This book is an initial effort to present a collection of views from different educationist from India and abroad on the qualitative approach to teacher education as envisioned by National Curriculum Framework for Teacher Education (2009). This book presents view, which interprets the idea of a humane teacher from different perspectives including the phenomenological perspective. It also presents views on the variegated perspectives such as gender, inclusiveness, accountability, adolescence needs and demands and many more that influences the educational situations and shapes the teacher personality. It also presents a relevant and deep insight into reflection and reflective practices as a necessary tool towards becoming a humane teacher. Finally the book presents a synthesis of the concept of humane and reflection in a synthetic way that goes into the making of a humane reflective teacher.

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Spine

Humane Reflective Teacher

R.P. Shukla • Ajeet Kumar Rai • Yogendra Pandey

Front Cover

Humane Reflective Teacher

A Qualitative Approach to Teacher Education

Edited By
R.P. Shukla
Ajeet Kumar Rai
Yogendra Pandey

Humane and Reflective Education in Student Learning: Evidence on Learning Effectiveness and Educational Aspiration

Chang-Ho Ji*

Humane educators see teaching as a humanistic profession. They show kindness to students, colleagues, and others around them, and having a kind teacher helps students feel welcomed, cared for, and loved. Humane teachers are also empathetic, putting themselves in the students' shoes and trying to see things from their perspective. They are concerned about the students and build intimate relationships with them. This emphasis on caring teacher-student relationship originates in the theory of humane education that was developed as a reaction to the rational-technical agenda of competencies, skills, testing, and evaluation (Higgins, 2015). It aims to create, nurture, and maintain a civil society committed to justice, concern for the good of others, respect for individual and cultural differences, and responsibility for humans and all of life forms (Lin, 2001; Ozolins, 2017; Rabin & Smith, 2013).

Along this line of development, in this conference we understand and define human teachers as those with a determination to "understand the students with their social, cultural and political context, a caring attitude towards the students, and a developed sensitivity towards their problems and needs (Pandey & Rai, 2017)." Teachers with humane attitudes "foster and nurture close interpersonal relationship" with the students ensuring a "well-being parallel to their cognitive development." Awareness of student diversity and its bearings on the processes of learning along with responsiveness towards individual needs are the critical features of humane teaching. They are characterized by flexibility and innovation in professional practices. Humane teachers thus "continuously test their knowledge, analyze their actions and revisit their wisdom in response to the changes and demands of the professional context posed by diverse needs of students, both affective as well as cognitive."

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Further, this conference goes one step further to suggest that humane educators can be responsive to the students only when they are capable of inspecting their assumptions, theories, potential biases, and actions. Put otherwise, to be humane a teacher needs to be proficient in critical reflection of his or her own teaching practice and classroom management. Reflective teaching includes a process of observation, analysis, evaluation, and metacognition in which teachers weigh their teaching practices, critically assessing and reflecting on how something was taught and how the practice might be improved or changed for better learning outcomes (Belvis, Pineda, Armengol, & Moreno, 2013; Casey, 2014). It acknowledges the uniqueness of each situation encountered in a classroom and school and the extraordinary complexity of teaching practice and student learning in relation to individual personalities, peer dynamics, or pupil-teacher relations (Ruch, 2002).

What are the possible characteristics of a school with humane and reflective teachers? While every humane and reflective school will have a different look and feel than any other, in my view, schools dedicated to reflective and humane principles will share some characteristics. Specifically, humane schooling is likely to provide a school environment where students feel welcomed, cared for, and loved. It will have inclusive classrooms, a supportive culture, and responsive instruction. In such a school, students are likely to be psychologically and academically well connected to teachers. Teachers would be interested in and concerned about students' lives, including their academic success, thus responding to their efforts with genuine praise and encouragement. Disciplines will be fair and constructive rather than discriminatory and punitive. Curriculum will be rigorous, well-designed, and of high caliber. In a humane and reflective school, teachers coach students in the attitudes and knowledge they need to succeed in the school system as well as later in their personal and professional life. As a whole, the school is likely to be charged with excitement and positive atmosphere.

The increased spread and salience of humane, reflective schooling has led to an expansion of scholarly interest in this matter that now extends well beyond the academic fraternity to also encompass a substantial part of the educational literature. Through consideration of this educational literature and an empirical analysis of an American case, the author forwards an empirical approach to the issue of humane and reflective schooling to explore whether or not and how such schooling imparts educational benefits to pupils, particularly related to student learning and academic success.

Irrespective of the extent of scholarly conceptualization of and professional interest in the issue under consideration, however, the education literature's analysis of it has, at least within the scholarly and empirical field, been dominated by an exploratory, qualitative paradigm with heavy reliance on case studies, anecdotal stories, and small-scale interviews. The theory of humane and reflective practice, for example, has been adopted by many teacher-education researchers, but their studies have heavily taken the form of semi-structured or focus-group interviews with teachers and teacher-trainees

(e.g.,Burbank, Ramirez, & Bates, 2012; Flecknoe, 2002; Hannigan, Rahael, White, Bragg, & Clark, 2016; Johansson, Sandberg, & Vuorinen, 2007; Parsons & Stepheson, 2005; Ylitapio-Mantyla, 2013). This caveat also holds true for other areas such as health-related or social work training disciplines (e.g., Aronson et al., 2011; Hermsen & Embregts, 2015; Reinders, 2010; Salehian, Heydari, Aghebati, & Karimi-Moonagi, 2017). Some exceptions are found in the education literature, including studies that adopted a limited scale of experimental research (e.g., Belvis, Pineda, Armengol, & Moreno, 2013; Hursen & Fasli, 2017; Gano-Overway, 2013). However, the results of these quantitative studies are mixed, far from confirmatory in supporting the benefits of humane and reflective schooling. In short, while there is extensive literature discussing the value of humane and reflective education, minimal research has quantitatively investigated how facilitating a humane and reflective school environment influences student learning. The current article aims to fill this research gap by giving attention to student's learning effectiveness and educational aspiration.

Method

The author draws on nationwide survey results of 6th-12th graders enrolled in the schools affiliated with an evangelical Protestant church in the United States and Canada. For the survey, during the 2012 school year, a sample of about 30% of about 1,000 schools affiliated with the church was chosen by a stratified-random method which ensured proportional representation of school type, size, and geographical location. Each selected school appointed a survey administrator who oversaw the entire process of surveying all pupils in grades six through twelve. The questionnaire was made up of 407 items related to various aspects of family, school, church, friends, life-style, and religion. Of the survey items, the author utilized 30 items related to students' perception of their school environment, educational aspiration, and perceived learning effectiveness along with three demographic attributes.

The final database available for the analysis ended up with 10,346 respondents after eliminating student surveys with incomplete information. Female students comprised of 52% of the sample; 61% of the respondents came from grades nine to twelve. For ethnicity, 63% represented non-white ethnic communities, which included 25% of the sample identified as multiracial.

The questionnaire had eight items that asked students to assess their school atmosphere and how caring, responsive, and reflective their teachers were in relation to teaching, discipline, and student-teacher interaction (see Table 1 for the questions). The results of explanatory factor analysis are presented in Table 1, which support retention of a one-factor solution explaining 43.30% of the common variance. The scree plot in Figure 1 also clearly showed a major "break" following the eigenvalue of the first factor. The eight items yielded internal consistency of .69, and their scores were averaged to compute a score of humane and reflective schooling.

Student learning effectiveness was measured with the 18 items taken from the Student Learning Effectiveness Inventory (Kim, Newton, Downey, & Benton, 2010). As given in Table 2, factor analysis produced four factors that accounted for 54.80% of the variance. This solution was further supported by the scree plot in Figure 2. Seven items were loaded on the first factor that was labeled Satisfaction with School and Peers (SSP). The second factor was comprised of five items related to time and attention problems. It was named Stress and Time/Attention Problems (STP). Three items each were loaded on the last two factors labeled Academic Work Efficacy (AWE) and Class Participation Avoidance (CPA). Cronbach's alpha was .80, .75, .78, and .60 for SSP, AWE, STP, and CPA, respectively. These four subscale scores were computed using the mean of their corresponding items; the author averaged all the items to calculate the composite score after reversing the score of eight items associated with STP and CPA.

For educational aspiration, students were asked: How far in school do you think you will get? The responses were categorized into eight levels: (1) dropping out from high school; (2) graduating high school; (3) going to a vocational school after high school; (4) going to two years of college; (5) graduating from college after 4 years; (6) getting a Masters degree; (7) getting a doctoral or post-graduate professional degree. Apart from these primary variables, the current analysis took into account three demographic variables to control their influences: grade (0 grades 6-9, 1 grades 10-12), gender (0 male, 1 female), and ethnicity (1 white, 2 black, 3 Asian, 4 Hispanic, 5 Multi-racial).

Results

Does a humane and reflective school help the students become effective learners? To answer this question, a set of regression analyses was conducted to examine the relationship between school environment and student learning effectiveness. The results for the composite score are displayed in the first column of Table 3. A humane and reflective school environment was significantly and positively associated with student learning effectiveness. Further, it was found to uniquely explain 12% of total variance (partial correlation coefficient not reported in the table). This figure is rather impressive given the nature of cross-sectional survey research.

How does a humane and reflective school increase learning effectiveness among students? To explore a mechanism for humane, reflective teachers to improve student learning effectiveness, a multivariate regression analysis was employed using the four subscale scores as dependent variables. As given in Table 3, humane and reflective schooling was positively associated with students' satisfaction with school and peers (SSP) and their study efficacy (AWE). It was inversely linked with academic stress and time/attention problem (STP) and class participation avoidance (CPA). Equally informative is the size of explained variance. Humane and reflective schooling explained 14% of the variance of SSP (partial correlation coefficients not reported in the

table). This figure was much larger than the 4%, 2%, and 2% for AWE, STP, and CPA, respectively. That is, a humane and reflective school contributes to the increase of learning effectiveness as it reduces students' academic stress, distraction, time management problem, and intra-classroom participation avoidance. Concurrently, it also prompts learning effectiveness by increasing student satisfaction with school and peers and their academic work efficacy. The effect through increased students' satisfaction is particularly large, which implies that a humane and reflective school helps the students become effective learners as they feel happy with the school, participate in school activities, find good friends there, and study with their peers.

Educational aspiration reflects educational goals a student sets for himself or herself. In general, people cannot attain what they have not aspired to. Aspiration prompts individuals to work harder and accomplish more (Sherwood, 1989). It is a critical input for school success and eventual better life outcomes (Kao & Thompson, 2003; MacBrayne, 1987). Does a humane and reflective educational environment energize young students to value education and to aim high for their educational achievement? What is the mechanism for such a school to expand aspirations among students?

In the left column of Table 4, the results support the affirmative influence of humane and reflective teachers on students' educational aspiration. Students with humane and reflective teachers tended to value education and aspire to get college and graduate education. For further understanding, learning effectiveness was incorporated into the analysis to examine whether the predictor of humane and reflective school remains robust in predicting educational aspiration. The right column of Table 4 shows that a humane and reflective school was a significant predictor of educational aspiration even after learning effectiveness was introduced into the model. This finding may suggest the direct, positive impact of humane and reflective teachers on students' educational aspiration. There is one caveat in this account, however. Table 4 reports the partial correlation coefficient of each predictor. Readers may notice that the size of variance explained by a humane and reflective school environment was near zero regardless of the presence of learning effectiveness in the prediction models. In contrast, learning effectiveness accounted for 4% of total variance. This figure seems to be meaningful, even though it may not be necessarily a huge percentage.

The combination of these findings suggests an indirect, rather than direct, impact of a school environment on student aspiration for educational attainment. That is, humane and reflective teaching is linked to educational aspiration, but it appears to be mostly dependent on various mediating variables related to the student's self-perspective like perceived learning effectiveness. In the data, students of humane and reflective teachers held higher learning effectiveness, and this increased self-confidence in learning, and personal potential was found to boost their desire to obtain college and graduate education for professional careers and better personal life. This finding highlights an intervening role of perceived learning effectiveness between

a humane and reflective school environment and student's aspiration for success.

Conclusion

This paper presented the results of the author's empirical examination of humane and reflective schooling on students' learning effectiveness and academic aspiration. A humane and reflective school generates high levels of student learning effectiveness, especially as it increases their satisfaction with the school and their peers and teachers in the school. The results offer relatively weak evidence of its direct impact on educational aspiration. Yet, there is a strong relationship between learning effectiveness and educational aspiration. These facts point to the indirect, positive impact of humane and reflective education on educational aspiration through increased learning effectiveness. Overall, the data demonstrate that humane and reflective schooling matters for achievement, improving students' academic capacity, psychological well-being, and desire for learning.

Based on this statistical case study, the author encourages educators and scholars to further adopt a quantitative and empirical method in discussing and researching humane and reflective education. The current analysis may provide initial empirical evidence to support the importance and benefit of humane and reflective schooling in a rather confirmatory manner in relation to students' academic success. As widely understood, qualitative research is primarily an exploratory method that helps uncover new ideas, analyze trends in thought and opinion, offer insights into problems, and develop hypotheses for quantitative research. On the other hand, quantitative data help us with decision making. It is better poised to describe relationships, differences, and cause-effect connections as well as allow for generalizations of research findings to a large group of people of interest. Qualitative research is not infrequently followed by quantitative research, and a combination of both methods is becoming more and more commonplace. Humane and reflective teaching is a pivotal concept in the study of education. In the course of educational studies, much has been written in a qualitative manner by scholars and pundits regarding the need of humane and reflective education. But relatively less has been done using quantitative data to investigate the extent to which humane and reflective schooling relates to student learning, aspiration, and achievement. This study was designed to fill part of this research lacuna.

The value of new ideas in educational reform or movement oftentimes boils down to whether or not they actually bring forth positive changes in student learning, academic success, and school and personal life. The present study demonstrates that humane and reflective education is one of those invaluable ideas and theories that deserves continuous research and implementation.

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Table 1: Summary of Items and Factor Loadings for Varimax Orthogonal One-Factor Solutionfor the Humane and Reflective School Atmosphere Questionnaire

Items	Loading	Communality
Teachers listen to students.	.76	.58
The teaching is good.	.75	.56
Teachers are interested in students.	.74	.54
Teachers praise students when they work hard on schoolwork.	.69	.47
Discipline is fair.	.63	.41
Students often feel "put down" by teachers (reversed).	.57	.32
There is real school spirit.	.57	.32
My school provides a better academic program than other schools.	.53	.31

Note. N = 10.346.

Table 2: Summary of Items and Factor Loadings for Varimax Orthogonal Four-Factor Solution for the Student Learning Effectiveness Inventory

Item	Loading 1	2	3	4	Communality
I participate in activities put together by the school.	.72	.12	.03	-.23	.58
I consider school to be a great time in my life.	.71	-.15	.15	.02	.55
I have gone to school activities at the school	,6S	.16	-.03	-.23	.54
I know someone with whom I can study.	.66	.01	.12	-.04	.46
I have friends at the school.	.65	.03	-.06	-.14	.45
I like my classes and courses.	.61	-.26	.27	.04	.51
My friends have good study habits.	.60	-.08	.21	.19	.44
I do not seem to have enough time to get everything done that I need to do.	-.04	.82	.04	.06	.67
I feel there are so many things to get done each week that I am stressed.	.00	.80	.14	-.01	.65
It seems as though I am playing catch-up.	-.04	.75	-.09	.15	.59
I find my attention wandering in class.	.00	.58	-.31	.23	.49
I find myself daydreaming when I study.	.04	.54	-.35	.23	.47
I make study goals and keep up with them.	.14	-09	.84	-.03	.74
I organize my time so that I have plenty of time to study.	.14	-.10	.83	-.05	.72
I break big assignments into manageable pieces.	.12	.02	.64	-.02	.43
I avoid classes in which participation is required.	-.16	.13	-.08	.75	.62
I avoid speaking in class.	-.10	.08	.04	.72	.53
I cannot express my ideas on paper very well.	-.01	.IS	-.08	.63	.43

Note. N = 10.346; Boldface indicates highest factor loadings

Table 3: Regression Analyses Predicting Learning Effectiveness with Humane and Reflective Schooling

	OLS Composite		Multivariate SSP		AWE		STP		CPA	
	B	SE	B	SE	B	SE	B	SE	B	SE
Constant	2.02*	.05	1.64*	.06	1.97*	.08	3.62*	.08	3.85*	.0
Grade 9th-12th	-.05*	.01	.17*	.01	-.23*	.02	.30*	.02	-.06*	.0
Female	.07*	.01	.13*	.01	.18*	.02	.13*	.02	-.14*	.0
White	.02	.01	.01	.02	-.03	.02	-.01	.02	-.05**	.0
Black	-.01	.02	-.01	.03	.01	.04	-.00	.03	-.01	.0
Hispanic	-.06*	.02	-.02	.02	-.09*	.03	.06**	.03	.14*	.0
Asian	.02	.02	-.00	.02	.16*	.03	-.06	.03	.16*	.0
Humane Reflective School	.46*	.01	.64*	.02	.49*	.02	-.32*	.02	-.33*	.0
R Square	.13		.15		.08		.06		.03	
F ratio	223.90*		253.48*		121.22*		90.98*		48.52*	

Note. *p< .01; **p< .Q5\df= 7, 10345 for the OLS analysis; df= 8. 9897 for the multivariate analysis.

Table 4: Summary ofRegression Anah ses with Educational Aspiration as Criterion

	B	SE	,+	B	SE	,+
Constant	4.71*	.10		4.04*	.11	
9th- 12th Grader	.08*	.02	.04	10*	.02	.04
Female	.28*	.02	.12	.25*	.02	.11
White	-.14*	.03	-.05	-.15*	.03	-.06
Black	.10**	.04	.02	.09**	.04	.02
Hispanic	.03	.04	.01	.05	.04	.01
Asian	.15*	.04	.04	13*	.04	.03
Humane Reflective School	.26*	.03	.09	.08*	.03	.03
Learning Effectiveness				.37*	.02	.19
R Square	.03			.06		
F(dt)	47.97*	(7,10458)		74.72*	(8,9793)	

Note: *p<.01;**p<.5; +partial correlation coefficient