**AGNELLA CHIMEDZA**

**ID – UD80100E89317**

**COURSE NAME: TLA THEORIES OF LEARNING**

**Student’s Profile**

**The impact of learning theories in education**

**Table of Contents**

Introduction 3

Definitions of terms 4

The Behaviourist theory 5

The Cognitive theory 8

The Constructivism theory 9

The Transformative theory 12

The Connectivisim theory 16

The Humanistic theory 19

Conclusion 25

Bibliography 26

**INTRODUCTION**

Different schools of thoughts have been placed on the learning arena as to how students or pupils in classroom situations acquire, process and retain information during their learning process. (Becton Loveless: 2022) Plucking a leaf from these schools of thoughts, this paper is going to pick up some learning theories and scrutinise their likely impact in the Education system with examples being drawn from the Zimbabwe. The writer of this paper realised a gap to be filled in terms of the each learning theory. The realisation that there is need to connect the theories together to come up with a holistic approach to the learning process will bring a marked improve on the global education circle. Although not all theories were taken on board in this paper, the said theories will help not only teachers or education instructors, but in teachers trainings institutions and universities as well. It is my hope that each stakeholder in the education field: parents, learners, governments, tertiary institutions etc , will pluck a leaf from one or two of the raised points from this paper, hence bring a marked improvement on their respective disciplines. The learning theories will then cited with examples given from in and outside the classroom’s point of view. The impact of each learning theories in education will be discussed and examples will be given. A critique of each learning theory will be made. All points laid up in the paper will be drawn together as a conclusion of the paper. A bibliography will be given as a final section of the paper.

The paper is going to start with definition of terms from the topic “**The impact of learning** **theories in education**” This will help unpack the topic so that the readers will have a smooth sail as they go through the paper. After the definition of terms, each learning theory will be defined and unpacked. Examples will be cited from learning situation. Lastly a conclusion will be drawn from all the discussions. A bibliography will be outlined.

**DEFINITION OF TERMS**

[www.collinsdictionary.com](http://www.collinsdictionary.com) defines learning as ‘beliefs, ideas or aims.’ It can also be defined as a tendency one may have. However the [www.macmillandictionary.com](http://www.macmillandictionary.com) takes learning to be a tendency or preference to something. Considering these two definitions one can now safely take learning to be some kind of preference of a change in behaviour. Learning theories as viewed by (en.m.wikipedia.org) are a description on how ‘students receive, process and retain and retain knowledge during learning. These can also be taken as “conceptual frameworks that describe how learners absorb, processes and retain knowledge during learning. In simpler terms, they become officially approved guidelines that directlearners to acquire, retain and recall new information (www.educationcorner.com) Basing from the definitions above, it can be concluded that learning does not only have to take place inside the four walls of the classroom, but, depending on the theory of learning being practiced, learning can take place anywhere else as long as the environment is conducive.

The definition of impact is given as a recognised change on people or objects that resultfrom a planned or an unplanned action. ([www.collinsdictionary.com](http://www.collinsdictionary.com)) This means that the learning theories in education have to show some strong effect on the leaner either positive or negative. (www.ibe.unesco.org)This means that the impact of the learning theories in education can be seen on the learner, either through obtaining high grades in examinations or any other co-curricular activities. Before unveiling the impact of the theories it is important to know the types of learning theories that researchers have worked on and also how they impact on the educational system. Examples being cited from the Zimbabwean Learning institutions.

**THE BEHAVIOURIST THEORY OF LEARNING**

One of the most popular learning theory in education is the Behaviourist’s theory (Ryan Anderson, Arkansas, online, Jan 2023,) quoting Taylor Telford which he wrote and gave examples in terms of workplace incentives explains the behaviourist learning stating that the theory was derived from animal laboratories. ( Aifie Kohn, when he wrote in the (Harvard Business Review in 1993 :Taylor (Telford, Washington Post 28 November 2022).While these were written in terms of workplace incentive, behaviourists in education looks at learning as an aspect of conditioning where a system of rewarding and punishment of pupils becomes a key factor in the learning situation. Citing examples from a learning situation, if at a school situation where the authorities always give punishments to late comers and give sweets to early comers, one will realise the reduction in number of the late comers and the automatic increase the number of learners who come to school early. In learning, the behaviourists also look at learning as a system which involves targets. This is probably why the in education systems all over the world there is a curriculum which lays out topics, which at the end of a particular learning level, pupils or candidates will have to sit for an examination where their work will be assessed and given rewards in the form of grades depending on their performance.(www.bookwdgets.com**)**

There are students who are usually difficult to manage during their learning time. Their behaviour can be unbecoming of school pupils during learning and they can be very difficult to control. Teachers may find it time consuming to make them pay attention during learning and the need to apply and introduce reward can be key. Under such situations the theory of operant conditioning can be applied. (

[www.wgu.edu).](http://www.wgu.edu).   In)

[In](http://www.wgu.edu).   In) a study written by (Kendra Cherry and updated on October 11 2022), operant conditioning was first described by J.F, Skinner, who believed that learning does not necessary look at the way a learner thinks or the way he/she is encouraged to come up with a change in learning behaviour, but rather at the externally observable behaviour. For an example if a pupil during learning continues to disturb others and makes noise during learning time, the teacher may make that pupil sit on the floor as a way of punishment, the behaviour of that pupil. He or she is likely to change behaviour because of being made to sit at an uncomfortable place .The fear of punishment will bring change of behaviour to the learner, fearing the punishment from the teacher. ([deci@psych.rochester.edu](mailto:deci@psych.rochester.edu)). The practice of reward and punishment falls under the theory of operant conditioning. (en.m.wikipedia.org.) Operant conditioning can also be applied to the learner in classroom from a positive side especially in situations where the learner behaves well during learning time. For an example if a pupil always participates during learning and does not make unnecessary noise, and the teacher gives that pupil a prize as a way of motivation, that pupil will strive to maintain that good behaviour. I have witnessed the aspect of operant conditioning being practised in most Zimbabwean Schools. Most schools in Zimbabwe have resorted to grading their student classes according to performance. The high performers are usually placed in the ‘A’ class while the mediocre are placed in the same class and the slow learner placed the least class. ‘C’. This is done to reward the best performers. However, whilst it creates high competition on best performers and improves their learning, the slow learners in class “C “will remain slow and more playful. It shows that operant conditioning may need to be applied in the education system with caution so as to not improve only the best students but pay attentions the slow learners. ([www.verywellmind.com](http://www.verywellmind.com))

The behaviourist theory was discovered by a Russian Psychologist Ian Pavlov. He noticed a practice which he named Classical Conditioning. According to Pavlov, it is ***form of learning*** that usually takes place in a casual manner whilst the learner is either paying attention or not paying attention. One can actually learn unconsciously or consciously. So in other words learning can takes place automatically **.** In Pavlov’s experiment with dogs, the neutral signal was the sound of tone and the natural response that came as a reflex actionwhen the dog salivated was as a result of the food that was exposed to it. **.((**[**www.verywellmind.com**](http://www.verywellmind.com)**)** In a paper written by Teresa Beard (Reviewed by Jabeen Begum, MD Nov 25 2021),The behaviourist theory assumes that learners acquire knowledge through their environmental associations and that it is the same environment that shapes the learner’s behaviour. This means that if a learner grows up in a hostile, environment, he or she is likely to be a bully at school and the one who will have grown up in a calmenvironment will likely to have a calm character. This means that for any learning to take place, the teacher has to create a very conducive learning atmosphere. A place of learning should make the learners comfortable and feel at home. The learning environment should be filled with learning aids at the walls of the classrooms and they should have other pictorial teachings and aspects that encourage them learn more. That environment should be more like their second home where the learners are able to express themselves without fear or guilt intheir pursuit of knowledge. (www.wgn.edu.) It also means the classroom has to be neatly arranged with charts pestered at the walls of the classroom. The teachers dressing should also mentally prepare the pupils for learning. For example if a teacher comes for a lesson dressed like a person going for sports in his or her tracksuits, students will psychologically prepared to go for sports instead of academic learning and vice versa, if a teacher is to go for sports wearing a suit , the participation of pupils will compromised. So indeed the Pavlovian Theory of learning does play a very important part in the learning situation.

The two theories of learning have similarities in that both result in learning and both have a suggestion that subject adapt to the environment. This model has given birth to learning approaches like the consideration of behaviour; the curriculum based assessment aswell asthe direct instructions from the teacher. (www.wgn.edu.)

**THE COGNITIVE THEORY OF LEARNING**

The cognitive theory grew out of the Gestalt psychologist in Germany in the early 1900.This theory of learning focuses on the internal processes surrounding information and memory. The theory was founded by Jean Piaget in the 1930s as a reaction to the behaviourist school of thought. According to Piaget, schema is the basic unit of knowledge and schemata should be built up over a long time. This is unlike the behaviourist school of thought which advocates that learning takes cognisance of the environment to learn. (([www.verywellmind.com](http://www.verywellmind.com)) The cognitive learning theory centres on the concept of cognition, which (britannia.com) defines as all consciousness processes where knowledge is gathered through perception, recognition conception and reason**.** ([www.phonex.edu.com](http://www.phonex.edu.com).) This can be based from concepts; for an example a pupil can be asked to identify a picture that resembles his mother from a book to something more complex as weighing the advantages and disadvantages of a particular concept. Unlike the behaviourists who focus on learning based on the environment, Piaget views human subjects as beings that only reacts not only to the things around them, but also process stored information relating to those things. ([www.verywellmind.com](http://www.verywellmind.com))

In a learning situation a teacher may need to instruct learners from the general to the complex. This may also entail that when drawing up a school curriculum, educators may need to start wit topics or concepts that are familiar to the learners and develop them into more complex concepts. Same applies when drawing up teaching scheme cum plans, the lessons may need to start with simple concepts then go on to complex concerts. For an example in teaching Mathematics in secondary schools a teacher may need to start with ensuring that learners are able to add and multiply before going on to teach simultaneous equations. This theory, once properly administered guarantees permanent understanding on the part of the learner.

**THE CONSTRUCTIVISM THEORY OF LEARNING**

The theory of learning from Piaget and Jerome Brunner deals with the active involvement of learners in constructing knowledge during learning. The learners construct knowledge for themselves and building new ideas and concepts that will be based upon their current knowledge and past experience. ([www.phonex.edu.com](http://www.phonex.edu.com).) Based on this school of thought, it can be safely denoted that learners become active participants in constructing knowledge other than just being passively taking information being relayed to them by the teacher. ((www.bufalo.edu.) In a paper published by Saul McLeod (2019), the theory of constructivism as is taken to be a learning approach that enable learnersto construct or make their own knowledge. The realty is determined by the experiences of the learner (Elliot et al 2000, p 256).

In a learning situation, the theory believes in personal construction of meaning of the student through personal experience and also that the inclusion of prior knowledge through and new events influences meaning. (Arends. (1998). what this means in terms of drawing up a school curriculum is that educationists must have an insight that learners already know something. It will be in the best knowledge of the educator to slot in, when drawing a lesson plan, a section of assumed knowledge. Under this section, the teacher asks questions on the learners on what they already know on the topic. By so doing one avoids wasting time repeating what the pupils already knows, but rather builds form the known to the unknown. This prior knowledge influences the new or modified knowledge a learner will construct from (Phillips, 1995)

Constructivism also takes learning as an active process rather than a passive process. The passive perspective of teaching takes the learner to be an ‘an empty vessel’ that waits to be filled in with knowledge. This for an example will mean that the teacher, when drawing up a lesson plan, will not have an assumption of any knowledge of the pupil (Assumed Knowledge) on the contrary; constructivism states that learners construct meaning through their active engagement with the world either through experiments or real world problem solving [.([www.eduflow.com](http://www.eduflow.com)g](http://www.employpsychology.org)) As a practical example in a learning platform, a teacher may give a short exam to learners or a short exercise to his/her class before he or she covers the actual topic. Although learners may not get everything correct, they will show that they will have basic knowledge on the subject.

Constructivism in learning also considers that all knowledge is socially constructed and takes learning as a social activity. Learning becomes something that is done together in a collective manner through social interactions (Dewey, 1938). The community also playsan importantrole when it comes to the process of making meaning. ( Vygotsky 1978). The environment which learners grow under influences the way they think or think about. For an example learners come to school when they are already able to speak. If one is a language teacher, he or she will not start teaching learners how to speak, but through socialisation of family and society, the learner will be able to speak already so the teacher will now take over in teaching word pronunciation, comprehension and other grammatical aspects. Thus, according to (Vygotsky(1978), cognitive development stems from social interaction that is family, church, school etc. and also from the learning institutions (like schools) where learning can be through pupil interactions to construct knowledge**.**

Another view of the theory of constructivism is derived from the notion that all knowledge is personal. All it means is that while learning can take place at the same place in the same being instructed by the same teacher using the same teaching methodology, the impact on learners may be different because they may have different subjectivity. It goes on toacknowledge different views from individual learners based existing knowledge and values. On the contrary, this principle appears to differ from the view that knowledge is socially constructed. (Fox 2001). If one is to take an example of a class of learners under the same environment and instruction, when it comes to examinations, the learners come out with different grades for the same examination they will have sat for.([www.eduflow.com](http://www.eduflow.com)

The constructivists entails thatthe human mind is the only source of knowledge and that has nothing to do with matching the real world, thus, as a result learnersdevelop theirown mental modelof real world. (Driscoll 2000). They continuously update their own mental model to reflect their new information. In teaching Literature in English, a teacher may ask the learners to apply the characteristic of a particular character to their own life situation. So it means that the learner continuously looks for similarities and differences of those characteristics to his or her own ways of living, thus applies it to their day to day reality. ( GSI Teaching and Resource Centre 2015 p 5).

**THE TRANSFORMATIVE THEORY OF LEARNING**

According to Jack Mezirow 1977 thelearning theory particularly focuses on how learners construe meaning from experience and considers how educators can help learners to reflect on experiences self critically in order to deduce meaning autonomously rather than accepting other people experiences. Although Mezirow (1977), on this theory focused on the adult learners, the theory still fits very well in young learners in schools. The theorygives explanation with regards to the way people revisit and give meaning to different perspectives during learning. The transformative theory is the intellectual activity ofbringing change in different situations. The transformative theory is also understood to be the idea that an experience of the learner inside or outside the classroom can result in changes to his/her belief, system, and idea of self or behaviour. (Cassandra Naji: 2022) These are experiences that transform the world view and take the form of other big life events. Under this, learners are also given the chance to self-critique, reflect and change behaviour. ([www.eduflow.com](http://www.eduflow.com).). The transformative theory, though not very easy, it can generate real changes among the learners. Transformative learning takes place in two ways. Firstly, the Instrumental Learning: which is task oriented problem solving to access cause and effect of a problem. ([www.eduflow.com](http://www.eduflow.com).) For an example learners’ may be given a task in Geography Lessons to come up with causes and effects of soil erosion. The teacher may need to introduce the lesson by taking learners to a maize field in which all maize plants will be falling down and roots out due to heavy rains and soil erosion. The teacher may then task the leaners to analyse the falling plants, find causes and effects of the soil erosion on the plants. Instructions may also go further to ask the learners to come up with a way or suggestions to curb soil erosion, thus propose a solution. This will mean the learners will have to access the cause and effect of soil erosion, and then come up with a solution to curb that.

Transformational learning will make the learners understand perspectives. Xunzi (340-245BC) cited a (Confucian scholar), who made a strong point when it comes to learning. He argued thatalthough knowledge acquired through hearing can be good, the knowledge can be better experienced though seeing which makes a learner remember, however in learning, more experience is obtained through doing. It can safe said that when a learner hears, he/she can easily forgets, when a learners sees he is likely to remember then when he does things he understands**.**It is from doing the practical under Instrumental learning that pupils will be able to understand and comprehend on what they will be doing, hence they understand better.( [www.episcopalcollegiate.org](http://www.episcopalcollegiate.org))

According to Mezirow, the other arm of transformative theory is communicative learning where the learner communicates feelings and needs. The transformative theory of learning can also be taken as a journey with each phase building on the previous one .([www.eduflow.com](http://www.eduflow.com)) The first one according to Mezirow, is a disorienting dilemma, in which the expectations of the learner before joining school or college can be found by the learner to be totally different from the actual situation on the ground. Infant learners are the ones most likely to be affected by the disorienting dilemma. A good example is Early Childhood learning children are told by parents that they will be joining school for the first time, they will be excited but within a few days after joining school, the majority of the children will not like school. ([www.eduflow.com](http://www.eduflow.com))

The second one is self-examination with feelings of guilt or shame. After a disorienting dilemma in a situation where the learner may find that what they learnt or thought in the past may not be accurate or true. This becomes a form of transformational learning. A learner may consider something that he/she may not have learnt or understood before, although this may be, it will indeed mark the beginning of transformational change (.([www.eduflow.com](http://www.eduflow.com)).

In other situations, learners become very uncomfortable with feelings of guilt or shame. The moment a learner is told to make a self-introspection and realises that he or she is guilt, usually learning becomes uneasy for someone who has a guilty feeling. For if example a learner in secondary school, is to mistakenly leave a photograph which he /she was pictured together with his girlfriend or boyfriend in a compromising position, and that photograph is mistakenly placed in a an exercise book that was submitted for marking, the learner may find it very difficult to concentrate during lessons especially lessons delivered by the same teacher. He or she will be feeling guilt. (www.artsphere.org) However, this will make learners plan a course of action. The learner will be able to consider the kind of learning they will need to fully understand a problem or a situation that is, strategizing.

The third one is a critical assessment of epistemetic, sociocultural or psychic assumptions. (www.educationcorner.com.) under this, students will not think about what they will havebelieved learnt before the dilemma. Learners accept that past assumptions were incorrect and conduct a holistic review of beliefs. At this phase they can make a more comprehensive refection on their past assumptions and review them critically. ([www.eduflow.com](http://www.eduflow.com)) The realisation that past assumption is wrong, will make them more open to new ideas and schools of thought. Through this, learners will create perspective transformation as they will be able to make a critical self-assessment of their beliefs. For an example in a learning situation, learners may have a lot of assumptions pertaining knowledge which may not have been proven correct. After the realisation that they had been working with untrue information they will resort to the true beliefs, setting aside what they learnt and they will take that without hard feelings but will have accepted. (www.wichita.edu)

Planning a course of action becomes the next phase where learners after having realised that their past assumptions may not be correct they will have a clearer way of perceivingconcepts**,** the**y** will now be able to plan a course of action. Over and above, they will consider what kind of learning they will now need more fully to understand a problem or a situation. Hence the learners will strategize learning new concepts**,** seeing new perspective and talking to more people. (www.wichita.edu)

The other one is the recognition that the process transformation is a shared experience. Under this the learner is made to realise that they are or will not be the first one to have those experiences, others will have gone through those experiences too. The advantage of this will be that the learners will accept even challenges such that they will indeed take every challenge an opportunity to learn. The reflection of family theories (though not proven correct) may totally change when it comes to learning. (www.edapp.com.)

Last but not least is exploration of options, new roles relationships and actions. Under this learners begin to grasp the newly placed concepts which were brought about due to the initial dilemma and their reaction to it. The theory also takes cognisance of building of self confidence in new roles and relationships. Under this the learner learns and masters new skills. They will then reintegrate into their personal experiences. Once learners have completed this, they will have accomplished a full cycle of their learning process. (PauloFreire (1970).

**THE** **CONNECTIVISM THEORY OF LEARNING**

This theory is a new learning theory that suggests that learners put together what they will have learnt through theories and other information gathered in a useful manner. Underthis the use of technology becomes key to the whole process. (www.wichita.edu**)** , hence it is viewed as a new learning theory. Connectivism theory asserts that learners’ constant connectedness give them the opportunity to make choices about their learning.(www.wichita.edu) It is through their peer interactions that they will learn better. During traditional learning teachers usually allocate pupils into group discussions which will see to it that there is pupil- pupil interaction during learning. This promotes group collaboration and discussion, giving room to different viewpoints and perspectives. (Driscoll 2000). The theory values what learners grasp from outside of an individual especially from social media and other networks and information database. This will be applied to decision making process and solvingtechniques.

According to (LNISA, volume 10923) from a paper published First Online: 05 June 2018. Connectivism has been studied primarily in online study places and it increases the motivation and achievements of students in learning centres. This learning theory has strategies that can be applied in the teaching and learning situations. Firstly the learning will beshifting from teacher cantered to student centred pedagogy. (LNISA, volume 10923) Under this, the student **is** accorded an option with regards to the learning and assignments resources. Under this theory learners become independent learners who are able to draw their own curriculum. Students possess some form of autonomy whenthey are decision makersintheir learning situation. (Smidth et al 2017). This leaning becomes of paramount importance to learners because they will gather information that will be of importance to themselves, thus giving themselves better chance to learn and understand concepts. There is no labour from the teacher in trying to research information and draw lesson plans to prepare to teach to learners since learners will research more on information that they will not have understood on their own.

Secondly, we have resource openness where learners are given the platform to gain and share knowledge through communication networks and share knowledge*.* (Smidth et al 2017). The classroom networks improve and enhance the learner’s choice**.** Using networks gives students the opportunity to access technical and social resources that were not previously available in classrooms. Traditional teaching encourages learners’ interaction, so connectivisim will then go a step further to network and gain the knowledge they will share as students. In other words, this capacitates learners to research and share information amongst themselves. By so doing the learners can explain difficult concepts to their peers or colleagues in a more simpler manner, hence improving their understanding (. [www.wgu.edu](http://www.wgu.edu) )

Thirdly, there is network connectivity that is incorporating technology with readilyavailabledevices**;** this is where students are advised encouraged to connect with technology othersocial networks**.** Whilst the traditional way of the learning is hesitant to fully incorporate this initiative especially in developing countries, students themselves have gone a step further in taking up this initiative when they are at home. They make their research through their technological gargets at home and share this knowledge at school. The learning institutions that are putting this theory in practice are finding their learners way ahead of others interns of sharing researched knowledge. So at school, this theory of connectivity will make learners gain knowledge from their classmates**,** teachers and online recourses. (Smidth et al 2017)

The other one is OpinionDiversity,is where learners are accorded the chance to access their networks and obtain to gain different schools of thought and perspectivespertaining different topics**.** (Smidth et al 2017) They connect with other students and promote themselves in problem solving and social skills**.** Thesocial skills are of great t importance during and after the learning process. These skills also better understood when the peers are sharing information and putting in practice other skills that they will have acquired on their own**.** (Pupil-pupil interaction**)** Inopen diversity students are never to be provided information that they can access themselves as this may hinder research zeal. By depriving the learners of the information, they will be indirectly motivating them to attain and brace up for more research*. (*springer.com*)*

**THE HUMANISTIC THEORY OF LEARNING.**

The theory is closely related to constructivism and adult learning theory. It states that learning is a natural desire with ultimate goal of achieving self-actualisation (Gandhi MH, Mukheji) learning Theories 2022 July 19)Updated) **(**www.ncbi.nlm.nih.gov.) There should be intrinsic motivation from learner. In most cases there is aclear minimal structurefor teaching the responsibility stands on the students to learn is as they wish.(Psycho Bullrev.2013Aughust 20).For an effective learning to take place, teachers should employ learning theories and technics which help learners focuses on human being. The teaching strategies that are student cantered methods are often said to be of great an importance insupporting students to improve the learning situation*.* Student cantered approach promotes the learner to be at the centre of the learning, helping to ensure that they are their focus is on education and they are in control of their learning to an extent. ([www.wgu.edu](http://www.wgu.edu)).

The idea of the student –centred learning is a good example of the humanistic theory in action. The student- cantered approach to teach help student to learn and succeed in their education. The humanistic psychology also focuses on finding rationale ways to solve humanistic problems. This is a psychological perspective was popularised by Carl Rogers and Abraham Maslow (1900) and it emphasised the need for human capacity to improve on their choices. The theory assumes that learners do have the freedom to make learningchoices other thanblindly reacting to their environments. The key concepts of humanism are that children or learners are good and that children are good at the core and that education should focus to teach the ‘whole” child. (www.wgu.edu.)

The theory states that children are the authority on how they learn. All their needs should be met in order for them to be able to learn well. (Psycho Bullrev.2013Aughust 20) For Example learner who comes to school hungry may not be able to pay attention during. Some learning institutions offer meals to students to make them able to learn well. The theory of education also engages different individual skills as part of their education. For an example learners can be trained in co-curricular activities and still do well in the trained skills. Self-actualisation and full responsibility are important elements in the humanistic learning theory developed by Maslow A, (1900). This was developed as a response to humanism in response to the common educational behaviourist and psychoanalysis which have reservations on the positive perceptions of the learner.In behaviourism psychology there is a suggestion that students can only be in situation in response to a reward orpunishment. ([www.wgu.edu](http://www.wgu.edu)).

Maslow believed that learners are inherently good and they will make good decisions when all their needs are met. The theory denotes that students bringout best from themselvesthrough self-motivation through rewards and punishment. (Maslow A, 1900) This makes educators who understand human psychology to focus on the human and emotional issues when they see good behaviour than to just punish the bad behaviour in a student. In a learning situation , teachers for example if a learner stars making noise during learning, the teacher , instead of punishing the learner by making him or her go outside, he may make him the team leader or group leader . The cause or purpose of noise making may be to draw attention or to indicate that the learner may have leadership skills. Also the humanistic theory takes that if learners are upset or sad, or distressed, they are less likely to focus on learning, however this encourages the teachers to creative a conducive learning environment so that learners feel comfortable and safe during learning. ([www.wgu.edu](http://www.wgu.edu)) Emotions are the centre of humanism psychology. Another example is that if a learner losses a parent through death, he/ she may not be able to concentrate better during learning. Thus it will be responsibility often teacher to see to it that the leaner goes through counselling lessons so that he will be able to get through the trauma.

**The principles of humanistic theory in education**.

There are principles of the learning theory that lead to self-actualisation. Self-actualisation is when all the learners’ needs are met. However humanists believe that the stage of self-actualisation is the not easily reached by most people, but we always search for it (Maslow. A, 1900) The first principle is the students choice: where learning is student centred and where student find motivation in their learning. That usually happens when learner go to schools to learn about something they really want to know. (Maslow A, (1900)

The second one is on fostering engagement to inspire learners to become self-motivated to learn. Under this principle, educators work to engage learners, guiding to themto takesubjects and tasks of their interestsso that they get excited about learning. (A2017 US site: gnowbe.com) There is also the principle of self-evaluation where the learners under this, the educators will not focus on grades but self-evaluation becomes the most meaningful way to evaluate a student. (www.wgu.edu) .They believes that grading learners will make learners learn for the grade instead of making learners work for their self-satisfaction. Under this students will be helped to perform self-evaluations. (www.wgu.edu)

The other principle is the consideration of feelings and knowledge should not be separated from the learning process. According to humanistic psychology, feelings go hand in glove with the learning process. They believe that lesson tasks must involve activities that engage the learner as whole (intellect and feeling) not to exclude other aspects. (www.wgu.edu)A safe learning environment is yet another principle. Creating a conducivelearning environment is important to the learneris of paramount important. This will make learners have as many of their needs met as much possible.

Below is a demonstration of the hierarchy of needs as demonstrated by Maslow.

Maslow’s Hierarchy of Needs (financeinstitute.com) CFI Team updated November 24 2022)

Having discussed on a number of learning theories, the table below shows a summary of the Learning theories and how they impact on the education system. (www.phoenix.edu) This gives a summary of the learning theory discussed on this paper and how they impact on the education system.

|  |  |  |
| --- | --- | --- |
| THEORY | **EXPLANATION** | **APPLICATION** |
| Behaviourist Theory of Learning | A learner’s behaviour can be easily observed by the teacher. The learner can learn through motivation. | Learners learn through information that continuously given by the teacher, the teacher can give learners test or examination to see the level of understanding of concerts by learners. |
| Cognitivist theory of learning | A learner relies on both the information that is given by the teacher and the one he/she had before. | The learner has the ability to retain information learnt. |
| Constructivist theory of learning | The previous experience of the learner helps him develop on new information. | The active engagement of the learner with the world help |
| Connectivist Theory of Learning | Learning is done through identification and remediation of gaps and knowledge. | Checks on the ability of the learner to update sourced information accurately |
| Humanism Theory of learning | A learner centred approach w focusing on potentiality more than methodology. | Focuses on creating an environment conducive to self –actualisation. |
| Transformative Theory Of learning | It is a process of perspective transformation, | Focuses more on application of problems to inclusive learning. [www.phoenix.edu](http://www.phoenix.edu)) |

**CONCLUSION**

This paper has heightened the different learning theories that back up the learning fraternity of students. Different examples were cited from the teaching scenarios. It has also been realised that some learning theories apply to infants most, whilst others apply to primary school learners and other theories to adolescent learners in secondary schools and finally others apply to adult learners. Interesting theories included Maslow’s hierarchy of needs which connected to the motivational factors touching base with its ability to involve all learners from infant up to adult. The need to maintain the interrelatedness of the theories to come up with a holistic learning platform remains important in the global education system.

Based on the theories discussed above, one can easily conclude that learning is rather a woven together process that interlink different learning aspects together both internal and external in order to bring a marked change on the learner through , acquiring , enhancing or adjusting one’s knowledge, vales skills or views of the world. Through different learning theories involve different schools of thought in most cases, it has been realised that the learning theories do not include everything but they show interrelated ideas. Therefore teachers need involve almost all learning theories depending on the subject taught so that all the gaps will be filled in in terms of learning.

**BIBLIOGRAPHY**

Albert, L. (2005). Managing Change : Creating a learning organisation focused on quality. Problems and Perspectives in Management 1, 47 -54

Angel. R. (2006). Putting an innovation culture into practice. Ivey Business Journal, 70(3), 1-

Arlin, P, (1975**).** Cognitive development in adulthood: A fifth stage. Developmental.

Amabile, T.M. (1998) How to kill creativity (Electronic Version).Harvard Business Review,76 (5), 76- 87.

Anderson, C., & Maize, L.C.(2205) Educating the extended enterprise ( electronic version).

Arlin, P, (1975**).** Cognitive development in adulthood: A fifth stage. Developmental

Psychology,

Arends, R.I. (1998*) Resource handbook to teach (4th ed*.). Boston, M.A: McGraw-Hill **(**1993)

Chief Learning Officer 4 (12), 24-56

Angel, R. (2006). Putting an innovation culture into practice. Ivey Business Journal, 70(3),

Brooks. & Brooks, (1993). In search of understanding: the case for constructivist classrooms, ASCD.NDT Resource Centre database.

Dewey, (1938). Experience in Education. New York: Collier Books.

Driscoll, M. (2000). Psychology of Learning for Instruction. Boston: Allyn &Bacon

Elliott, S.N.,Kratochwill, T.R., Littlefield Cook.(2000). Educational psychology: Effective teaching, effective learning (3rd ed) .Boston, MA: McGraw-Hill College.

Fox, R. (2001) Constructivism examined. Oxford review of education, 27(1)23-35.

Jackson.(1990).The daily grind. In Flinders,D.J.,&Thornton,S.J.,The curriculum studies reader.Routledge,(pp 33-50).

Mezirow,J.(1978). Education for perspective transformation; Women’s re-entry program in community colleges. New York Teachers College, Columbia University.

Phillips, D.C. (1995).The good, bad, and the ugly: The many faces of constructivism. Educational researcher, 24(7),5-7.

Vygotsky, L.S. (1978) Mind the Society: The development of higher psychological process. Cambridge, M.A.: Harvard University Press

Smith,Paul,http// Retrieved 25 April,2006)

<http://theory.eserver.org>

http://[www.collinsdictionary.com](http://www.collinsdictionary.com)

http://[www.macmillandictionary.com](http://www.macmillandictionary.com)

http://en.m.wikipedia.org

http://[www.educationcorner.com](http://www.educationcorner.com)

http://[www.bookwdgets.com](http://www.bookwdgets.com)

http://[www.wgu.edu](http://www.wgu.edu)

http://[deci@psych.rochester.edu](mailto:deci@psych.rochester.edu)

http://[www.verywellmind.com](http://www.verywellmind.com))

http://[www.bufalo.edu](http://www.bufalo.edu).

http://[www.wichita.edu](http://www.wichita.edu))

<http://www.educationcorner.com>

http://[www.episcopalcollegiate.org](http://www.episcopalcollegiate.org)

.http://[www.artsphere.org](http://www.artsphere.org)

http://springer.com

.