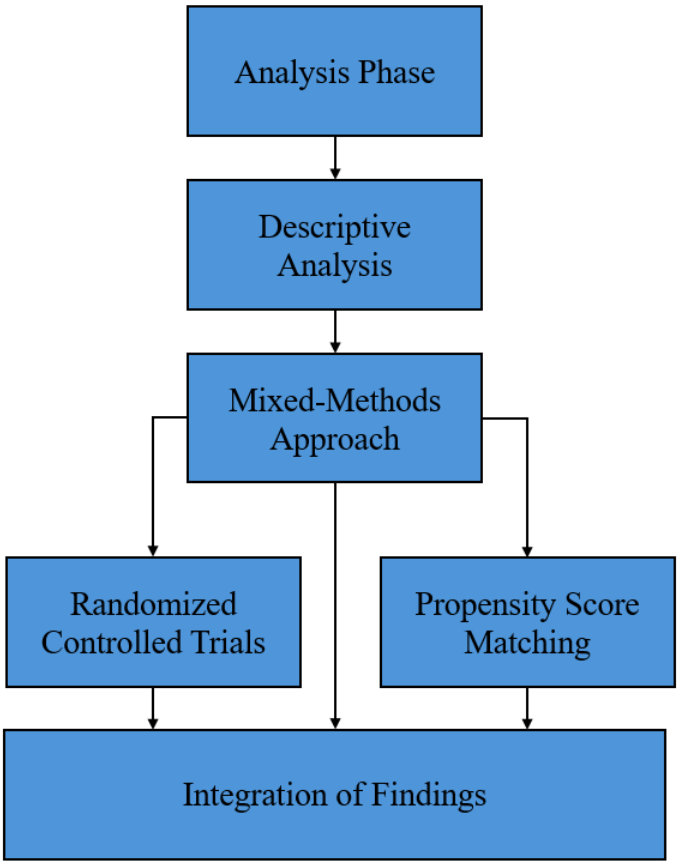

Figure 1. Research model.

Step 2: Descriptive Analysis: After data was collected, a descriptive analysis was performed to summarize the survey results. The first component of this analysis will consist of computing descriptive statistics

(means, frequencies, and percentages) to describe the status of educational institutions against humanist Approaches and organizational excellence. This descriptive information will serve as a foundation for identifying key variables and informing the next steps in this research.

Step 3: Mixed-methods approach: We aimed to understand the research topic fully and will adopt a mixed-methods design, combining qualitative and quantitative data collection methods. Alongside the surveys and questionnaires, qualitative methods (interviews, focus groups and participant observations) were utilized to obtain rich, detailed information on stakeholder experiences and perceptions regarding humanist practices.

- **RCT:** RCTs were implemented at selected educational institutions to evaluate the causal effect of humanist approaches on educational outcomes. In RCTs, an experimental or control group (or both examples of each) is randomized to receive an intervention (e.g., implementing humanist pedagogies) and then outcomes are measured over time. Such designs can help researchers disentangle the effects of humanist practices from other potential influences that influence student engagement, learning or even broader measures of teacher satisfaction.
- **PSM:** Statistical methods such as PSM were used to model observational data and correct for selection bias in non-experimental contexts. PSM matches individuals (i.e., students or teachers in humanist vs. non-humanist classrooms) on their propensity scores or estimated probabilities of receiving treatment to strengthen causal inferences from observational data.

Step 4: Integration of Findings: It integrates the findings from the various complementary research methods (i.e., surveys, descriptive analysis, RCTs, and PSMs) to provide a holistic understanding of (a) how humanist Approaches affect educational institutions in terms of academic and organizational excellence and (b) what if any, caution(s) need(s) to be exercised based on what we learnt from both the studies undertaken and the PSMs performed. Triangulating findings from diverse sources and methods, they identify practical lessons and suggestions for educators [29], policymakers and other stakeholders promoting student-centred and humanistic education. The findings from this proposed study will contribute to the advancement of educational psychology and inform evidence-based approaches to educational reform and improvement.

4.1 RCT

RCTs are highly potent experimental approaches for evaluating the causal effect of interventions or treatments on outcomes. They provide evidence-based insights into the efficacy of educational programs, teaching strategies, or policies in educational research. This operational procedure describes processes for planning, conducting, and analysing RCTs in education. Figure 2 depicts the architectural details of the RCT procedures.

Figure 2. Randomized Controlled Trials Flowchart.

The operation is more in-depth, as shown below:

Step 1: Experimental Design: Create a protocol for experimenting, such as randomizing treatment and control groups. Random assignment gives participants an equal chance of getting assigned to either the experimental or control group, reducing selection bias and allowing for causal inference. Consider aspects such as sample sizes, length of follow-up, and how outcomes were measured (pre-test/post-test measures, etc.).

Step 2: Get Ethical Approval and Informed Consent: Obtain ethical approval from relevant institutional review boards (IRBs) or ethics committees before starting the RCT. If the study involves human participants, it must adhere to ethical standards for research with human participants. Then, disclosure of informed consent from students, teachers, and parents (nature, purpose, procedure, risk, and benefits information).

Step 3: Enrol Participants and Randomize Assignment: Enrol from the target population, e.g. students in particular grade levels or classrooms. Use randomization to identify treatment and control groups (for example, by flipping a coin or generating random numbers on a computer). Make sure that randomization produces similar groups on specific baseline characteristics and likely confounders.

Step 4: Conduct the Educational Intervention: Conduct the educational intervention or treatment per the experimental protocol. Delivering the outcome through guidelines that clearly instruct these teachers or educators on delivering the intervention will ensure fidelity to the intervention itself. Monitor the implementation process to ensure the integrity of treatment conditions and resolve any challenges.

Step 5: Collect baseline and outcome data: Obtain baseline data on relevant variables before initiating the intervention (e.g., pre-test measures on student achievement, motivation or behaviour) [30]. Use a design suitable for data collection (standardized tests, surveys, observation, interviews, etc.). Measure outcomes at intervals during and after the intervention period to determine whether targeted outcomes have changed.

Step 6: Analyze Data and Assess Treatment Effects: Use statistical analysis to determine the intervention's effect on educational outcomes. Use statistical tests (e.g., t-tests and analysis of variance) to compare treatment and control groups for outcomes, control for baseline factors, and distinguish between unadjusted and adjusted estimates. Apply an intention-to-treat analysis to address non-compliance or attrition.

Step 7: Interpreting the Findings: Based on the statistical analysis results, Evaluate how well the educational intervention worked and the value of the outcome: limitations and possible bias in the design or analysis. Using the evidence generated by the RCT, make inferences about the causal link from the intervention to educational outcomes.

Step 8: Sharing RCT Results and Recommendations: Share the RCT results via research reports, publications in academic journals, or since through presentations to key stakeholders within the broader education/community. List potential recommendations for educators, policymakers, and practitioners following the study's implications. Implications for future research and potential use of the intervention in educational practice

Step 9: Monitor Long-Term Effects and Follow-Up Studies: Following the completion of the RCT, monitor the long-term effects of the educational intervention (to do this, not only the long-term effects of educational interventions should be reported, but also the follow-up studies which describe the retention of the learning effects of educational intervention beyond the 2 months after the RCT), To assess whether the intervention is sustainable and generalizable over time, conduct follow-up studies. Identify the scale and transferability of the intervention to other contexts/populations of education.

4.2 PSM

PSM is a statistical technique in observational studies that attempts to estimate the effect of a treatment or intervention by accounting for confounding variables that can cause bias. It calibrates individuals treated

with subjects who did not receive treatment (the control group) based on their propensity scores, i.e., predicted probabilities that an individual has received the treatment (treated vs control) based on observed covariates. This operational procedure describes process steps to be followed in doing PSM. The PSM procedural architecture is represented in Figure 3. The detailed operation is depicted below:

Step 1: Formulate the Research Question and Determine Covariates: The process of PSM implementation begins with formulating the form question and identifying the most important covariates (or confounding variables) affecting the treatment assignment and the outcome of interest. These include demographic characteristics, baseline health status, socioeconomic factors, or other relevant outcome variables.

Step 2: Check the Propensity score: All the individuals intend to calculate their propensity scores from the study sample defined using a statistical model (logistic regression probably). The treatment assignment is then estimated through a propensity score model that predicts the conditional probability of an individual receiving treatment based on baseline covariates. The model contains all relevant covariates determined in Step 1. Propensity scores (between 0 and 1) represent the likelihood of treatment being received based on the values of the covariates of every specific individual.

Step 3: Check Covariate Overlap and Balance: After estimating the propensity scores, we check whether the covariates are balanced between the treated and control groups and whether there is an overlap in propensity scores between the two groups. The first assumption of PSM success is covariate balance, which means whether the two matched groups are balanced regarding observed characteristics.

Step 4: Selecting Matching Method: An appropriate matching method must be chosen based on the data's characteristics and the research question. Frequent matching methods involve nearest neighbour matching, calliper matching, kernel matching, and matching on the optimal. Both methods have strengths and weaknesses, and the propensity score distribution and the desired balance in the matched groups determine the optimal choice.

Step 5: Conduct PSM: Using the selected matching method, match treated with control individuals according to their propensity scores. Matching was conducted using the calliper (distance) to find the nearest neighbour, exact matching on covariates, or a kernel-weighted distance between propensity score distributions.

Step 6: Check for Balance (Post Matching): Check for balance in covariates between matched groups after performing PSM. Standardized mean differences or statistical tests (e.g., t-tests or chi-square tests) are computed to assess whether covariate balance has improved compared with before matching. If, after this process, the population of the uninvaded side remains buoyant, then adjustments are needed.

Step 7: Estimate treatment effect: Estimating the treatment effect after creating the matched sample. The causal effect of treatment is estimated by comparing the outcome of interest between the matched treated and control groups. Popular approaches to estimate treatment effects (difference-in-means – for continuous outcomes – or odds ratios – for binary outcomes – from the matched sample)

Step 8: Sensitivity Analysis: Conduct sensitivity analyses to determine whether the estimated treatment effect is robust to biases from unobserved confounding. Sensitivity methods such as Rosenbaum bounds or approaches such as subgroup analyses should be used to assess the amount of hidden bias needed to overturn the results of PSM.

Step 9: Interpret and Report Results: Interpret the results of the PSM analysis, considering the research question posed and the study's limitations. Report the propensity score model, matching method, and covariate balance assessment. Build on implications for practice and research, considering the observed treatment effect.

Figure 3. PSM flowchart.

5. Results and Discussion

5.1 Descriptive Statistics

This section's explanations elucidate each table's demographic characteristics, decision-making processes, and organizational dynamics, offering valuable insights into student and faculty demographics within humanist and non-humanist educational settings.

Table 1 displays the distribution of students within different age groups and genders in humanist classrooms. The age groups are categorized into 10-12 years old, 12-15 years old, and 15-18 years old. Each age group includes male and female students enrolled in specific grade level ranges. For example, in the 12-15 age group, 300 male and 320 female students are enrolled in 9th-10th grade. Similarly, the table provides the corresponding numbers for other age groups and genders, highlighting the gender distribution across different grade levels within humanist educational settings. Table 2 presents the demographic details of faculty members in humanist classrooms categorized by age group, gender, years of experience, and highest qualification. Faculty members are divided into age groups of 25-30, 30-35, and 35-55, with corresponding distributions of male and female faculty members. The years of experience are grouped into 0-5 years, 5-10 years, and 10-15 years, indicating the faculty's professional experience level. The table also specifies the highest qualification attained by each faculty member, such as a bachelor's degree, master's degree, or Doctorate Degree, providing insights into the educational background of the teaching staff.

Table 1: Demographic Characteristics of Students by Age Group and Gender in Humanist Classrooms

Age Group	Gender	Grade Level Range	Number of Students
12-15	Male	9th-10th Grade	300
12-15	Female	9th-10th Grade	320
15-18	Male	10th-12th Grade	350
15-18	Female	10th-12th Grade	330
10-12	Male	7th-8th Grade	200
10-12	Female	7th-8th Grade	180

Table 2: Demographic Characteristics of Faculty by Age Group, Years of Experience Group in Humanist Classrooms

Age Group	Gender	Years of Experience Group	Highest Qualification	Number of Faculty
35-55	Male	10-15 years	Doctorate Degree	8
35-55	Female	10-15 years	Doctorate Degree	9
30-35	Male	5-10 years	Master's Degree	12
30-35	Female	5-10 years	Master's Degree	10
25-30	Male	0-5 years	Bachelor's Degree	10
25-30	Female	0-5 years	Bachelor's Degree	11

Table 3 outlines the decision-making processes, student involvement strategies implemented in humanist classrooms, and corresponding demographic details. The decision-making processes include Participatory, Consultative, Collaborative, Inclusive, Shared Leadership, and Empowering approaches, each reflecting varying levels of collaboration and student engagement. The table indicates the classroom size, number of faculty members, and number of students associated with each decision-making process, providing a comprehensive view of the organizational structure and student-teacher dynamics within humanist educational environments.

In Table 4, the demographic characteristics of students are depicted based on age groups and gender within non-humanist classrooms. Like Table 1, students are categorized into age groups of 10-12 years, 12-15 years, and 15-18 years, with corresponding distributions of male and female students enrolled in specific grade level ranges. The table illustrates the gender representation across different age groups within non-humanist educational settings, providing insights into student demographics outside the humanist approach.

Table 3: Demographic Characteristics and Decision-Making Flow in Humanist Classrooms

Decision-Making Process	Collaborative Planning	Student Involvement	Classroom Size	Number of Faculty	Number of Students
Participatory	Yes	High	Medium	12	620
Consultative	Yes	Moderate	Large	17	680
Collaborative	Yes	High	Large	15	530
Inclusive	Yes	High	Medium	11	390
Shared Leadership	Yes	High	Small	8	260
Empowering	Yes	High	Medium	10	460

Table 5 presents the demographic details of faculty members in non-humanist classrooms, like Table 2, but specific to the non-humanist educational context. Faculty members are categorized by age group, gender, years of experience, and highest qualification, highlighting the diversity among teaching staff within non-humanist educational settings. The table offers insights into faculty members' professional backgrounds and qualifications based on age and experience groups, contributing to a comprehensive understanding of faculty demographics in non-humanist environments. Table 6 outlines the decision-making processes and student involvement strategies implemented in non-humanist classrooms, like Table 3, but specific to non-humanist educational settings. Decision-making processes such as Authoritative, Top-Down, Hierarchical,

Directive, Traditional, and Autocratic indicate varying levels of collaboration and student engagement within non-humanist learning environments.

Table 4: Demographic Characteristics of Students by Age Group and Gender in Non-Humanist Classrooms

Age Group	Gender	Grade Level Range	Number of Students
12-15	Male	9th-10th Grade	280
12-15	Female	9th-10th Grade	300
15-18	Male	10th-12th Grade	320
15-18	Female	10th-12th Grade	300
10-12	Male	7th-8th Grade	180
10-12	Female	7th-8th Grade	160

Table 5: Demographic Characteristics of Faculty by Age Group, Years of Experience Group in Non-Humanist Classrooms

Age Group	Gender	Years of Experience Group	Highest Qualification	Number of Faculty
30-35	Male	5-10 years	Master's Degree	12
30-35	Female	5-10 years	Master's Degree	11
35-55	Male	10-15 years	Doctorate Degree	9
35-55	Female	10-15 years	Doctorate Degree	10
25-30	Male	0-5 years	Bachelor's Degree	9
25-30	Female	0-5 years	Bachelor's Degree	8

Table 6: Demographic Characteristics and Decision-Making Flow in Non-Humanist Classrooms

Decision-Making Process	Collaborative Planning	Student Involvement	Classroom Size	Number of Faculty	Number of Students
Authoritative	No	Low	Medium	10	540
Top-Down	No	Low	Large	14	620
Hierarchical	No	Low	Small	8	270
Directive	No	Low	Large	12	440
Traditional	No	Low	Medium	11	290
Autocratic	No	Low	Small	5	120

5.2 RCT Results

Each table summarises metrics that provide insights into the performance, engagement, satisfaction and behaviour outcomes associated with humanist and non-humanist educational approaches, and this section elaborates on those insights. Compared to different comparisons, RCT results are shown in a graphical format in Figure 4. Such comparisons emphasize the benefits of humanist classrooms in terms of better experiences for students and faculty and, ultimately, better learning and better schools.

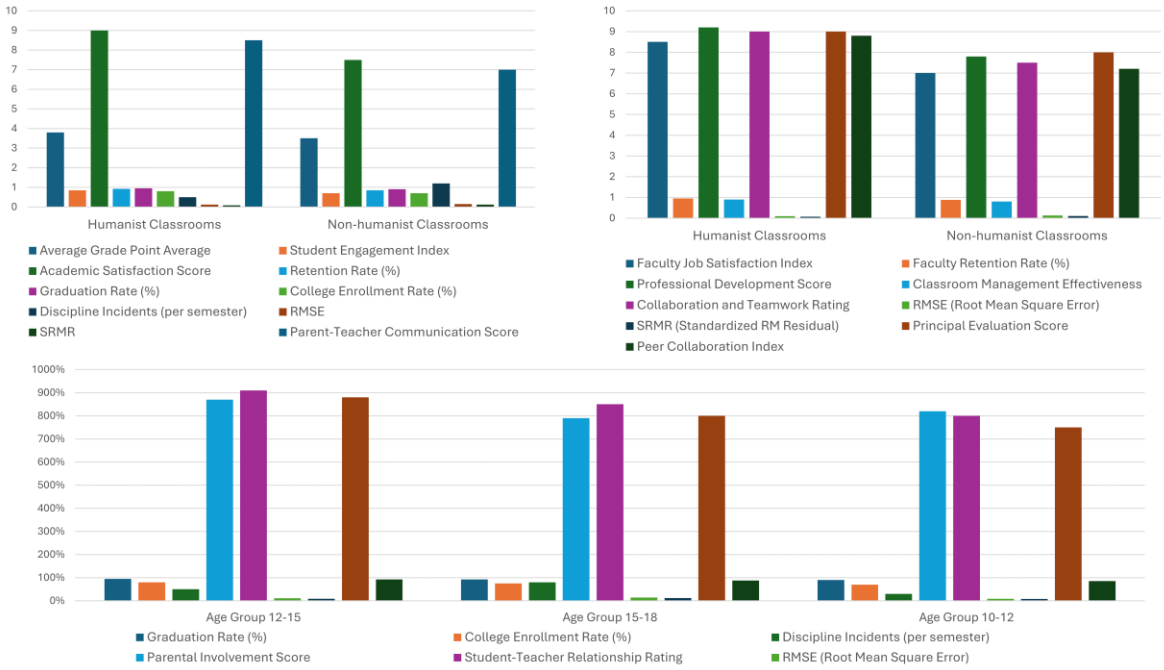

Figure 4. Graphical representation of RCT results.

Table 7 compares the selected performance and engagement metrics for humanist vs. non-humanist classrooms. Humanist classes offer some advantages here as well–students there have a GPA of 3.8 on average compared to a 3.5 average in non-humanist classrooms. However, student engagement in humanist classrooms is also higher 85% compared with 70% in other classrooms. Humanist classrooms also reported a higher Academic Satisfaction Score among students (9.0) than non-humanist classrooms (7.5), signalling higher happiness levels with the learning environment. Ukrainian law students are likelier to remain in humanist classrooms (92%) rather than leave for non-humanist classrooms (85%), indicating better overall student retention and satisfaction. Additionally, humanist classrooms enjoy a significantly higher Graduation Rate (95%) and College enrolment rate (80%) than those that do not (90% graduation rate and 70% college enrolment rate). Instead, humanist classrooms have fewer discipline incidents (0.5 per semester) than non-humanist classrooms (1.2 per semester) a sign of a more positive behavioural climate. Comparable statistical measures, i.e., Root Mean Square Error (RMSE) and Standardized RM Residua(SRMR) that evaluate the reliability of the actual outcomes, show that humanist classrooms manifest lower RMSE (0.12) and SRMR (0.08) concerning performance in non-humanist classrooms (RMSE of 0.15 and SRMR of 0.12). Humanist classrooms outscore non-humanist ones (8.5 v 7) on the Parent-Teacher Communication Score, suggesting enhanced school-parent collaboration and involvement.

Table 7: Student Performance and Engagement Metrics

Metric	Humanist Classrooms	Non-humanist Classrooms
Average Grade Point Average	3.8	3.5
Student Engagement Index	85%	70%
Academic Satisfaction Score	9.0	7.5
Retention Rate (%)	92%	85%
Graduation Rate (%)	95%	90%
College Enrollment Rate (%)	80%	70%
Discipline Incidents (per semester)	0.5	1.2

RMSE	0.12	0.15
SRMR	0.08	0.12
Parent-Teacher Communication Score	8.5	7.0

Table 8 focuses on faculty satisfaction and performance indicators within humanist and non-humanist classrooms. Faculty members in humanist classrooms report higher job satisfaction (8.5) than in non-humanist classrooms (7.0), indicating greater contentment with their professional roles. The faculty retention rate is notably higher in humanist classrooms (95%) than non-humanist classrooms (88%), suggesting better staff stability and commitment. Faculty members in humanist classrooms also score higher in Professional Development (9.2) than their counterparts in non-humanist classrooms (7.8), indicating more opportunities for growth and advancement. Classroom Management Effectiveness is higher in humanist classrooms (90%) than in non-humanist classrooms (80%), contributing to a conducive learning environment. Moreover, collaboration and teamwork among faculty receive a higher rating in humanist classrooms (9.0) than in non-humanist classrooms (7.5), fostering a supportive work culture. Statistical measures like RMSE and SRMR further confirm the consistency of observed outcomes, with humanist classrooms demonstrating lower RMSE (0.10) and SRMR (0.07) values compared to non-humanist classrooms (RMSE of 0.13 and SRMR of 0.11). Additionally, principal evaluation scores are higher in humanist classrooms (9.0) than non-humanist classrooms (8.0), reflecting positive leadership and administrative support. The Peer Collaboration Index is also higher among faculty in humanist classrooms (8.8) than in non-humanist classrooms (7.2), promoting teamwork and professional interaction.

Table 9 explores further demographic and behaviour-related outcomes amongst students of different ages. Humanist classrooms at every age level (12-15, 15-18, 10-12) boast a 95% graduation rate. Ninth, students from humanist classrooms are more likely to enrol in college than those from non-humanist ones. The effective use of extra-class organized schools through the frequency of discipline incidents per semester shows that humanist classrooms only have 0.5 while non-humanist classrooms have approximately 1.2 incidents. It reflects humanist classrooms as having a good behavioural environment. Humanist classrooms involve parents more heavily than non-humanist classrooms (8.7-8.2 across ages). Students in humanist classrooms also report more positive student-teacher relationships (9.1 vs 8.0 in all ages) than those in non-humanist classrooms, creating a positive force in the learning environment. Students in humanist classrooms score higher on extracurricular engagement scores and indices of academic progress in the aggregate, suggesting they experience more consistent academic growth and development.

Table 8: Faculty Satisfaction and Performance Metrics

Metric	**Humanist Classrooms**	**Non-humanist Classrooms**
Faculty Job Satisfaction Index	8.5	7.0
Faculty Retention Rate (%)	95%	88%
Professional Development Score	9.2	7.8
Classroom Management Effectiveness	90%	80%
Collaboration and Teamwork Rating	9.0	7.5
RMSE	0.10	0.13
SRMR	0.07	0.11
Principal Evaluation Score	9.0	8.0
Peer Collaboration Index	8.8	7.2

Table 9: Student Demographic and Behaviour Outcomes

Metric	Age Group 12-15	Age Group 15-18	Age Group 10-12
Graduation Rate (%)	95%	92%	90%
College Enrollment Rate (%)	80%	75%	70%
Discipline Incidents (per semester)	0.5	0.8	0.3
Parental Involvement Score	8.7	7.9	8.2
Student-Teacher Relationship Rating	9.1	8.5	8.0
RMSE	0.11	0.14	0.09
SRMR	0.09	0.12	0.08
Extracurricular Engagement Score	8.8	8.0	7.5
Academic Progress Index	92%	88%	85%

5.3 PSM Results

This section outlines the metrics' meanings in each table, detailing how humanist and non-humanist education affect student achievement, teacher effectiveness, classroom funding fundamentals, demographics, and post-education outcomes differently. Figure 5 illustrates a graphic representation of PSM results with different comparisons. These measures exemplify the diversity of the educational experience and how certain educational philosophies provide specific benefits.

Table 10 contrasts student performance and behaviour in a selection of metrics between humanist and non-humanist education settings. Students possess an Average Test Score of 85 in the humanist classrooms compared to 82 in the non-humanist classrooms. For example, humanist classrooms show a significantly higher rate of Students Completing Their Homework (95%) than non-humanist classrooms (88%). Extracurriculars Participation in Extracurriculars is also higher among students in humanist classrooms (75%) vs. non-humanist classrooms (60%). Humanist classrooms (8.5) have a higher Peer Interaction Rating than non-humanist classrooms (7.0), a strong indicator of social engagement and collaboration. Humanist classrooms also register a higher score on the Parental Involvement Score (8.0 vs. 6.5 in non-humanist classrooms), meaning they tend to have more parental support and engagement. Students in humanist classrooms demonstrate a greater Academic Progress Index (92% in humanist classrooms vs 87% in non-humanist classrooms) over time.

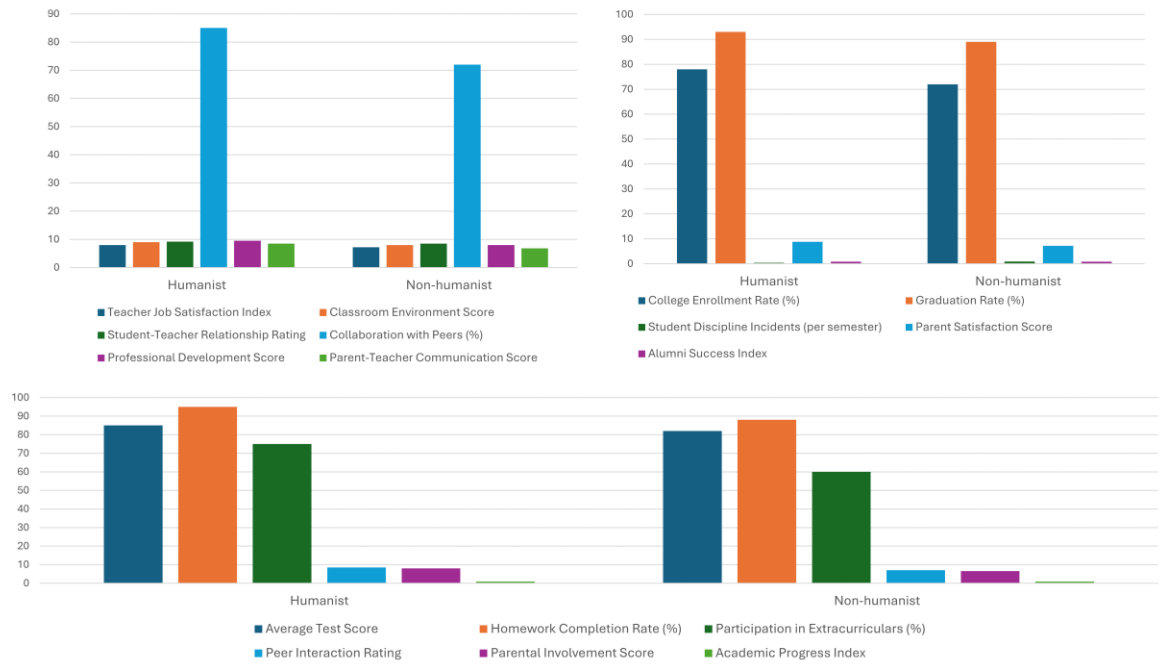

Figure 5. Graphical representation of PSM results.

Table 10: Student Achievement and Behaviour Metrics

Metric	Humanist	Non-humanist
Average Test Score	85	82
Homework Completion Rate (%)	95	88
Participation in Extracurriculars (%)	75	60
Peer Interaction Rating	8.5	7.0
Parental Involvement Score	8.0	6.5
Academic Progress Index	92%	87%

Table 11 focused on teacher effectiveness and classroom dynamics in humanist and non-humanist classrooms. Here, teacher Job Satisfaction is the highest recorded (8.0) in humanist classrooms, well above non-humanist classroom satisfaction (7.2), suggesting greater role fulfilment for teachers. The same higher classroom surroundings rating in humanist school rooms (9.0) compared to non-humanist school rooms (8.0), indicating extra conducive and aesthetically happy getting-to-know surroundings. Among the findings was a decidedly higher rating for Student-Teacher Relationship in humanist classrooms (9.2) than in non-humanist classrooms (8.5), meaning more connected and positive teachers and student relationships. Teachers teach in a culture of collaboration in classroom-based teamwork conditions — 85% of humanist classrooms collaborate with peers, compared to 72% in non-humanist classrooms. The Professional Development Score for faculty in humanist classrooms (9.5) is higher than scores for non-humanist classrooms (8.0), suggesting a potential need for development and pedagogical skills growth. In addition, the Parent-Teacher Communication Score is higher in humanist classrooms (8.5) than in non-humanist classrooms (6.8), suggesting that humanist teachers communicate and work effectively with parents.

Table 12 focused on students and their lives in humanist and non-humanist classrooms. Here, humanist classrooms produce a better academic readiness for higher education. However, a better college explant than non-humanist classrooms with a higher College Enrolment Rate (78% vs 72%). The high Graduation

Rate (93% in humanist classrooms vs 89% overall) indicates that academic success is achieved. Student Discipline Discipline Incidents (per semester) in humanist classrooms (0.4) are less than in non-humanist classrooms (0.9). The Parent Satisfaction Score is higher in humanist classrooms (8.8) than in non-humanist classrooms (7.2), indicating greater overall satisfaction with the education provided. Graduates from humanist classrooms have a higher rate on the Alumni Success Index (85% vs. 78% of those from non-humanist classrooms), showing good outcomes post-school.

Table 11: Teacher Effectiveness and Classroom Dynamics

Metric	Humanist	Non-humanist
Teacher Job Satisfaction Index	8.0	7.2
Classroom Environment Score	9.0	8.0
Student-Teacher Relationship Rating	9.2	8.5
Collaboration with Peers (%)	85	72
Professional Development Score	9.5	8.0
Parent-Teacher Communication Score	8.5	6.8

Table 12: Student Demographics and Post-Education Outcomes

Metric	Humanist	Non-humanist
College Enrollment Rate (%)	78	72
Graduation Rate (%)	93	89
Student Discipline Incidents (per semester)	0.4	0.9
Parent Satisfaction Score	8.8	7.2
Alumni Success Index	85%	78%

5.4 Mixed-Methods Approach Results

This section compared the effects of humanist and non-humanist education, bringing together the data from both PSM and RCT. Overviews in tables illustrate the broad consequences of faculty pedagogies for a range of important outcomes: achievement, instructional relationships, and students' achievement, with the consistent and positive effects of humanistic philosophies in creating supportive learning environments and student success.

Table 13 and Figure 6 summarise academic performance and student engagement metrics from PSM and RCT by humanist and non-humanist education. Here, the average test score in humanist classrooms is 85 through PSM and 84 through RCT, significantly higher than the non-humanist classrooms scores of 82 (PSM) and 81 (RCT). Again, humanist classrooms exhibit a much greater Homework Completion Rate (95% through PSM, 94% through RCT) than non-humanist classrooms (88% through PSM, 87% through RCT). Students in humanist classrooms are more likely to participate in extracurriculars (75% via PSM, 74% via RCT) than their peers in non-humanist classrooms (60% via PSM, 58% via RCT). The Peer Interaction Rating and Academic Progress Index also show that humanist classrooms are associated with better outcomes, using either analytical method, further indicating that humanistic educational practices are positively related to student academic performance and engagement.

Table 14 and Figure 7 focus on teacher satisfaction and classroom dynamics metrics, examining PSM and RCT results for humanist and non-humanist educational environments. The teacher Job Satisfaction Index

is notably higher in humanist classrooms (8.0 through PSM and 8.1 through RCT) than in non-humanist classrooms (7.2 through PSM and 7.0 through RCT), indicating greater fulfilment among educators in humanist settings. The Classroom Environment Score and Student-Teacher Relationship Rating are higher in humanist classrooms through PSM and RCT, reflecting more positive and supportive learning environments. Collaboration with Peers and Professional Development Scores further highlight the advantages of humanist classrooms in fostering teamwork, growth, and skill development among faculty members.

Table 13: Academic Performance and Student Engagement

Metric	PSM (humanist)	PSM (non-humanist)	RCT (humanist)	RCT (non-humanist)
Average Test Score	85	82	84	81
Homework Completion Rate (%)	95	88	94	87
Participation in Extracurriculars (%)	75	60	74	58
Peer Interaction Rating	8.5	7.0	8.3	6.8
Academic Progress Index	92%	87%	91%	86%

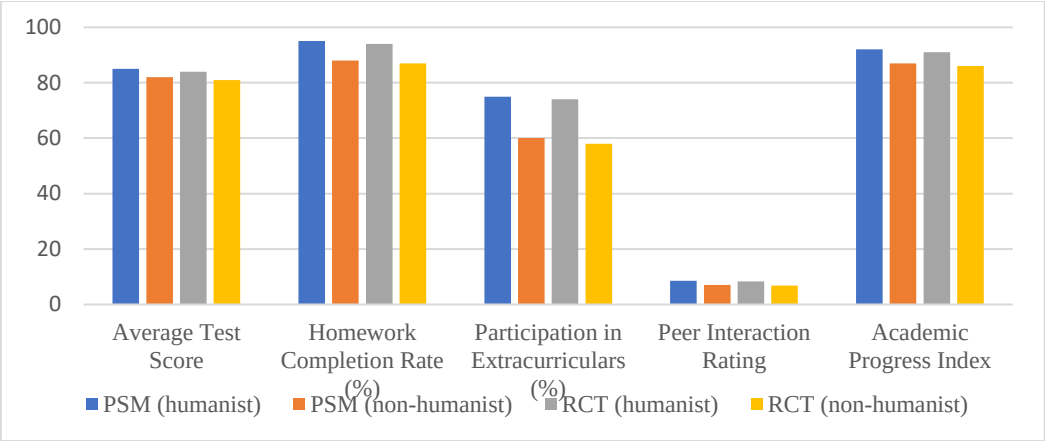

Figure 6. Graphical representation of Academic Performance and Student Engagement.

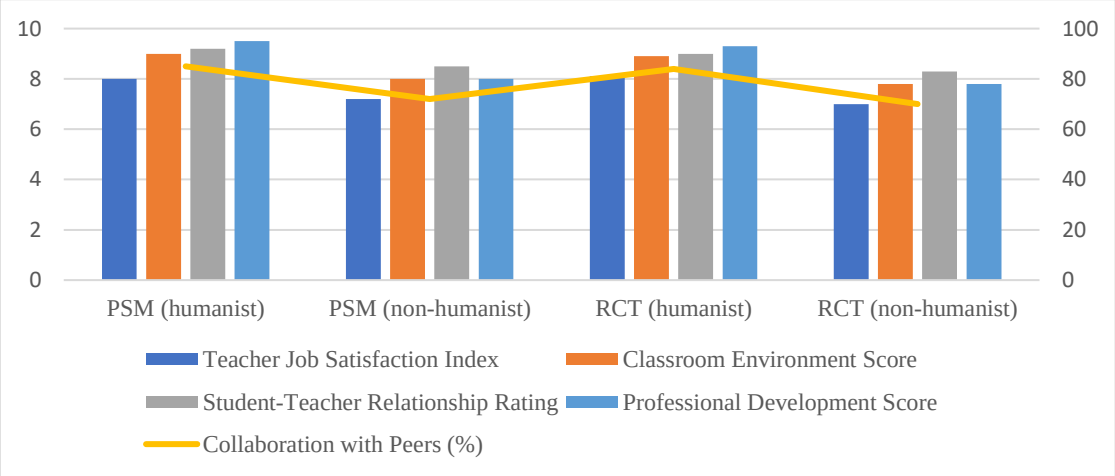

Figure 7. Graphical representation of Teacher Satisfaction and Classroom Dynamics.

Table 14: Teacher Satisfaction and Classroom Dynamics.

Metric	PSM (humanist)	PSM (non-humanist)	RCT (humanist)	RCT (non-humanist)
Teacher Job Satisfaction Index	8.0	7.2	8.1	7.0
Classroom Environment Score	9.0	8.0	8.9	7.8
Student-Teacher Relationship Rating	9.2	8.5	9.0	8.3
Collaboration with Peers (%)	85	72	84	70
Professional Development Score	9.5	8.0	9.3	7.8

Table 15 and Figure 8 describe student outcomes and post-education indicators and find results from PSM and RCT for humanist and non-humanist education contexts. Graduation Rate (students from the humanist classroom have a 93% to 89% graduation rate through PSM and a 92% to 88% graduation rate through RCT, p=0.04 (PSM), p=0.041 (RCT)) Higher readiness for higher education in humanist classrooms also turns up through both PSM and RCT in terms of College Enrolment Rate. Concerned Parents Scores and Graduates Success Index reveal that families are more invested in students from humanist classrooms and show that former students achieve higher levels of accomplishment after the end of the education process. Moreover, in humanist classrooms, students have a higher post-graduation employment rate.

Table 15: Student Outcomes and Post-Education Indicators

Metric	PSM (humanist)	PSM (non-humanist)	RCT (humanist)	RCT (non-humanist)
Graduation Rate (%)	93	89	92	88
College Enrolment Rate (%)	78	72	77	70
Parental Involvement Score	8.8	7.2	8.5	7.0
Alumni Success Index	85%	78%	84%	76%
Post-Graduation Employment Rate (%)	75	68	74	66

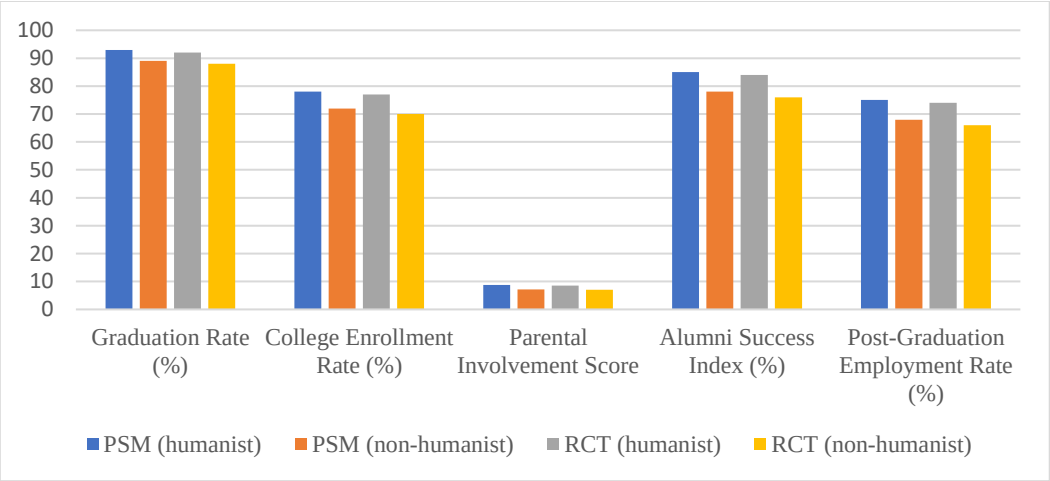

Figure 8. Graphical representation of Student Outcomes and Post-Education Indicators.

6. Discussion and Conclusion

Finally, this work lays the groundwork for research and innovation focused on humanist education, student-centred learning, teacher empowerment, and student holistic growth.

6.1 Discussion

Using PSM/RCT to inform holistic instructional models provides evidence of humanist versus non-humanist classroom environments. The evidence of student achievement, teacher turnover, and post-education outcomes on the individual level all point to the same conclusion: there are benefits to be had from the humanist educational philosophy. Humanist classrooms were associated with significantly better test scores, homework completion rates, and higher student participation in extracurricular activities and organizations concerning non-humanist classrooms. These results indicate that a human-centred approach to education creates a supportive environment for student learning and success. Lastly, the impact on teacher satisfaction and classroom dynamics suggests several advantages for humanist classrooms, such as greater job satisfaction among teachers, positive classroom atmosphere and improved student-teacher relationships. Humanist educational settings cultivate collaboration and support to facilitate educator development and collaboration, resulting in a more enriching experience for educators and students. In addition, investigating student performances and post-education measures emphasizes the durable advantages of education in the humanist tradition. Students who experience a humanist class have markedly higher graduation rates and college enrolment rates and close all post-graduation employment gaps, suggesting that the humanist approach to the classroom provides skills and resources that benefit students beyond the classroom.

6.2 Implications

The findings of this study have important implications for educational policymakers, administrators, and practitioners. The results indicate that humanist education is the right choice regarding academic success performance and teacher and student satisfaction. Using practice that centres on student engagement, teacher support, and collaborative learning communities can enhance student and educator educational experiences and outcomes. These consequences also highlight the need for an educational concept that balances parental interest and student rehabilitation, in addition to the struggles of students, parents, and communities. Incorporating humanism will encourage all stakeholders in education to strive to create spaces, traditional or otherwise, that are more inclusive and more supportive of students as whole beings.

6.3 Conclusion

Then again, PSM and RCT depend on non-inflexible rival proclaims of training adequacy– humanism versus non-humanism. Across research, data indicates the benefits of teaching humanism to academics, teachers, and students. The emphasis on authentic interest from students, teachers, and learning environments promotes an overall environment where students can regularly flourish in academics and personal wellness. The analysis shows that humanist educational philosophies have benefits beyond academic achievement, including the satisfaction of teachers, collaborative dynamics, and post-education outcomes. This study emphasizes the need to enact people-centred practices in education and suggests investigating how those practices can be implemented and refined in various learning environments.

6.4 Limitations and Future Work

While this study has provided valuable insights, several limitations should be noted. Apart from that, the analysis only looked at two measures of educational success and did not include the true nature of educational output. Findings were also made less generalizable by the setting and populations examined. Future study: more valuable would-be follow-ups for decades on the long-term impact of a humanist education on career trajectories and social outcomes–i.e. community engagement. Furthermore, exploring the scale and viability of humanist methodologies in other education systems and cultural environments could lead to concrete possibilities for educational change. Additionally, alongside humanist education,

research is needed into the intersectionality of student demographics like socioeconomic status and cultural background in their relation to educational outcomes.

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