

Adoption of Humanistic Pedagogy to Leadership Education in Higher Education

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Introduction

The leadership education and development of students and young professionals have become a composite focus area for many higher institutions, particularly business schools (Allen et al., 2022). This has consequently inspired an increase in research on the different approaches and frameworks for teaching leadership to students (Allen et al., 2022; Watkins et al., 2017). Allen et al. (2022) asserted that relevant leadership skills such as problem solving, relational, change, and innovation skills require a variety of humanistic approaches for students to fully embrace and internalize them.

Humanistic Pedagogy

Humanistic pedagogy places more emphasis on the “human” or “humane” end of the learning process and perceptions students hold about the world (Javadi & Tahmasbi, 2020; Purswell, 2019). Integral to humanistic pedagogy is human learning theory that has its roots in the psychological study and observation of an individual student and their relationships with the learning environment (Purswell, 2019).

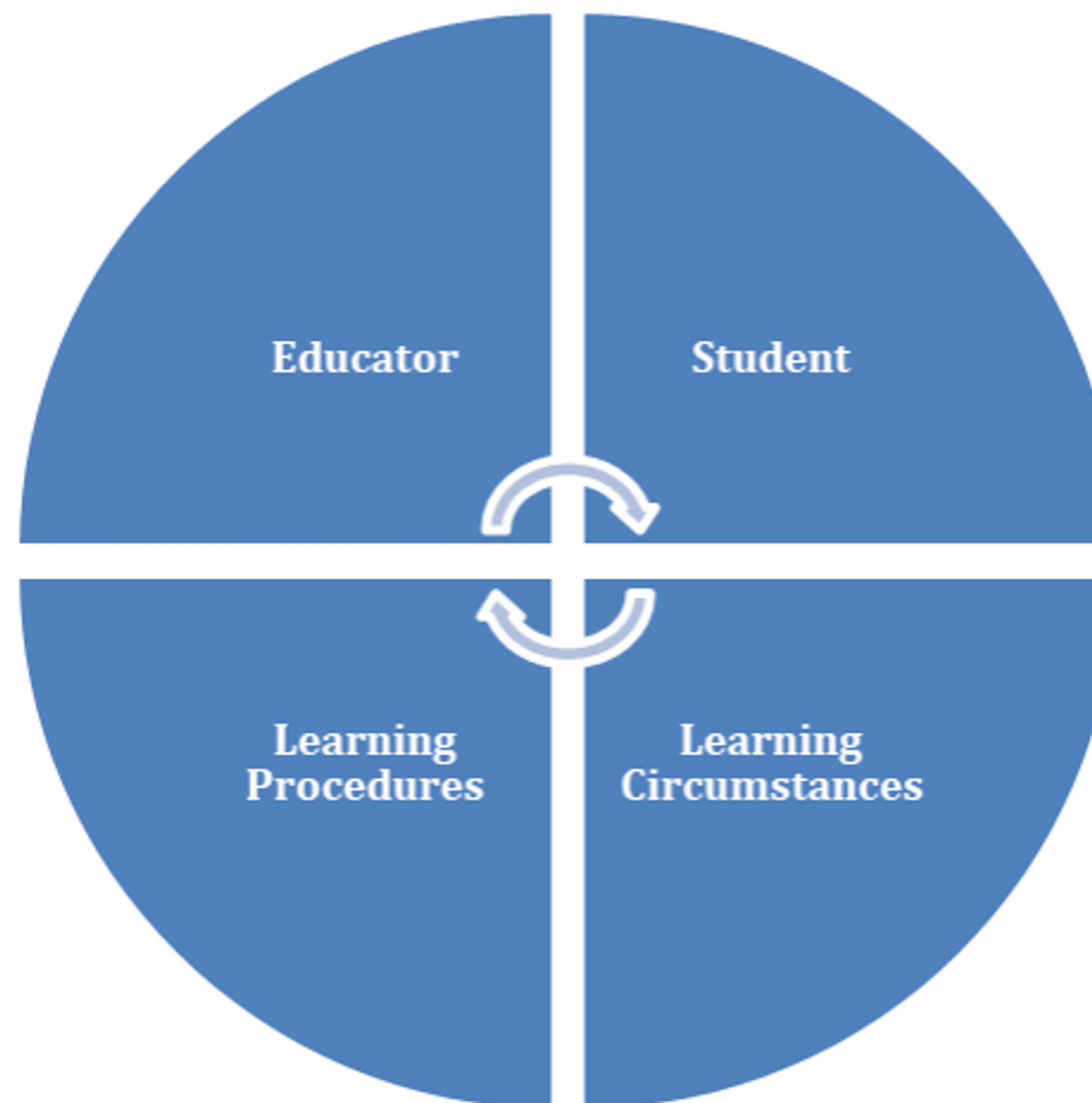


Johnson (2014) asserted that the human learning theory pays attention to the affective dimension of students such as their self-concept, individual values, and emotions. A conceptual review of selected literatures revealed the following characteristics of humanistic learning theory:

- Emphasis on the formation of the human values of students, the educators’ ability to understand the student, attention of educators to the emotions of students during a learning process, and the involvement of students throughout this process (Tolstova & Levasheva, 2019).
- Prioritizes these four elements – confidence in progress, reasons, inclusiveness, and focus on individualism (Rustan Effendi et al., 2020).
- Giving students opportunity to take interest in what is to be learned, ensuring self-directed learning and creating a conducive learning environment (Johnson, 2014).

Humanistic Pedagogy and Leadership Education

The use of humanistic pedagogy in leadership education is an approach that puts to perspective the four important viewpoints in teaching leadership—the educator, student, learning procedures, and learning circumstances (Purswell, 2019)—while prioritizing students’ learning in the value of their self-identity and full development (Rustan Effendi et al., 2020).



Allen et al. (2022) posited that using humanistic pedagogy to teach leadership courses in higher education helps students become self aware of their need for leadership education and value the importance of self-leadership. Furthermore, they are better able to discover their purpose in leadership against seeing leadership as a problem-solving approach (Waddock, 2016). Moreover, an essential aspect of adopting the humanistic pedagogy in teaching leadership is that it inspires commitment for lifelong learning among leadership students that extends beyond their college education (Waddock, 2016).

Humanistic Pedagogy Across the Disciplines in Higher Education

In their book, *Humanistic Pedagogy Across the Disciplines*, Traver and Leshem (2018) expanded on the role of humanistic pedagogy across multiple disciplines, such as creative arts, social justice, mass media, and history. They found out that community colleges are ideal places to practice humanistic pedagogy as they are focused on serving the needs of variety of students. Additionally, in a globalized world, humanistic pedagogy has been seen as the most apt for the development of student potential by establishing interconnectedness among students and teachers, fostering human-wide solidarity and concerns, and strengthening human values (Suransky, 2017). Suransky (2017) posits that “a similar belief in the transformative potential of education lies at the core of the human development and capability approach” (p. 126).

**“It inspires
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