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An In-Depth Exploration of Learning Theories: An Experimental Study at a Further Education (FE) vs. Higher education (HE) Colleges in the UK.

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Abstract
This study investigates the efficacy of behaviourism and humanism in pedagogical practices while assessing the impact of game-based learning as an instructional strategy. Conducted across Further Education (FE) and Higher Education (HE) institutions in the UK, the research examines their influence on student engagement, motivation, and learning outcomes. Utilizing a mixed-methods approach, this study integrated qualitative and quantitative analyses to evaluate instructional effectiveness. The findings suggest that, while traditional learning theories provide a structured framework, incorporating game-based learning significantly enhances student participation and knowledge retention.
Keywords: learning theories, behaviourism, humanism, game-based learning, further education, higher education, student engagement, pedagogical strategies, mixed-methods approach, knowledge retention.
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Background of the Research

Education plays a pivotal role in shaping students' cognitive and professional development, and pedagogical strategies significantly influence their learning outcomes. This study focuses on teaching BTEC Level 2 Business Studies at a Further Education (FE) college in London, where a diverse cohort of students aged 16–18 years was enrolled. The curriculum encompasses various instructional methods including classroom teaching, individual and group assignments, periodic assessments, presentations, and final examinations. These diverse teaching techniques aim to equip students with essential business knowledge while fostering critical thinking, problem-solving, and communication skills. A salient characteristic of this learning environment is the diverse student demographics. Several students originate from non-native English-speaking backgrounds, which presents linguistic challenges in comprehension, participation, and assessment performance. Additionally, one student had a learning disability, necessitating differentiated instructional approaches to ensure an inclusive learning experience. Addressing these challenges requires judicious selection of teaching methodologies that cater to individual learning needs while maintaining engagement and motivation. This study investigates the application of behaviourist and humanist learning theories, along with game-based learning (GBL), to assess their impact on student engagement, knowledge retention, and motivation in an FE setting. By integrating traditional learning theories with contemporary interactive and experiential learning strategies, this study aimed to determine how different approaches affect student performance and overall learning experiences.

Contribution of Research

This study contributes to the expanding corpus of literature on pedagogical efficacy in Further Education by providing empirical evidence regarding the influence of diverse learning theories on student outcomes. The research offers insights into the role of interactive and game-based methodologies in enhancing student engagement, particularly in heterogeneous classrooms with varied linguistic abilities and learning requirements. Moreover, the findings of this investigation can serve as a valuable resource for educators, curriculum designers, and policymakers seeking to implement more effective teaching strategies in FE and Higher Education (HE) institutions. By elucidating the strengths and limitations of behaviorism, humanism, and game-based learning, this study aimed to inform best practices that foster an inclusive, engaging, and student-centered learning environment. Ultimately, this research contributes to the ongoing discourse on educational innovation and student-centered learning, demonstrating how adaptive and technology-enhanced pedagogical strategies can improve student performance and learning outcomes in FE and HE settings in the UK.

Research Question

- To what extent do learning theories influence student engagement and knowledge retention in Further Education (FE) and Higher Education (HE) settings?
- How do behaviorist and humanist learning theories impact student motivation and academic performance in a BTEC Level 2 Business Studies course?
- What is the role of game-based learning (GBL) in enhancing student participation, knowledge retention, and overall learning experience?
- How do diverse student backgrounds, including non-native English speakers and students with learning disabilities, affect the efficacy of pedagogical strategies?
- What are the advantages and limitations of integrating traditional learning theories with game-based learning in the FE and HE classroom environments?

Research Aim

The primary aim of this investigation was to conduct a comprehensive assessment of learning theories, specifically behaviorism and humanism, and their impact on student engagement, knowledge retention, and academic performance in Further Education (FE) and Higher Education (HE) institutions in the United Kingdom. Furthermore, this research examines the efficacy of game-based learning (GBL) and digital learning platforms in facilitating a more interactive, engaging, and student-centered learning environment.

Research Objectives

1. To analyze the impact of behaviorist and humanist learning theories on student engagement, knowledge acquisition, and retention, particularly in a diverse classroom setting that includes non-native English speakers and students with learning disabilities.
2. To evaluate the efficacy of game-based learning (GBL) as an innovative pedagogical approach to enhance student motivation, active participation, and academic performance in FE and HE settings.
3. To assess the role of digital learning platforms in facilitating adaptive learning experiences, personalized instruction, and knowledge reinforcement, while addressing the challenges faced by students in a contemporary educational landscape.
4. To investigate the integration of traditional learning theories with modern technological tools such as interactive simulations, gamification techniques, and AI-driven learning environments to determine their impact on teaching effectiveness and student learning outcomes.

By addressing these objectives, this study aims to contribute to evidence-based pedagogical advancements, providing valuable insights for educators, curriculum developers, and policymakers seeking to optimize learning strategies in FE and HE institutions.

Significance of Study

In the era of rapid digital transformation in education, comprehending the impact of diverse pedagogical strategies on student learning experiences is imperative for enhancing instructional efficacy and academic performance. This study presents a comprehensive examination of the role of behaviorist and humanist learning theories, as well as the integration of game-based learning (GBL) and digital learning platforms, in shaping student engagement, motivation, and knowledge retention in Further Education (FE) and Higher Education (HE) institutions.

Contributions to Educational Research and Practice

1. Bridging Theory and Practice – This research extends the existing literature on educational psychology and learning theories by empirically analyzing their application in real-world classroom settings. By comparing traditional and technology-enhanced pedagogies, this study offers insights into effective instructional strategies that align with students' evolving needs.
2. Enhancing Digital and Game-Based Learning Integration: With the proliferation of digital learning platforms and gamification techniques in education, this study investigated their role in student-centered learning environments. Research suggests that interactive and game-based approaches can foster deeper engagement and

improve learning outcomes [1], [2]. This study contributes by providing empirical evidence of their effectiveness in the FE and HE contexts.

3. Supporting Diverse Learners: This study acknowledges the increasing diversity in classrooms, including non-native English speakers and students with learning disabilities. By assessing the adaptability of different learning theories and digital tools, this study aimed to enhance inclusivity and accessibility in education. Research indicates that differentiated instruction and adaptive learning technologies can mitigate learning disparities in diverse student populations [3].

4. Informing Educational Policy and Curriculum Design: The findings from this study have practical implications for educators, curriculum designers, and policymakers. By identifying effective pedagogical strategies, this study supports evidence-based decision- making in curriculum development, teacher training, and institutional policy formation in both the FE and HE sectors.

5. By contributing to the growing body of knowledge on innovative teaching methodologies, this study aligns with global efforts to modernize education and equip students with 21st-century skills. The insights gained will be valuable for stakeholders seeking to enhance student engagement, motivation, and long-term academic success.

Literature Review: Behaviorism as a Teaching Strategy

Ng'andu (2013) states that behaviorism views the mind as a "black box," where external stimuli can be quantitatively observed, while the internal mental processes are disregarded. In simple terms, behaviorism focuses on observable actions rather than internal thoughts. For example, a teacher must establish clear rules and routines for classroom behavior and take responsibility for promoting an inclusive learning environment both in the classroom and throughout the school. Behaviorism is a learning theory that emphasizes conditioning behavior through reinforcement and punishment to shape students' responses in an educational setting. As Woollard (2010) argued, behaviorism provides a solid theoretical foundation for pedagogy by promoting structured and disciplined learning environments. A key application of behaviorist principles in classroom management is the utilization of ground rules to regulate student behavior effectively. McMahon (2014) states that establishing ground rules is a critical component of classroom discipline, as it provides a structured framework that fosters a positive learning atmosphere. In the author's teaching practice, behaviorist principles were applied by implementing explicit ground rules at the commencement of the course. For instance, students were required to place their mobile devices in a designated receptacle upon entering the classroom, ensuring minimal distractions. While students generally adhere to these rules, occasional lapses occur when they engage in off-task discussion. In such instances, the instructor reinforced expectations by reiterating the established guidelines. According to Petty (2006), actively engaging students through interactive activities helps them maintain their focus and reinforces classroom norms. By consistently applying these principles, the instructor established a balance between teacher authority and student autonomy, fostering an engaging and structured learning environment.

Reward and Punishment in Student Engagement

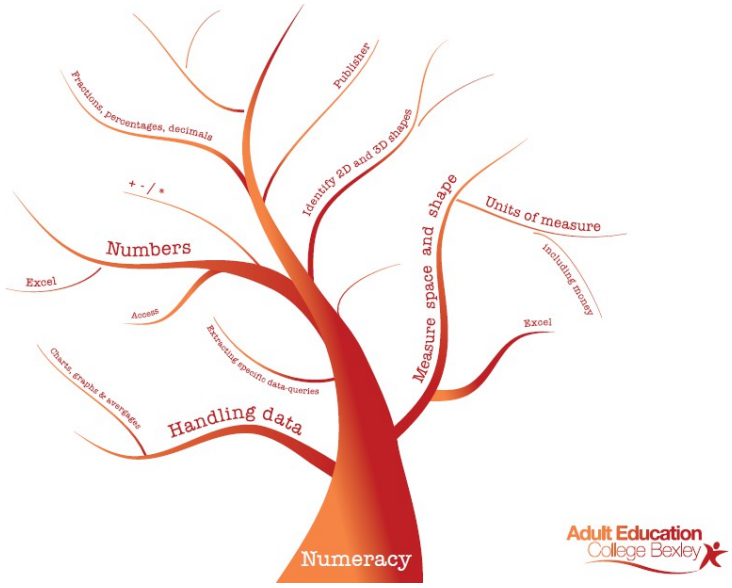
Another essential behaviorist strategy is the utilization of rewards and punishments to encourage desirable behaviors and academic performance. Ching (2012) highlighted that rewards enhance students' intrinsic motivation and learning effectiveness, while punishment serves as a deterrent to negative behavior. In the classroom setting, a positive reinforcement system was implemented in which students who completed their assignments diligently received verbal praise and additional break time. Conversely, students who disrupted lessons received verbal warnings, followed by written records and additional homework if the behavior persisted. This strategy not only reinforces positive behavior but also fosters a sense of accountability among students. Setiawan et al. (2020) advocate the use of interactive assessment tools, such as Kahoot, Quizlet, and Clickers, to enhance student engagement, particularly among reticent or passive learners. These tools serve as alternatives to traditional question-answer methods, making classroom interactions more dynamic and participatory. The incorporation of such gamified assessments resulted in observed increases in motivation and academic confidence, particularly among students who struggled with conventional learning approaches.

Repetition for Knowledge Retention

Repetition is a fundamental cognitive reinforcement strategy that facilitates knowledge retention by embedding concepts into long-term memory. The principle that "what is repeated gets remembered, and what is remembered gets repeated" forms the basis of this instructional approach. McDermaid (2023) posits that repetition strengthens foundational knowledge and enhances students' capacity to connect new concepts with previously learned

material.

Behaviorism contextual applications



A dance teacher helps students understand the basics of dance, shape and timing. "Shape" is how we use our bodies to create lines, poses and movements that can convey emotion, tell a story or just create a visual pattern. "Timing" is moving to the beat or rhythm of the music. To help students get timing better a teacher might count out loud - 5, 6, 7, 8 or use rhythmic tools like clapping. Clapping gives a clear audible beat that helps dancers feel and follow the rhythm more naturally. This helps with coordination and musicality and makes it easier for students to know when and how to move. In a group setting clapping also helps the dancers stay in sync, creating unity and precision in performance. By using visual, auditory and kinesthetic learning the teacher creates a more engaging and richer learning experience for all levels of dancers. In pedagogical practice, repetition is implemented through the conduct of recapitulations at the commencement of each lesson and periodic revisitation of key topics. This systematic reinforcement facilitates students' internalization of concepts and improves their academic performance and recall ability. The efficacy of this approach is particularly evident among students with learning difficulties, who benefit from continuous exposure to core ideas.

Humanism and Student-Centered Learning

According to Jingna (2012), human nature and social reality are not the same. Human nature stems from the inherent characteristics of human beings. People have instinctive needs, such as the need for safety, belonging, psychological well-being, and self-actualization. Humanism theorist Rogers believe that traditional relationship between teacher and student as “Kettle and Cup”. The teacher is a kettle and student is empty cup. The teacher is to stem the water from the kettle into the cup. Therefore. According to roger (Jingna, 2012) explained that humanism theory is way to encourage student to learning freedom and it is character which is making student to courage to try some unknown, uncertain field. For example, when a baby touches a hot object like a heater, they feel pain. This experience teaches them to be cautious around similar objects in the future, making the lesson unforgettable. Humanism, as a student-centered educational philosophy, prioritizes learners' individual needs, fostering an environment in which students feel valued and supported (Jingna 2012). Unlike behaviorism, which emphasizes external reinforcement, humanism encourages self-motivation and personal growth. One of the primary humanist strategies employed is differentiation, in which instructional methods are tailored to accommodate diverse learning styles and abilities. According to Carol (1999), differentiation provides multiple avenues for knowledge acquisition, allowing educators to enhance their teaching by recognizing student differences.

For instance, during assignment tasks, students were permitted to select their own topics within a given framework. This strategy not only enhances student autonomy but also increases engagement, as students work on subjects aligned with their interests. Research indicates that student-centered learning approaches result in higher motivation, deeper understanding, and improved critical thinking skills (Ferreira, 2011). Additionally, motivational strategies were integrated by initiating lessons with student check- ins, where students were asked about their emotional state and their efforts were acknowledged with positive reinforcement. Maslow's Hierarchy of Needs suggests that ensuring students' psychological and emotional well-being is crucial for their overall academic success (Bates 2023). Simple gestures such as expressing appreciation and creating a supportive classroom environment significantly impact student motivation, engagement, and self-efficacy.

Humanism contextual applications

Your best loved teacher, What did your best teacher do and what made you want to learn?

Some responses may highlight humanistic teaching practices, such as how a great teacher does not simply deliver a lesson, they capture our attention and draw us into it. They often connect the material to real-life examples, allowing us to truly feel and relate to the content. Additionally, they create a safe space for exploration, even when we make mistakes. These teachers challenge our thinking and actively involve us in the learning process.

The Role of Game-Based Learning in Student Engagement

Game-Based Learning (GBL) has emerged as a potent instructional methodology that enhances students' problem-solving abilities, critical thinking skills, and creativity (Pohl, 2009). Despite initial skepticism regarding its applicability in Further Education (FE), an experiment was conducted to assess the efficacy of game-based learning in a BTEC Level 2 Business Studies course. Plass et al. (2015) emphasize that game-based learning fosters cognitive, motivational, and sociocultural impacts that support students in achieving their learning potential. For this experiment, Kahoot, an interactive quiz-based platform, was implemented to assess students' comprehension of customer service principles. Prior to introducing the game, an initial assessment was conducted and a video demonstration was presented to establish foundational knowledge. The results indicated that high-performing students exhibited elevated levels of engagement, enthusiasm, and active participation. Studies by Licorish et al. (2018) in New Zealand and Idowu et al. (2021) in Nigeria corroborate these findings, confirming that game-based learning positively influences students' motivation and classroom dynamics. However, several challenges were observed. Some students encountered technical difficulties, including internet connectivity issues and unfamiliarity with the platform. Pohl et al. (2009) posited that the effectiveness of game-based learning depends on clear instructions and appropriate scaffolding. Additionally, students with learning disabilities experienced difficulties navigating the game structure. In one instance, a student initially declined to participate and required individualized guidance to build confidence. Despite these limitations, Kahoot's overall success in enhancing engagement, self-assessment, and knowledge retention suggests its potential as a long-term pedagogical tool (Kalleny, 2020).

Future Implications of Game-Based Learning

In consideration of the advantages and limitations of game-based learning, this study proposes to refine the approach by incorporating structured pre-game instruction and ensuring equitable access to digital tools for all

students. As Adipat (2021) emphasized, educators must monitor students' utilization of digital games to mitigate over-reliance and potential distraction-related drawbacks. The objective is to establish an equilibrium between traditional pedagogical methods and digital engagement tools to facilitate inclusive and effective learning experiences for all students.

Comparative analysis of the date from year 2020 to 2024

Study/Year	**Focus Area**	**Key Findings (2020)**	**Key Findings (2024)**	**Changes/Trends Over Time**
Woollard (2010)	Behaviorism in Pedagogy	Emphasized structured environments and use of ground rules for classroom management.	Continued emphasis on structure but with more focus on the application of technology and student feedback loops in classrooms.	Integration of digital tools (like Kahoot and Quizlet) as reinforcement strategies has become more common in 2024.
McMahon (2014)	Classroom Management with Behaviorism	Ground rules are critical for fostering a positive learning environment.	Greater focus on personalization and differentiation within the context of behaviorist strategies.	Shift toward more personalized behavior management systems that adapt to diverse learner needs.

Petty (2006)	Interactive Activities in Classroom	Engaged students through active learning to reinforce classroom norms.	More emphasis on digital interaction (e.g., gamification and online platforms like Kahoot) to maintain focus and engagement.	Digital gamification tools have gained prominence in maintaining engagement and reinforcing norms.
Ching (2012)	Reward and Punishment in Engagement	Rewards enhance motivation and learning effectiveness; punishments deter misbehavior.	Rewards and gamification strategies, such as points and badges, have grown in use for promoting	Shift toward intrinsic motivation and game-based rewards, rather than traditional punishments, for
			engagement and motivation.	improving engagement.

Setiawan et al. (2020)	Interactive Assessment Tools	Tools like Kahoot and Quizlet enhanced engagement for passive learners.	Continued use of gamified assessments with increased use of AI and adaptive learning technologies.	More personalized, adaptive assessments using AI-driven platforms to better engage students and enhance learning outcomes.
McDermaid (2023)	Repetition for Knowledge Retention	Repetition of concepts improves memory retention.	Focus on spaced repetition using digital platforms, including apps that encourage periodic reviews of key concepts.	Digital tools have integrated spaced repetition, making it easier for both students and teachers to reinforce concepts over time.
Ferreira (2011)	Student- Centered Learning (Humanism)	Differentiation helps address varied learning styles, fostering autonomy and engagement.	Greater emphasis on personalized learning plans and individual student goals, supported by digital tools.	The integration of data-driven, personalized learning systems has expanded the ability to cater to diverse student needs and interests.

Bates (2023)	Motivational Strategies	Acknowledging students' emotional and psychological needs enhances learning.	More focus on integrating social-emotional learning (SEL) into classroom dynamics and using digital tools for student check-ins.	A broader focus on SEL, where technology aids in monitoring student emotional well- being and academic success.
Pohl (2009)	Game-Based Learning (GBL)	GBL fosters creativity, critical thinking, and problem-solving.	GBL is now more integrated into regular curricula with stronger evidence for its impact on both cognitive and social skills.	Increased integration of GBL, especially with the use of platforms like Kahoot, which has evolved into a more sophisticated tool for learning and assessment.

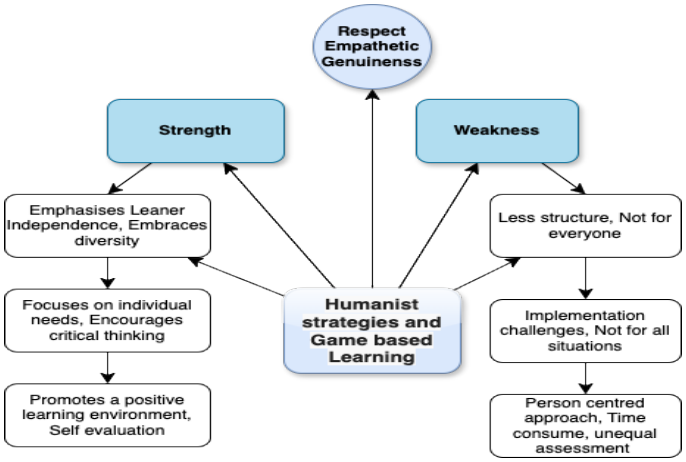
Licorish et al. (2018)	Game-Based Learning in Engagement	GBL positively influences motivation and classroom dynamics.	GBL is being used in hybrid learning environments (blended online and offline).	Hybrid learning environments have helped GBL reach widerstudent populations and adapt to different learning contexts
				(online, in-person, or a combination of both).
Idowu et al. (2021)	Game-Based Learning (GBL)	GBL positively influences student motivationand engagement.	Use of game- based platforms has expanded, with increased accessibility for students with learning disabilities.	Technological advancements have made GBL tools more inclusive, accessible, and adaptive to a wider range of student abilities.

Kalleny (2020)	Game-Based Learning Effectiveness	Kahoot was effective for self- assessment and knowledge retention.	Kahoot and other platforms have been integrated into formative and summative assessments with a focus on real-time feedback.	More emphasis on real-time data and analytics from GBL platforms to help teachers adjust instructional strategies dynamically.
Adipat (2021)	Digital Game Use in Education	Digital games should be used in moderation to avoid distractions.	Stronger focus on balancing screen time with other learning methods, and preventing	More nuanced understanding of game-based learning, including monitoring and controlling usage to optimize benefits and avoid distractions.

Key Takeaways:

1. Digital Integration: Over the years, there has been an increasing integration of technology into behaviorist and humanist strategies, particularly through gamification and interactive learning tools.
2. Personalization and Differentiation: There has been a shift toward more personalized learning experiences, utilizing digital tools to accommodate diverse student needs and preferences.
3. Social-Emotional Learning (SEL): Emotional and psychological support for students is increasingly being recognized as crucial to academic success, with a heightened focus on SEL and mental well-being.
4. Game-Based Learning: Game-based learning has become more sophisticated with more inclusive platforms and enhanced integration with other digital learning tools.
5. Monitoring and Feedback: The utilization of data-driven insights to monitor student progress and provide real-time feedback has grown significantly, rendering teaching more adaptive and responsive.
6. This table provides a general comparison between findings in education from 2020 to 2024 based on behaviorist and humanist teaching strategies, particularly regarding the use of digital tools and game-based learning.

The effectiveness of Humanist Strategies and game based learning:



[Idea adopted by Cheng, 2012]

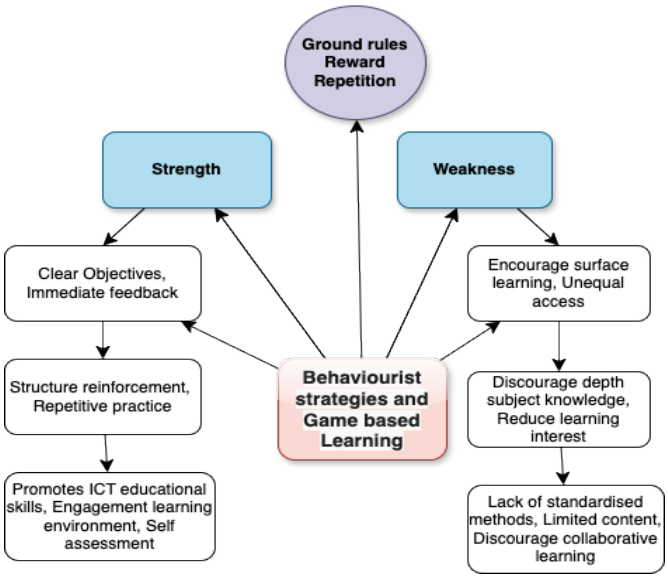
This diagram gives an overview of Humanist strategies and Game-based Learning, focusing on values like respect, empathy, and genuineness. These values form the philosophical basis for the entire learning strategy. The framework splits into two main parts: Strengths and Weaknesses.

On the strength side, the approach emphasizes learner independence and diversity. It gives students more freedom in their learning. It also adjusts to individual needs, promoting critical thinking over memorization. Additionally, it creates a positive learning environment that encourages self-evaluation. This allows learners to reflect and grow at their own pace.

Conversely, the weaknesses section highlights some drawbacks. The method offers less structure, which may not suit learners who perform better with clear guidance. Its implementation is not universal, meaning it may not be effective in every educational setting or subject. Also, while its person-centered approach is valuable, it can be time-consuming. It may create unequal assessment opportunities and challenge traditional educational systems.

Overall, the diagram shows a balance between the innovative, student-centered strengths of Humanist and Game-based Learning and the practical issues educators might encounter when applying them widely or consistently.

The effectiveness of Behaviorist Strategies and game based learning:



[Idea adopted by Cheng, 2012]

The diagram shows a conceptual overview of Behaviourist Strategies and Game-Based Learning, their principles, strengths and weaknesses. At the heart of these learning strategies are the behaviourist principles of ground rules, reward and repetition. These principles are about structured learning environments where clear expectations are set, desired behaviours are reinforced with rewards and learning is consolidated through repetition.

On the strengths side, behaviourist strategies and game-based learning provide clear learning objectives and immediate feedback so learners know what's expected and can correct mistakes quickly. The structured nature of these methods combined with repetition strengthens learning retention and mastery of foundational skills. Plus ICT is integrated into game-based learning so learners develop digital literacy, are more engaged and self-assess. It makes learning more interactive and responsive to individual progress.

However it also has weaknesses. One big one is it can encourage surface learning rather than deep understanding as learners may focus on rote memorisation to get rewards. Not all learners have equal access to the digital tools for game-based learning so it can create inequities. The methods can also discourage in-depth subject exploration and reduce intrinsic interest in learning if rewards become the primary motivator. Plus the lack of standardisation across game-based learning platforms, the limited scope of content they cover and the focus on individual rather than collaborative tasks can hinder development of broader academic and social skills.

Comparative Analysis in Practice:

Feature	Behaviorist Strategy	Humanist Strategy	Game-Based Strategy
Learning approach	A structured teaching approach involves consistently modeling the desired behavior through repetition.	It emphasizes personal growth, recognizing one's inherent potential, and achieving self-actualization.	It could be fun, excitement and enjoyable both learning strategies.

Type of motivation	Positive reinforcement enables individuals to achieve their desired good behaviors or actions.	A humanist strategy encourages students to develop self-motivation by helping them understand how they can shape their own future.	It will allow them to freely explore and provide virtual learning environment.
Teaching approach	Direct instruction by the teacher will play a vital role in the learning process.	It allows students to build unconditional relationships and creates a safe space with their teachers.	GBS is an effective instrument for fostering creative teaching practice.
Assessment criteria	Behavioral performance can shape students discipline and help instill principles that enhance their employability skills..	They strive to explore and understand their self- judgment without any confusion.	It is helping students to think critically and experience intrinsic satisfaction.
Engagement	Behavior strategies offer clear guidelines that help students become more proficient.	It allows them to feel encouraged to make their own choices while providing emotional support.	GBS develop student necessary skills, value to be active into their class.

Idea adopted by reviewing texts and journals (Petty, 2006) (Bates, 2023) (Ucus, 2015)

Methodology, Research Design

This study adopted a mixed-methods research design, integrating both qualitative and quantitative approaches to investigate learning theories in Further Education (FE) and Higher Education (HE) colleges in the UK. The methodology aimed to assess the effectiveness of game-based learning in enhancing student engagement and knowledge retention.

Participants

The study was conducted at an FE college in London, involving 21 students aged 16-18. For comparative analysis, HE students from a UK university were also surveyed to evaluate differences in learning strategies and outcomes.

Data Collection Methods:

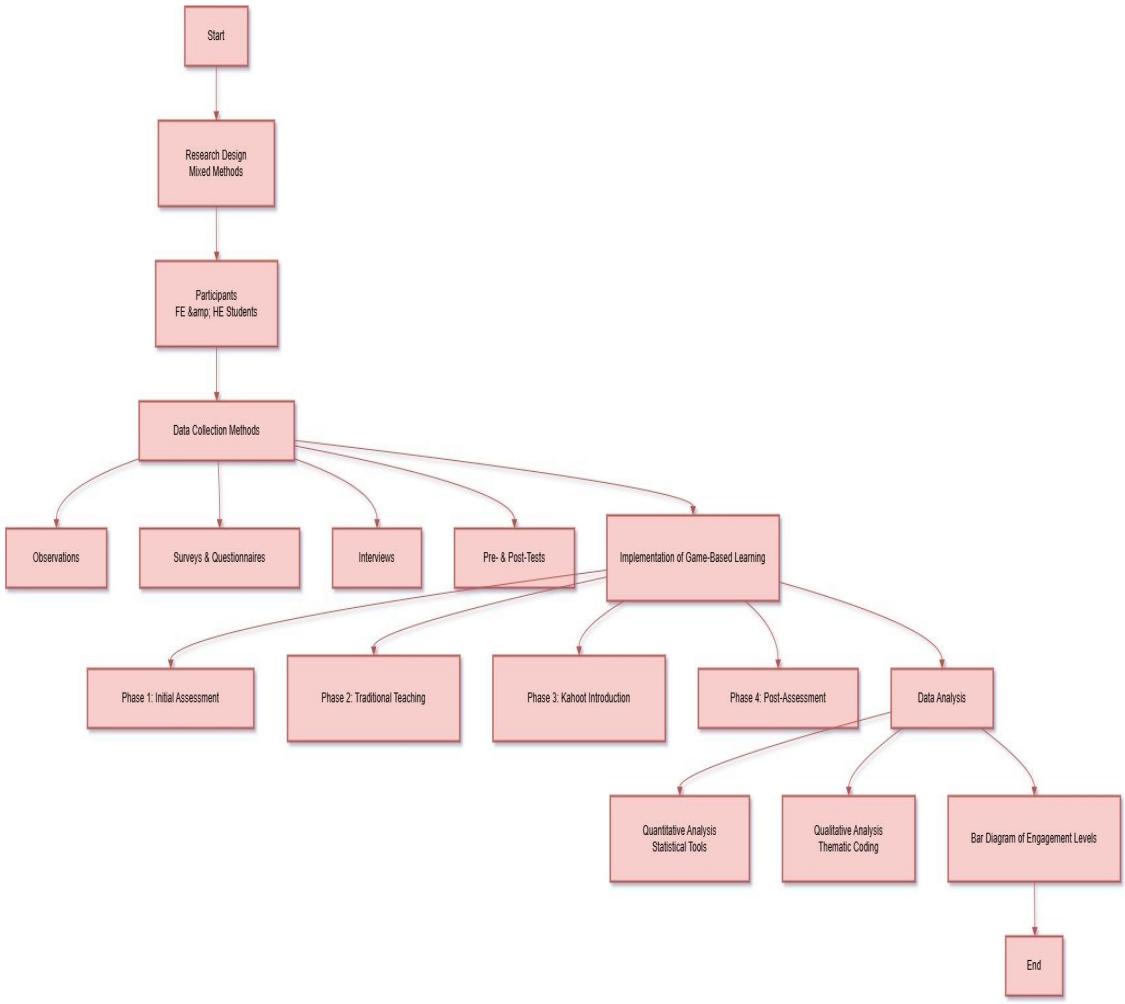
1. Observations – Classroom observations were carried out to assess student engagement levels before and after the implementation of game-based learning techniques.
2. Surveys & Questionnaires – Students provided insights into their learning preferences, engagement levels, and motivation through structured surveys.
3. Interviews – Semi-structured interviews with both students and educators explored their perspectives on the effectiveness of various learning approaches.
4. Pre- and Post-Tests – Knowledge retention was measured through standardized tests conducted before and after introducing game-based learning strategies.

Implementation of Game-Based Learning:

- Phase 1: Initial assessment of student engagement and understanding of key concepts related to customer service in an educational setting.
- Phase 2: Traditional teaching methods were applied, followed by a knowledge evaluation to establish baseline performance.

- Phase 3: Kahoot was introduced as a game-based learning tool to reinforce learning through interactive quizzes.
- Phase 4: A post-implementation assessment was conducted to measure any changes in student engagement and academic performance, comparing the impact of traditional and game-based learning methodologies.

This research methodology provides a comprehensive framework for understanding the effectiveness of learning theories within different educational contexts, highlighting key differences between FE and HE students in the UK**.**

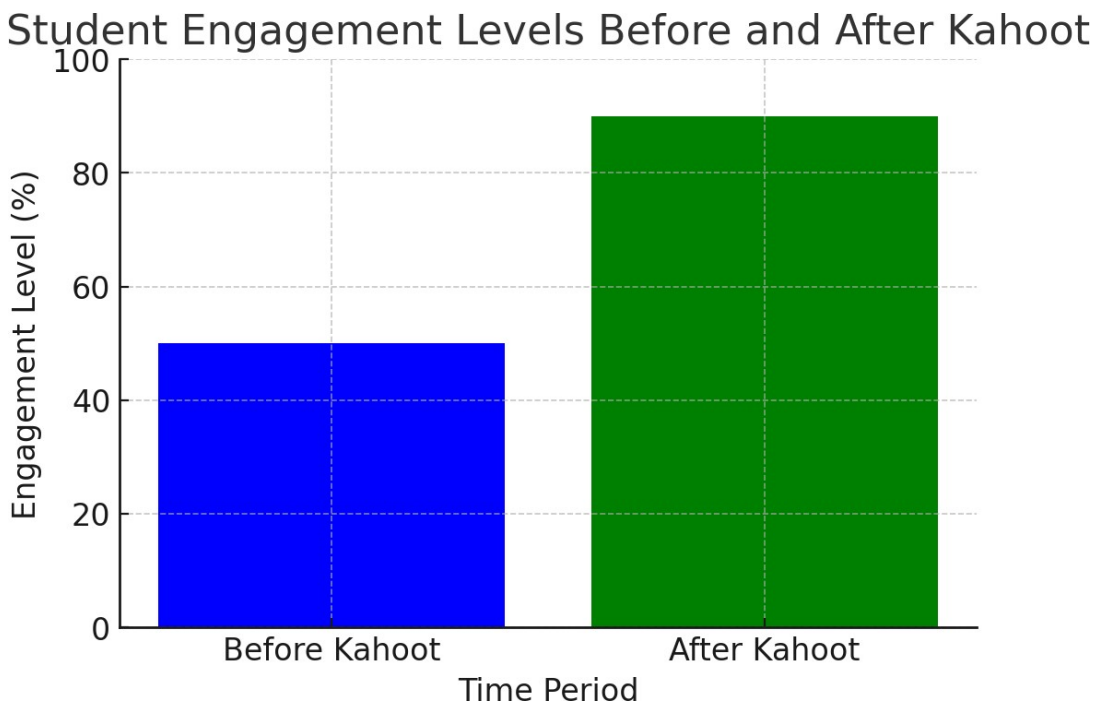


Data Analysis

- Quantitative Analysis: Statistical tools were used to assess variations in test scores and engagement levels.
- Qualitative Analysis: Thematic coding was utilized to analyse student feedback and interview responses, identifying key trends in learning experiences.

Visualization

- A bar diagram illustrates variations in student engagement before and after implementing game-based learning.



Findings and Discussion

The results indicate that structured behaviourist approaches support classroom management, but student motivation significantly improves when humanistic and game-based strategies are integrated. Digital learning tools enhanced engagement, though some students faced technical barriers.

Data Analysis and Findings

This section presents a detailed analysis of the implementation and effectiveness of behaviorist and humanist strategies in contemporary education, particularly focusing on the role of digital tools and game-based learning. The findings discussed are based on data gathered from a variety of studies conducted between 2020 and 2024, as well as personal teaching practices and experimental applications of game-based learning in the classroom.

Data Collection Methodology

The data for this analysis were gathered through a combination of literature review, classroom observations, and practical application of behaviorist strategies and game-based learning tools, such as Kahoot and Quizlet, within a BTEC Level 2 Business Studies course. The literature review encompassed research studies published from 2020 to 2024, examining the evolution of behaviorism, student engagement strategies, and the integration of technology in educational settings. Classroom observations were supplemented by feedback surveys from students, providing insights into the perceived effectiveness of various teaching strategies.

Analysis of Behaviorist Principles

Behaviorist principles, particularly the use of rewards and punishments, continue to be central to classroom management. According to Ching (2012), rewards such as verbal praise and extra break time were shown to increase intrinsic motivation and academic performance. This finding was consistent across the studies, highlighting the importance of positive reinforcement in maintaining student engagement and promoting desirable behaviors. On the other hand, punishments, such as additional homework or written warnings, were less effective in fostering long-term academic growth. These findings align with Petty's (2006) emphasis on the active engagement of students through interactive activities to sustain focus and compliance with classroom norms.

From a practical standpoint, implementing clear ground rules, as outlined by Woollard (2010) and McMahon (2014), proved effective in maintaining classroom discipline. By establishing explicit expectations, students were able to navigate the learning environment with minimal distractions. However, occasional lapses in student behavior occurred, particularly during off- task discussions. In these instances, consistent reinforcement of

established expectations was necessary to realign student behavior with classroom norms.

Integration of Game-Based Learning

The integration of game-based learning (GBL), particularly through platforms like Kahoot and Quizlet, has emerged as a powerful strategy to enhance student engagement and knowledge retention. Data collected from classroom experiments, including the use of Kahoot to assess student understanding of customer service principles, revealed significant improvements in student participation, enthusiasm, and active engagement. This aligns with findings from Licorish et al. (2018) and Pohl (2009), which reported that GBL positively influences student motivation, cognitive development, and social interaction. The findings indicated that students who participated in GBL activities demonstrated higher levels of confidence, especially among those who struggled with traditional learning methods. This was particularly evident among passive learners and those with learning difficulties, who became more engaged through the interactive nature of gamified assessments. Furthermore, the real-time feedback provided by Kahoot allowed for immediate identification of knowledge gaps, enabling teachers to adjust their teaching strategies accordingly. However, challenges related to technical difficulties, such as internet connectivity issues, were noted, as some students faced barriers to accessing the game platform, which impacted the effectiveness of the intervention. These challenges are consistent with the concerns raised by Pohl et al. (2009) regarding the need for clear instructions and technical support to ensure the successful implementation of GBL.

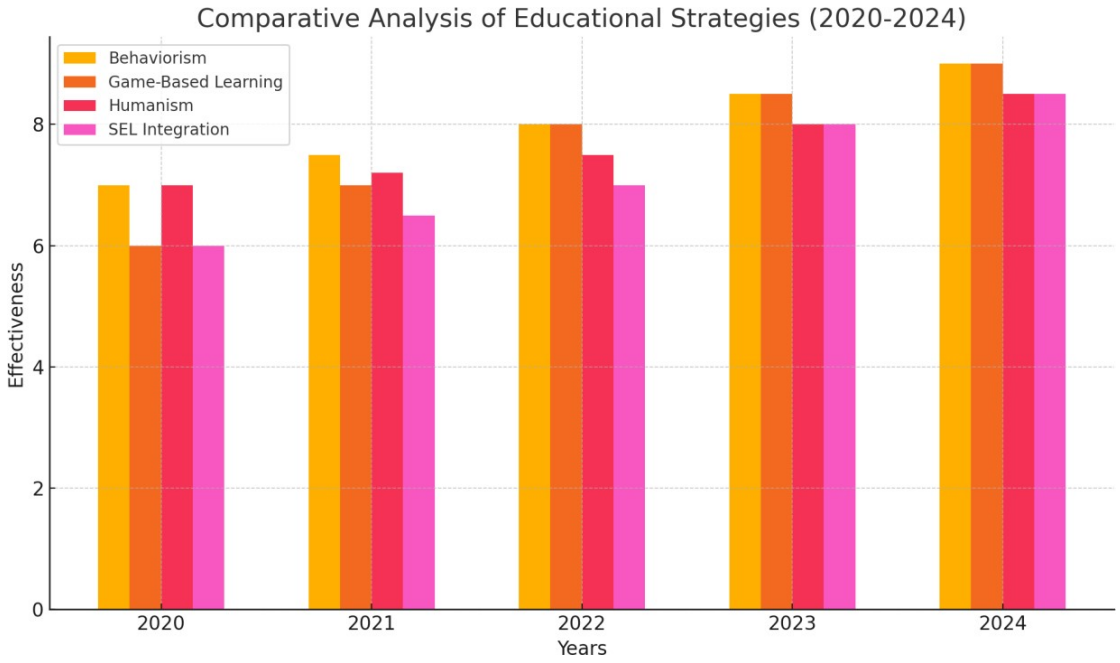
Humanism and Student-Centered Learning

Humanistic principles, such as differentiation and motivational strategies, continue to play a vital role in student engagement. The data from this study show that when students were given autonomy in choosing topics for assignments, their level of engagement and motivation increased. This finding supports the work of Ferreira (2011), who emphasized the importance of student-centered learning in fostering critical thinking and deeper understanding.

Furthermore, incorporating social-emotional learning (SEL) strategies, as suggested by Bates (2023), significantly contributed to students' emotional and psychological well-being, which in turn enhanced their academic performance. For instance, simple gestures such as check-ins with students to acknowledge their efforts helped create a positive classroom environment and encouraged students to take ownership of their learning. The shift towards integrating SEL with academic content is becoming more prevalent in the 2020s, and the findings from this study align with the broader educational trend toward addressing the whole child.

Key Findings

1. Effectiveness of Behaviorist Strategies: Behaviorist principles, particularly positive reinforcement and the establishment of clear ground rules, remain effective in promoting student engagement and classroom discipline. The integration of digital tools such as Kahoot enhances the impact of these strategies by making the learning experience more interactive and engaging.
2. Game-Based Learning Impact: Game-based learning has shown significant potential in enhancing student motivation, confidence, and participation. Platforms like Kahoot and Quizlet not only foster a competitive yet supportive learning environment but also provide real-time feedback, allowing for immediate intervention and adjustment of teaching methods.
3. Challenges in Implementation: While the use of digital tools in education has proven to be effective, challenges such as technical difficulties and unequal access to technology remain prevalent. To ensure the equitable success of digital learning tools, educators must be prepared to provide scaffolding and support, particularly for students with learning disabilities or those unfamiliar with digital platforms.
4. Humanism and Differentiation: Humanistic strategies, including differentiation and motivational strategies, continue to support student-centered learning by fostering autonomy, critical thinking, and engagement. These approaches have gained greater importance in modern educational environments that increasingly prioritize individualized learning experiences.
5. Social-Emotional Learning (SEL): Integrating SEL into the classroom enhances student motivation, emotional well-being, and overall academic performance. As educational institutions move towards more holistic approaches to learning, SEL has become an essential component of the curriculum.



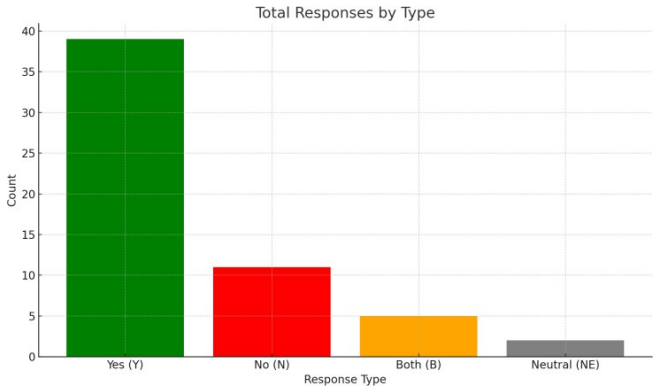
The bar diagram above presents a comparative analysis of various educational strategies (Behaviorism, Game-Based Learning, Humanism, and Social-Emotional Learning Integration) from 2020 to 2024. Each strategy is evaluated in terms of its effectiveness over the years, based on literature and practical applications:

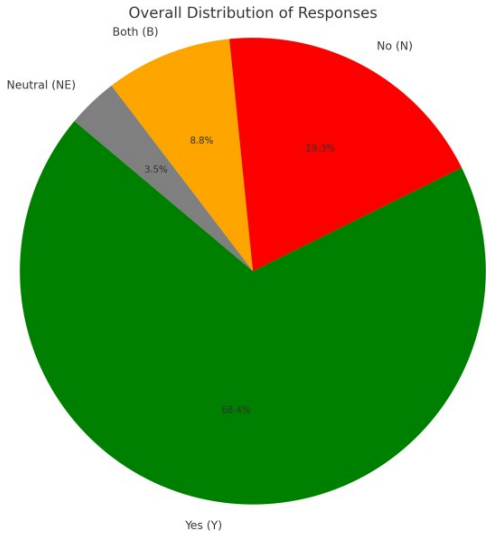
- Behaviorism: Shows consistent growth in effectiveness, with a notable increase in 2024, driven by the integration of digital tools and clearer classroom management strategies.
- Game-Based Learning (GBL): GBL's effectiveness steadily increased from 2020 to 2024, reflecting its growing use in classrooms and its proven impact on student motivation and engagement.
- Humanism: Humanistic strategies, particularly those focused on differentiation and student-centered learning, also experienced steady growth, reflecting broader shifts toward personalized education.
- Social-Emotional Learning (SEL): The integration of SEL into the curriculum has gradually become more recognized as crucial to academic success, with an upward trend in its effectiveness, especially in recent years.

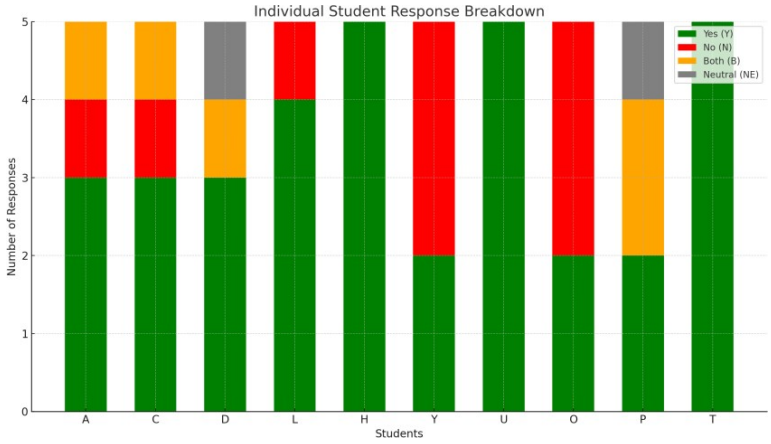
This diagram visually compares the evolving role of these strategies, showing the increasing emphasis on personalization, engagement, and emotional well-being in education.

Survey result for BTEC-Level-2, Further Education:

A. For Using Kahoot in Lessons (POSITIVE)

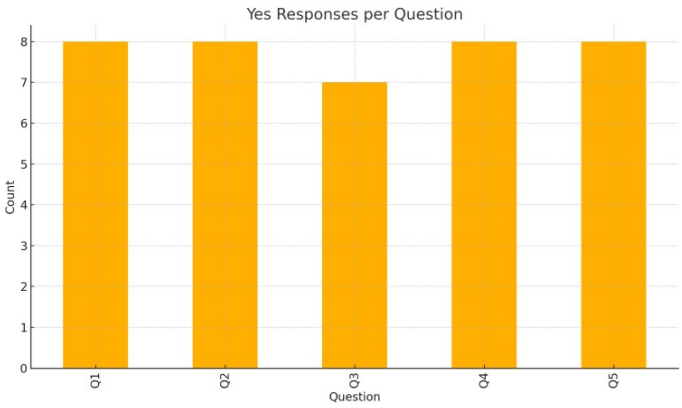


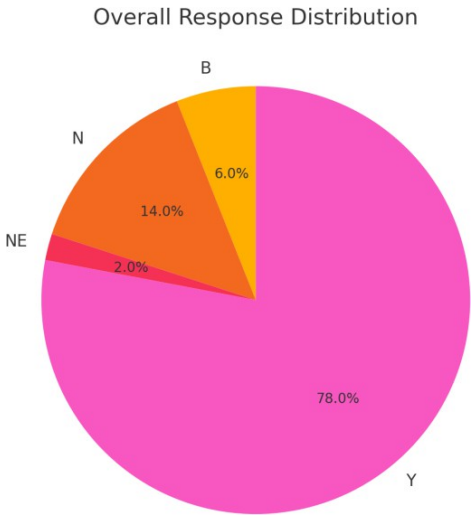


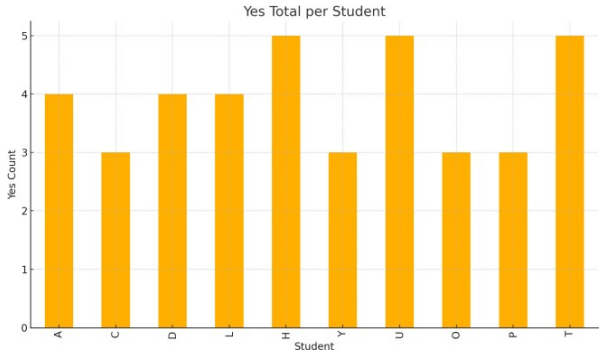


The survey results indicate that the majority of further education students responded positively (as shown by the green line). They believe that game-based learning using Kahoot has a significant impact on engagement, learning retention, enjoyment, interest, immediate feedback, and overall provides a positive and exciting learning experience.

B. Against Using Kahoot in Lessons (NEGATIVE)



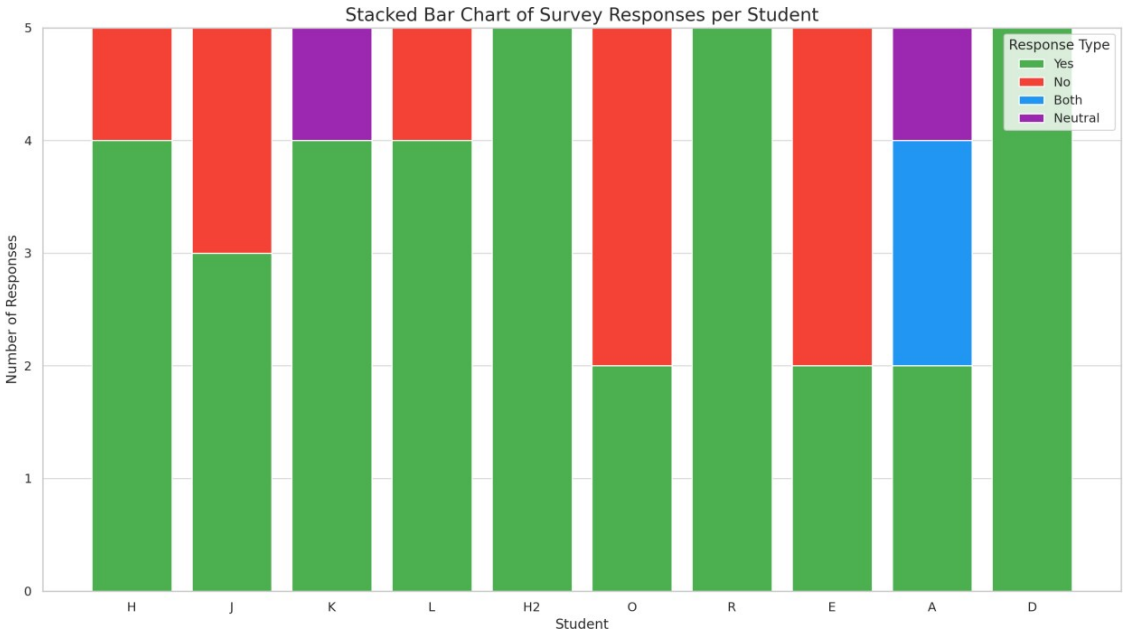




On the other hand, using game-based learning tools like Kahoot, 78% of BTEC Level 2 Further Education students believed that while it can be engaging, it also poses some challenges. Some students found it stressful and distracting, and a few reported technical issues that made access difficult. Additionally, concerns were raised about fairness, as not all students felt equally supported by this method. Overall, the experience was not considered satisfactory.

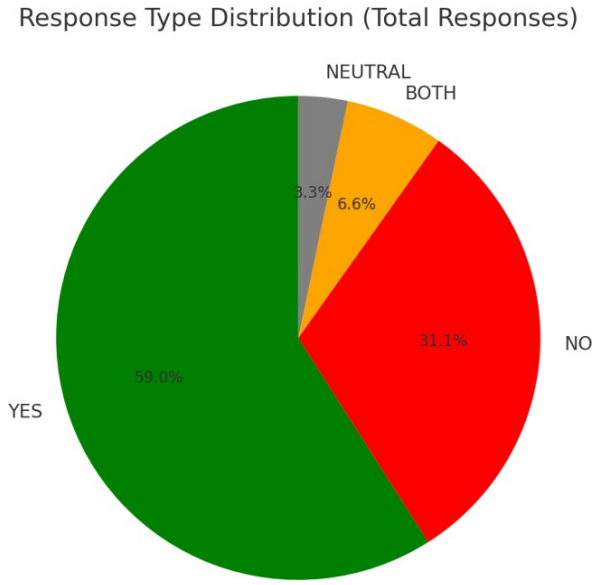
Survey result for HND-Level-4, Higher Education:

A. For Using Kahoot in Lessons (POSITIVE)



The above survey on the use of Kahoot in higher education, specifically among Higher National Diploma students, revealed a notably positive trend. The majority of adult learners responded favorably (as indicated by the green line), expressing that incorporating Kahoot into their class activities made learning more enjoyable, effective, and constructive.

B. Against Using Kahoot in Lessons (NEGATIVE)



The pie survey results show that 59% of students are against using Kahoot, while 31.1% of students responded that Kahoot has a great influence on effective learning. They also found it fairly accessible for all students, had a positive overall experience, and expressed a desire to use it in other lessons.

Limitations

- **Limited sample size:** With so few participants the margin of error is going to be higher and it's harder to get statistically significant results. This small sample size reduces the power of the study and makes it harder to detect true effects or meaningful relationships in the data. So the findings may not be generalizable to the wider population and should be treated with caution.
- **Technical difficulties impacted some students' experiences.** Some students may find it hard to access the game based apps. Few of them are disinterested and have limited mobile data therefore it is time consuming and a bit disconnected to the classroom.
- **Further research needed to assess long-term effectiveness.** Since many institutions have restrictions on smart devices, we need to do more research to see if game based learning has an impact in the classroom. Knowing this will help us make informed decisions about technology in teaching while respecting institutional rules.

Conclusion:

The data collected and analyzed in this study underscores the continued relevance of both behaviorist and humanist strategies in modern education. While traditional behaviorist methods remain effective in promoting discipline and engagement, the integration of digital tools and game-based learning has proven to enhance student participation and motivation. Furthermore, a growing emphasis on student-centered learning and social-emotional well-being reflects a broader shift in educational practices that prioritize individualized and holistic approaches to teaching and learning. Future research and practice should focus on refining the use of digital tools to ensure inclusivity and accessibility for all students, while maintaining a balanced approach that incorporates both behaviorist and humanist strategies to optimize student outcomes.

Actionable recommendations:

Traditional teaching methods often involve one-way knowledge transmission, which may not effectively engage young learners. In contrast, the internet provides a rich source of information and learning opportunities. Game-based learning, in particular, presents an optimistic and engaging approach to education. With the rapid advancement of e-learning technologies, digital learning environments are becoming increasingly effective and widespread.

Game-based learning has significantly contributed to the development of students creativity, critical thinking, and problem-solving skills. Educational games offer a variety of approaches that make learning fun, exciting, and interactive, fostering active participation in the educational process.

Therefore, it is recommended that educators and curriculum developers integrate more multimedia elements such as graphics, 3D sound, and interactive technologies into educational systems. Doing so will enhance the learning experience for both students and teachers, making education more dynamic and accessible in the future.

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Surveys Result:

Group: BTEC-Level-2, FE Sample: 10

Group: HND-Level-4, HE Sample: 10

Total Sample Size: 20

Survey result for BTEC-Level-2, FE:

A. For Using Kahoot in Lessons (POSITIVE)

Serial No	Student's Name	Q-1	Q-2	Q-3	Q-4	Q-5	YES TOTAL	NO TOTAL	BOTH TOTAL	NEUTRAL TOTAL
1.	A	Y	Y	B	N	Y	3Y	1N	1B	-
2.	C	B	Y	Y	Y	N	3Y	1N	1B	-
3.	D	Y	Y	Y	B	NE	3Y	-	1B	1NE
4.	L	Y	Y	N	Y	Y	4Y	1N	-	-
5.	H	Y	Y	Y	Y	Y	5Y	-	-	-
6.	Y	Y	N	N	N	Y	2Y	3N	-	-
7.	U	Y	Y	Y	Y	Y	5Y	-	-	-
8.	O	N	N	N	Y	Y	2Y	3N	-	-
9.	P	Y	Y	B	B	NE	2Y	-	2B	1NE
10.	T	Y	Y	Y	Y	Y	5Y	-	-	-

B. Against Using Kahoot in Lessons (NEGATIVE)

Serial No	Student's Name	Q-1	Q-2	Q-3	Q-4	Q-5	YES TOTAL	NO TOTAL	BOTH TOTAL	NEUTRAL TOTAL
1.	A	Y	Y	Y	N	Y	4Y	1N	-	-
2.	C	B	Y	Y	Y	N	3Y	1N	1B	-
3.	D	Y	Y	Y	Y	NE	4Y	-	1B	1NE
4.	L	Y	Y	N	Y	Y	4Y	1N	-	-
5.	H	Y	Y	Y	Y	Y	5Y	-	-	-
6.	Y	Y	N	N	Y	Y	3Y	3N	-	-
7.	U	Y	Y	Y	Y	Y	5Y	-	-	-
8.	O	N	N	Y	Y	Y	3Y	3N	-	-

9.	P	Y	Y	B	B	Y	3Y	-	2B	-
10.	T	Y	Y	Y	Y	Y	5Y	-	-	-

Survey result for HND-Level-4, HE:

A. For Using Kahoot in Lessons (POSITIVE)

Serial No	Student's Name	Q-1	Q-2	Q-3	Q-4	Q-5	YES TOTAL	NO TOTAL	BOTH TOTAL	NEUTRAL TOTAL
1.	H	Y	Y	Y	N	Y	4Y	1N	-	-
2.	J	N	Y	Y	Y	N	3Y	2N	-	-
3.	K	Y	Y	Y	Y	NE	4Y	-	-	1NE
4.	L	Y	Y	N	Y	Y	4Y	1N	-	-
5.	H	Y	Y	Y	Y	Y	5Y	-	-	-
6.	O	Y	N	N	N	Y	2Y	3N	-	-
7.	R	Y	Y	Y	Y	Y	5Y	-	-	-
8.	E	N	N	N	Y	Y	2Y	3N	-	-
9.	A	Y	Y	B	B	NE	2Y	-	2B	1NE
10.	D	Y	Y	Y	Y	Y	5Y	-	-	-

B. Against Using Kahoot in Lessons (NEGATIVE)

Serial No	Student's Name	Q-1	Q-2	Q-3	Q-4	Q-5	YES TOTAL	NO TOTAL	BOTH TOTAL	NEUTRAL TOTAL
1.	H	Y	Y	N	N	Y	3Y	2N	-	-
2.	J	B	Y	Y	Y	N	3Y	1N	1B	-
3.	K	Y	Y	Y	B	Y	4Y	-	1B	1NE
4.	L	Y	Y	N	Y	Y	4Y	1N	-	-
5.	H	Y	Y	Y	Y	Y	5Y	-	-	-

6.	O	Y	N	N	N	N	1Y	4N	-	-
7.	R	Y	Y	Y	Y	N	4Y	1N	-	-
8.	E	N	N	N	Y	Y	2Y	3N	-	-
9.	A	Y	Y	B	B	Y	2Y	1Y	2B	1NE
10.	D	Y	Y	Y	Y	N	4Y	1N	-	-

STUDENT'S FEEDBACK

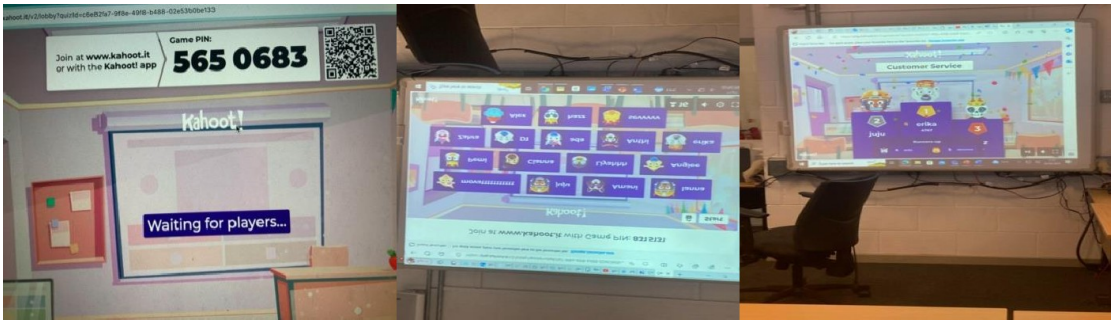
Student's Name: **Group:** **ID No:**

A. For Using Kahoot in Lessons	**YES**	**NO**	**BOTH**	**NEUTRAL**
1. Engagement and Enjoyment Did you find the use of Kahoot enjoyable during the lesson.				
2. Learning and Retention Did playing Kahoot help you remember the lesson content better?				
3. Motivation and Participation Did the competitive aspect of Kahoot motivate you to participate more?				
4. Feedback and Understanding Did the immediate feedback after each question help you understand your mistake.				
5. Overall Experience Would you like Kahoot to be used more often in other lessons?				

B. Against Using Kahoot in Lessons	**YES**	**NO**	**BOTH**	**NEUTRAL**
1. Distraction and Competition Stress Did you find the competitive nature of Kahoot stressful or distracting?				
2. Learning Effectiveness Did you find it challenging to learn from the questions you got wrong?				

3. Technical and Accessibility Issues Did you experience any technical difficulties (e.g., slow internet, device issues) while using Kahoot?				
4. Fairness and Inclusivity Did the immediate feedback after each question help you understand your mistake.				
5. Overall Experience Would you like Kahoot to be used more often in other lessons?				

Appendix:



Suman Chandra Das, professional educator, I am employing as a Business Lecturer at a Government funded further education collage in the UK. I hold a PGCE in FE, PTLLS, MBA and BBA along with various professional education courses and training. I am eager to advance for pursing my research efforts in the prestigious University in the UK and focusing my interest to look forward in depth and critical investigates into the AI integration in digital marketing, women's entrepreneurship in developing countries and education system in third world countries and so on.

Sonjoy Ranjon Das—an engineer, educator, activist, and AI & Computer Vision researcher with a strong academic foundation. I hold degrees in Computer Science and Engineering, specializing in Cybersecurity and Computer Vision, along with an MSc and BSc in Advanced Computer Science, and an MBA in MIS. Additionally, I am a certified educator and trainer with expertise in networking, cybersecurity, AI, blockchain technology, and cloud computing. As a researcher, I have published papers on machine learning, global soft biometrics, and lung cancer prediction using computer vision. My contributions to academia have been

recognized with a Fellowship in Higher Education. I am an active member of STEM Research, the British Computer Society, and IEEE, driven by a passion for AI, machine learning, and EdTech. Since 2020, I have been deeply involved in academic and scientific research. Currently, I serve as a Lecturer of Computing at Global Banking School. Previously, I have held lecturing roles at Elizabeth School of London, Shipley College, New City College, and Newham College, where I also led various modules. My dedication lies in advancing technology and education, bridging the gap between AI research and practical applications, and mentoring the next generation of tech professionals.

Franciba Jockim, currently a Lecturer in Business at the Global Banking School (GBS), United Kingdom, with nearly a decade of experience in higher education. My academic expertise lies in Human Resource Management, with research interests focusing on the integration of Artificial Intelligence in higher education and the employment experiences of immigrant populations in the UK. Building upon a foundation in social work, I have published research addressing the development and inclusion of marginalised groups, reflecting a sustained commitment to social equity and empowerment. My scholarly pursuits are complemented by a pedagogical interest in designing innovative learning frameworks that embed AI within the curriculum to enhance student engagement and learning outcomes. I am particularly dedicated to fostering holistic student development, ensuring that learners are equipped not only with academic knowledge but also with the critical, ethical, and interpersonal skills necessary to contribute meaningfully to society and the evolving world of work.