



ISSN: 2350-0328

# International Journal of Advanced Research in Science, Engineering and Technology

Vol. 7, Issue 5, May 2020

## Humanism and Education

YA MIN AUNG

Assistant Director, Department of Higher Education, Naypyidaw, Myanmar

**ABSTRACT :** The philosophers of education suppose education is logically connected. Everyone will agree that education ought to prepare young people to lead a meaningful life, but there are different ways in which this notion can be understood. A religious interpretation has to be distinguished from the secular one. In the light of humanistic philosophy, the objective of education is to facilitate the development of the student to achieve self-actualization. Educated Man is one who possesses a broad range of knowledge of different types\_ knowledge of facts, practical knowledge of how to do things, knowledge by acquaintance with works of arts and other objects. Many would argue that educating children is as much a matter of shaping character of impacting knowledge and knowledge can be used for good or evil purposes. In life, human beings acquire all kinds of knowledge. The study was designed to investigate humanism and education. The purpose of this paper are to find out the aims and curricula of humanist approach in education, to delineate the education for person and moral sensitivity and to investigate the individual inheritance, religious education, faith schools, and parents' rights. Literature analysis method is used for this research. The research revealed that philosophy, branches of philosophy, philosophy and education, education and well-being, humanism and history, humanist approach to education thoroughly. Therefore, the researcher paper will be benefits for some readers.

**KEY WORDS:** Philosophy, Humanism, Humanist, Well-being

### INTRODUCTION

This paper is based on The Aims of Education Restated and Exploring Well-being in Schools. A central message of Humanism is that for our self-aware species, life is brief, sometimes unpleasant or dangerous, but with the potential, at the same time, of being filled with all kinds of joys – joys which we can often share and always help others to experience. Some religious people don't see things this way. They locate true human flourishing only in an afterlife, the goal of life on earth being conscientiously to prepare for this. More recently, in a well-regarded book on Humanism, Jeaneane Fowler associates a humanist concept of education with autonomy, critical thinking, the development of the whole person, the rejection of a narrow vocationalism. Education is the formation of personality is a part of the process of forming the basis of cognitive (intellectual) as well as the power of the sense (emotional) towards a conscious effort directed to finalize the human nature, in order to able to portray themselves according to the development potential of the human nature. The researcher paper will look at humanism and education and united the aims of schools and curricula in education, education for personal and moral sensitivity, individual inheritance and religious education.

### A. RESEARCH QUESTIONS

The research questions of this study are as follows;

- 1) What are the aims and curricula of humanist approach in Education?
- 2) What are the education for personal well-being and moral sensitivity?
- 3) What are the individual inheritance, religious education, faith schools and parents' right?

### B. RESEARCH METHOD

The research used in this study is literature analysis.



ISSN: 2350-0328

# International Journal of Advanced Research in Science, Engineering and Technology

Vol. 7, Issue 5, May 2020

## II. REVIEW OF THE RELATED LITERATURE

Theories about how the universe came to be or what causes events in the universe are crucial if scholars are to interpret the physical science properly. Knowing metaphysics and being able to think metaphysically helps teachers when considering questions of ultimate meaning. A teacher's classroom approach will be linked to the teacher's metaphysical beliefs.

### A. What is Philosophy?

Philosophy is universally recognized discipline and its history is as old as man's. But, today, there is a widespread in difference in toward philosophy and people often declare it to be a useless subject. Love of truth and wisdom was considered as the highest virtue. Wiseman were honored everywhere. But, today the situation is different. The term Philosophy literally means love of wisdom. Plato defined as philosopher as are whose attention is fixed on reality rather than an appearance. A philosopher is interested in grasping the essential nature of things. Philosophy is basically an attitude and an activity of the humankind. There is no sense in philosophy unless it affects our attitude to life and its problem. Philosophy refers to ways of living and thinking. Everyman has a philosophy. A wise man has a clear understanding of the distinction between reality and its appearance. Man is not like other animals. He is a rational being and lives in the organized lives of the society. Philosophy was conceived as was total of all knowledge. Knowledge without wisdom may prove useless or even harmful to mankind. The history of philosophy shows that the philosopher has discussed a great variety of questions. Philosophers have not only expressed their opinion but they have also tried to prove their point of view. The Greek philosophers thought to consciousness three problems by questions. These questions take us to different branches of philosophy.

Philosophy is all learning exclusive of technical percepts and technical art, the science and liberal arts exclusive of medicine, law, and theology, discipline comprising as its core logic, aesthetics, ethics, metaphysics, and epistemology and ethics. Philosophy is also pursuit of wisdom and a search for a general understanding of values and reality by chiefly speculative rather than observational means. Philosophy is also an analysis of the grounds of and concepts expressing fundamental beliefs. At its simplest, philosophy (from the Greek philosophía or filósophía, meaning 'the love of wisdom') is the study of knowledge, or "thinking about thinking", although the breadth of what it covers is perhaps best illustrated by a selection of other alternative definitions: investigation of the nature, causes, or principles of reality, knowledge, or values, based on logical reasoning rather than empirical methods (American Heritage Dictionary), the study of the ultimate nature of existence, reality, knowledge and goodness, as discoverable by human reasoning, the rational investigation of questions about existence and knowledge and ethics, the search for knowledge and truth, especially about the nature of man and his behavior and beliefs (Kernerman English Multilingual Dictionary), the rational and critical inquiry into basic principles (Microsoft Encarta Encyclopedia), the study of the most general and abstract features of the world and categories with which we think: mind, matter, reason, proof, truth, etc. (Oxford Dictionary of Philosophy).

### B. Branches of Philosophy

Epistemology is a branch of philosophy that examines the nature, origin and limits of human knowledge. It is fundamental not only to philosophy but also to education whose main business is the transmission and impartation of knowledge. Knowledge is generally linked to intellectual development, acquisition of human skills and to a large extent, the development of appropriate value system. The mission of epistemology, the theory of knowledge, is to clarify what the conception of knowledge involves, how it is applied, and to explain why it has the features it does. Epistemology is an area of philosophy that deals with questions about how and what we know. What Knowledge is true and how does knowledge take place? The epistemologist attempts to discover what is involved in the process of knowing. Because epistemological questions deal with the essence of knowledge, they are central to education. Teachers must be able to assess what is knowledge to determine whether a practical piece of information should be included in the curriculum. How people learn is of paramount importance to teachers because their beliefs influence their classrooms methods.

The other branch of Philosophy is Axiology that deals with the nature of values. It includes questions such as "What is good?" and "What is value?". The study of value is divided into ethics (moral values and conduct) aesthetics (values in the realm of beauty and art). Ethic is the inquiry into the nature and the concept of morality and the study of the principle of living well and doing well as a human being. Aesthetics is the inquiry into feelings, judgment or standard concerning the nature of beauty. Both ethics and aesthetics are important issues in education.



ISSN: 2350-0328

# International Journal of Advanced Research in Science, Engineering and Technology

Vol. 7, Issue 5, May 2020

## C. Philosophy and Education

In educational theories, there are two approaches, authoritarian and non-authoritarian approach. In authoritarian approach, perennialism, essentialism, behaviorism and Positivism are involved. Non-authoritarian approaches are reconstructionism, progressivism, humanism, constructivism. In authoritarian approach, the classroom organization is rigid/ fixed, highly organized from furniture to lessons, motivations are external controls, discipline is high teacher control, teaching style is extremely amount of teacher talk, direct learning. And the teacher is primary authority source. In non-authoritarian approach, the classroom organization is open, flexible classroom, furniture arrangement and teaching, motivations are internal incentives, discipline is equal teacher and learner control, teaching style is considerably less teacher talk, more learner talk, discovery-based learning and teacher is participatory authority. Progressivism, Reconstructionism, Humanism, and constructivism are educational theories that espouse a non-authoritarian approach to subject matter, classroom organization, teaching methods and assessment. They are rooted in a non –authoritarian principal. The belief is that the truth and goodness belongs to all persons no matter what their station. Teachers are learners and learners are teachers and education is a process in which individuals help one another to clarify.

Progressivism is an educational theory that emphasizes that ideas should be tested by experimentation and the learning is rooted in the questions developed by the learners. Progressivism favors scientific method of teaching and learning, allows for the beliefs of individuals and stresses programs of students learn how to think. Progressivists believe that the school should actively prepare its students for change. Progressive schools emphasize learning how to think rather than what to think. The curriculum is called experienced-centered or student- centered. Experience-centered curricula stress the process of learning rather than the result. Progressivism sees the learners as an experiencing, thinking and exploring individual. Its goal is to expose the learner to the subject matter of social experiences, social studies, projects, problems and experiments. Reconstructionism called for a new social order that would fulfill basic democratic ideals. Reconstructionism draws upon both pragmatism (like progressivism and existentialism. Students should be thought to analyzed world events, explore controversial issues, and develop a vision for a new and better world and enlist students' effort to promote program of cultural renewable. Henry Giroux calls teachers to be transformative intellectuals and wants them to participate in creating a new society. School should practice critical pedagogy, which unites theory and practice as provides students the critical thinking tools to be change agents. A persistent theme of Reconstructionism is that public education should be direct instrument of world reformation. Reconstructionism accepts the concepts that the essence of learning is the actual experience of learning. Humanism is an educational approach that is rooted both in the writing of Jean Jacques Rousseau and in the area ideas of existentialism. Rousseau believed in basic goodness at birth. He also believed that humans are born free but become enslaved by institutions. Humanistic education mingles some of these ideas of Rousseau with the basic ideas of existentialism. Humanistic educational theory is concerned with enhancing inmates' goodness of the individual. It rejects group-oriented educational system and seeks ways to enhance the individual development of the student. Humanists believe that most schools de-emphasize the individual and the relationship between the teacher and the student. Humanists claim that as educators attempt to predict behavior of the student, they turn individual into objects to be measured. According to the humanists, education should be a process of developing a free, self –actualizing person- a process centered on the feelings of the students. Therefore, education should not start with the great ideas, the world or with human kind, but with the individual self. Because the goal of humanism is a completely autonomous person, education should be without coercion or perception. Students should be active and should be encouraged to make their own choices. The teacher who follows humanistic theory emphasizes instruction and assessment based on students, abilities, and needs. Humanists honor divergent thinking. In humanist schools, various textbooks discuss the concept such as open –access curriculum, non – graded instruction and multiage grouping, each of which attends to the uniqueness of the individual. Constructivism is an educational theory that emphasizes hands –on –activity based teaching and learning. Students are active learners who should be given opportunities to construct their own ideas of thought. Teaching techniques should include a variety of different learning activities during which student are free to infer and discover their own answers to important questions. Teachers need to spend time creating these learning situations rather than lecturing. Constructivist educators consider true learning to be active framing of personal meaning (by the learners) rather than framing of someone else meaning (the teacher's). Constructivist theorists encourage the development of critical thinking, the understanding of big ideas rather than the mastery of factual information. Constructivism focuses on the personalized way of a learner internalizes, shapes, transforms information. Learning occurs through the construction of new



ISSN: 2350-0328

# International Journal of Advanced Research in Science, Engineering and Technology

Vol. 7, Issue 5 , May 2020

personalized understandings that results from the emergences of new cognitive students. Teachers and parents can invite students to experience the world's richness and empower them to ask their own questions and seek their own answers. The constructivist teachers propose situations that encourage students to think. Problem-based learning is a radical approach in that it challenges educators focus on curriculum on student interest, concerns rather than on a content coverage. Problem –based learning usually requires students to spend time finding the core problem, analyzing the problem, assessing what is good and is not known about the problem, gathering selected data to complement what has been uncovered, finally presenting a position statement and/or suggesting a solution. Throughout the process, teachers as a guide or coaches and gives great latitude to student interest.

Educational Perennialism is a normative educational philosophy. Perennialists believes that one should teach the things that are of everlasting pertinence to all people everywhere , and that the emphasis should be on principles, not facts. Since people are human, one should teach first about humans, rather than machines or techniques, and about liberal, rather vocational, topics. Although perennialism may appear similar to essentialism, perennialism focuses first on personal development, while essentialism focuses first on essential skills. Essentialist curricula thus tend to be much more vocational and fact-based, and far less liberal and principle-based. Both philosophies are typically considered to be-teacher centered as opposed to student- centered philosophies of education such as progressivism. However, since the teachers associated with perennialisms are in a sense the authors of the Western masterpieces themselves, these teachers may be opened to student criticism through the associated Socratic Method, which if carried out as true dialogue, involves a balance between teacher activity and student activity, with the teacher promoting discussion. Perennialism teaches concepts and focuses on knowledge and the meaning of knowledge. Perennialism aimed at teaching students ways of thinking that will secure individual freedoms, human rights and responsibilities through the nature. Perennialism emphasize that students should not be taught information that may soon be outdated or found to be incorrect. Educational essentialism is an educational philosophy whose adherents believe that children should learn the traditional basic subjects thoroughly. In this philosophical school of thought, the aim is to instill students with the essentials of the academic knowledge, enacting a back-to-basics approach. Essentialism ensures that the accumulated wisdom of our civilization taught in the traditional academic disciplines is passed on from teachers to student. Such discipline might include reading, writing, literature, foreign language, history, mathematics, sciences, art and music. Moreover, this traditional approach is meant to train the mind, promote reasoning, and ensure a common culture. Because Essentialism is largely teacher-centered, the role of the student is called into question. Presumably, in an essentialist classroom, the teacher is the one designing the curriculum for the students based upon the core disciplines. The teacher's evaluative role may undermine students' interest in study. As, a result, the student began to take on more of passive role in their education as they are forced to meet and learn such standards and information. The positivist positions reject essence institution and inner causes that cannot be measured .Empirical verification is central to all proper thinking. The theory rejects beliefs about mind, spirit and unconsciousness. All reality can be explained by laws of matter and motion. Positivism limits knowledge to statements of observable facts based on sense perception and the investigation of objective reality. Positivism requires schools to develop content standards that represent the best understanding of experts who have already uncovered. Behaviorism shares abelieve that a student's misbehavior can be changed and reshaped in a socially acceptable manner by directly changing the students environment. The behaviorists accept the premise that students are motivated by the fact that people will attempt to avoid experiences and stimuli that are not pleasing and will seek experiences that are pleasing and rewarding. Education can contribute significantly to the shaping of the individual because the teacher can control stimuli in the classroom and influence student behavior. The school environment must be highly organized and the curriculum based on behavioral experiences. Knowledge is the best described as behaviors that are observable. The task of education is to develop learning environment that lead to desired behaviors in students. The behaviorists teacher endeavors to foster desired behavior by using positive reinforces (things students like such as praise, privileges, and good grades) and negative reinforces (things students wish to avoid, reprimands, extra homework and lower grades). Both children and adult respond to the models other people (peers, adults, heroes) represent to them by imitating the model behavior. Behaviorists connected that students tend to emulate behaviors that are rewarded.

## D. Education and Well- being

School have traditionally confined themselves, by and large transmission of knowledge. A century and a half ago, people held that curriculum subjects develop a range of mental faculties, like memory or demonstrative reasoning, all beneficial to the learner. Nowadays, a more common justification for a broad, knowledge-based curriculum is that it gives pupils a basis for choosing the career and ways of life they prefer. Living a fulfill life requires personal qualities



ISSN: 2350-0328

# International Journal of Advanced Research in Science, Engineering and Technology

Vol. 7, Issue 5, May 2020

that go far beyond these: resilience, for instance, the proper regulation of one's emotion, cooperative, good judgment in practical affairs. School can do something to nurture these, too. There are two aspects of well-being. The first is that, if you are to lead a flourishing life at all, certain basic requirements have to be met (Griffin, 1986, chapter 3: Raz, 1986, chapter 12.2; Sunner, 1996, chapter 3.2). Some are material prerequisites such as food, drink,

shelter, clothing, income, exercise, a certain level of health for flourishing and survival. Moreover, people need practical intelligence and judgment with it and also need to live in society that is relatively peaceful and respect their freedom of action. Schools And families helps children to think flexibility, to develop nuanced judgment in making decisions, to acquire appropriate habits, encourage them in the proper regulation of their emotions such as anger, fear, sympathy and their bodily desires including sexual desires. Education for well-being can focus learner's attention not only intellectually, but also as agents of change on basic needs more generally, as vital elements in all human flourishing. The second aspect of personal wellbeing is more complicated because people are met all basic needs but spend of most time on worthless or unsuccessful pursuits and the question is that "What counts as a worthwhile pursuit?" There are approaches, religious perspective, benthamite hedonism, automatic desire satisfaction and beyond individual preferences, to worthwhile pursuits. Some people have their own life plans detail and schools would do well to make discussions of the pros and cons of life-planning more prominent in their work. The education system as a whole could also consider titling its energies and resources more towards responding to a passion for learning, whenever it happens to occur.

## E. Humanism and History

More recently, in a well-regarded book on Humanism, Jeaneane Fowler associates a humanist concept of education with autonomy, critical thinking, the development of the whole person, the rejection of a narrow vocationalism. But many believers can happily take these and other such recommendations on board. Humanist puts up can be unproblematic for a believer. Humanists see the thing that the world we all know is not the whole of the reality. As liberal, the humanist believe that people being have creative thinking and make up their own mind on controversial issues, religious believers in our society also share their liberalism.

For human, the traditional structure is that the father is the head, the mother is housewife and the children will be obeyed and accepted to their parents. Liberal humanist approaches to children's education in the home are best understood in terms of the rejection, over time, of the religious setting within which it formerly took place. Humanists tend to view the inculcation of religious beliefs within the family as a form of indoctrination, to be resisted as a threat to the child's right, as an autonomous person in the making, to determine the larger parameters of his or her own life. There is religious influence on family life, the school curriculum and ethos, motivations for learning, and ways of teaching. Humanist as well as other liberal thinkers have challenged children as incompatible with their intellectual autonomy.

## III. FINDINGS

### A. Humanist Approach

Humanism can be defined in numerous ways. According to Edwards (1989) humanism is a school of thought that believes human beings are different from other species and possess capabilities not found in animals. Humanist gives primary to the study of human needs and interests. Humanistic education (also called person-centered education) is an approach to education based on the work of humanistic psychologist. The humanist teacher is a facilitator, not a disseminator, of knowledge. Participatory and discovery method would be favored instead of traditional didacticism (i.e. learn parrot-fashion everything the teachers say). Much of humanist teacher's efforts would be put into developing a child's self-esteem. It would be important for children to feel good about themselves (high self-esteem), and to feel that they can set and achieve appropriate goals (high self-efficacy). This form of education is known as child-centered and is typified by the child taking responsibility for their education and owning their learning. The behaviorist might advocate positive reinforcement such as praise, and punishment in the form of negative criticism. Both praise and blame are rejected by humanists.



ISSN: 2350-0328

# International Journal of Advanced Research in Science, Engineering and Technology

Vol. 7, Issue 5, May 2020

## B. The Aims and Curricula of Humanist Approach in education

School education in the world has largely dependent upon the traditional curriculum and this curriculum includes mathematics, science, language, history and geography. And on the other sides, there are aesthetics like literature, drama, music, dance and the visual arts. Although knowledge –based subject has religious root, artistic subjects mark departure from rigorous religious perspectives. The French sixteenth-century logician Pierre de la Ramée (Ramus) and his followers, and the educational reformer Jan Comenius persuade Calvinists and other believers in northern Europe. It is to replace the classical studies and their commentaries that dominated higher secondary/university education with a curriculum built around a systematic arrangement of knowledge in all its varieties.. By the nineteenth century, the ‘modern’ knowledge-based curriculum had, with the rise of the largely dissenting middle classes, become a serious rival to a classical education, spreading in the course of that century from higher education to secondary, or high, schools. In Britain, and especially in the US, where puritan influences remained powerful, religious and practical goals were still intertwined in school programmes. Subjects like science and geography were valued for their disclosure of the wonders of divine creation, and history for its account of the progress of Protestantism. The art education of humanistic approach is that aesthetic activities such as music, literature, the visual arts, human nature (the reflecting way to the existential situation) and the beauty of the world are fulfillment of enjoyment. And abstract knowledge like mathematics and physical science are the pursuit of knowledge and its’ enjoyment is higher than aesthetic enjoyment. Today, sex education exists in in England and Wales it is indeed a statutory element in the National Curriculum. These days, we see human beings as a species of mammal, able to move around, perceive the world, and feel pain and fear, just like many other mammals, but also possessing forms of consciousness that enable them to communicate, plan and reason about what they do together. Most schooling has to do both the intellectual development and physical development of the student and the scope of physical education is broader and encourages physical activity within and outside the school as a collaborative project as well as the recreational and optional activities. According to the saying, “A strong mind is existing in a strong body”, physical education can promote student health.

## C. Education for Personal Well-being and Moral Sensitivity

The purpose of school education and families’ education bring issues for personal well-being and moral sensitivity. From a humanist perspective, these have to do wholly with our own and others’ flourishing in the only life we have. Human flourishing, on this view, has much to do with wholehearted, enjoyable and successful engagement in self-chosen, worthwhile relationships and activities. Part of education for well-being is helping to equip children with the personal qualities needed to lead a fulfilling life. Schools can and should share this task with families. They are also in helping children have like self-confidence, management of their bodily appetites for food, drink and sex, reflectiveness about priorities – as well as more directly altruistic virtues like considerateness and respect for diversity. On the altruistic side, it shifts priorities from obedience to moral rules, like those in the decalogue, for instance, to the cultivation of desirable dispositions associated with human fulfillment. And then, personal life’ fulfillment depends on choosing the major direction we wish to follow and rationally how to work out the most suitable ways of realizing our plans. Secondary school practices often support how to look at human life, sometimes by careers guidance, vocational education and by encouraging older students to choose examination options that will facilitate their chances of getting into university and a professional career beyond because life planning is crucial to flourish in human life. All of us human animals have only one short life, with nothing beyond it. Our educational system should help us all to live it abundantly. A humanist would say that students should be motivated by extrinsically and intrinsically. In the schools, tests and examination are ways to know students learning progress. If a person loves to calculate mathematics and physics although he or she left the school, is the evidence that he/she got out of the class calculation than any other qualification. Humanists are likely to favor assessment methods more fit for purpose than those traditionally used. Dealing with school leadership is like that the school needs the leader to lead the complex arrangement of the school. The ideal school leader should be an authoritative person with a vision of the direction the school should be going in and the power to lead others towards that goal. That’s why the humanist needs to rethink school leadership in term of legacy.

## D. The individual inheritance, religious education, faith schools and parents’ right

A central aim of education was to fill individuals’ minds with the knowledge and moral qualities required for their own salvation. Human are social animals; and we would like educational arrangements to reflect this. The large part that



ISSN: 2350-0328

# International Journal of Advanced Research in Science, Engineering and Technology

Vol. 7, Issue 5, May 2020

relationships play in a more secular ideal of human flourishing reinforces this. There is good reason for humanists to welcome further moves in the direction of collaborative learning. If the assimilation of knowledge becomes less dominant as an aim, these changes should weaken the individualist tradition. It may still be possible (if not necessarily desirable) to teach mathematics to discrete individuals working apart; but this may make much less sense for personal and social, or civic, education. Records of achievement, or student profiles, have less difficulty in flagging up a student's achievements as part of wider group effort. At present, it is up to individual schools whether or not they introduce children to non-religious as well as religious beliefs. Although it is mentioned in national guidance documentation, humanism does not have to be studied. Secondly, this documentation is attentive to specific features of different religions. One of the statutory aims of state schools since 1988 has been to promote students' spiritual development. No definition of 'spiritual' has been provided, but it is hard not to associate the term with religious belief. If parents are allowed, via their choice of a religious school, to close down their children's options, they are making it harder for them to act autonomously, and in that way posing a threat to their well-being.

## IV. DISCUSSION AND SUGGESTIONS

Today, most of education system is producing a large number of graduates. Humanistic approach of education should start right at the elementary level to align the student on education track. Once the student understands the very purpose of education self-things will start moving the right track. Education aims to develop human potential and forms a good personality. The ultimate purpose of humanist purpose of humanist approach in education is the learning process that was started and is intended for humanizing mankind. Humanizing humans, is to achieve self –actualization, self-understanding, and self –realization of people to learn optimally. Gage and Berliner (1991) have given five basic objectives of the humanistic view of education; promote positive self-direction and independence (development of the regulatory system), develop the ability to take responsibility for what is learned (regulatory and affective system); develop creativity (divergent thinking of cognition); curiosity (exploratory behavior, a function of imbalance or dissonance in any of the system); and an interest in arts (primarily to develop the effective/emotional system). Following the path of humanism in education field, one can be very much assured that what we have lost among students and teachers in the present education like ethical and moral values, morale and tolerance among students will be restored. These are pillars of a strong society. Humanistic approach to education will help in attaining self –actualization which is what the prime focus on education is. In this approach, teachers and students have to act together in order to determine the appropriate action.

## V. CONCLUSION

This sketch of a liberal humanist approach to education questions a number of features of our present educational practices. These include transmission of knowledge, aesthetic sensitivity, life planning and the need for enjoyment, etc. In the light of humanistic philosophy, the objective of education is to facilitate the development of the student to achieve self –actualization. Therefore, Humanistic processes are described as a series of progressive changes which optimize the potential of the student towards the goal of inherent purposes, internal organization and infinite creativity.

## REFERENCES

- [1] John White (2010) "A guide to making children's lives more fulfilling," Exploring Wellbeing in Schools, Volume 1, pp27-29, 2010.
- [2] John White, "A Revised Concept of Education", The Aims of Education Restated, volume (22), pp2-17.
- [3] Rescher, N. (2003). Epistemology: An Introduction to the Theory of Knowledge. New York: Albany.
- [4] Russell, B. (2008) The Basic of Philosophy. Retrieved from <https://www.philosophybase.com/general-what.htm/>
- [5] Fridaus, F. A. (2017) Humanistic Approach to Education. Retrieved from <https://ejournal.unida.gontor.ac.id/index.php/tadib/index>
- [6] Kumar, R. et al (2017) "Humanistic Approach to Education: A Looking into The Human Perspective of Teaching and Learning Retrieved from <https://www.reaerchgate.net>



ISSN: 2350-0328

# International Journal of Advanced Research in Science, Engineering and Technology

Vol. 7, Issue 5 , May 2020

## AUTHOR'S BIOGRAPHY

### Ya Min Aung / Myanmar

Ya MinAung is Assistant Director from Depart of Higher Education ( Teacher Education ) from Naypyidaw, Myanmar. She had graduated Bachelor Degree of Education from Sagaing Institute of Education in 2007. After she had received Bachelor degree of Education, She worked at a Junior Assistant Teacher in Taungdwingyi, Magway Division, Myanmar. After two years , she attended Master of Education Course and got Master Degree of Education from Sagaing Institute of Education in 2011. Then, She worked as a Deputy Staff Officer at Department of Basic Education, Mandalay , Myanmar from July 2011 to June 2012. Then, she worked as the full time member of Comprehensive Education Sector Review in Yangon from July 2012 to July 2014. And then she worked as Deputy Staff Officer again at Department of Basic Education, Mandalay from August, 2014 to March 2015. Moreover, she got promotion Staff Officer to Magway Division Education Office from September, 2015 to January 2016. And she had transferred to Department of Higher Education (Teacher Education) from February, 2016. In 2018, She won Chinese Government Scholarship and attended PhD Candidate. And she was promoted Assistant Director on November, 2019.

