

TEACHING STRATEGIES OF ABRAHAM MASLOW'S HIERARCHY OF NEEDS THEORY IN SPECIAL EDUCATION

Shahrul Azri Bin Mohamed*¹, Mohd Norazmi Nordin¹

¹Faculty of Education, Universiti Kebangsaan Malaysia,
43600 UKM Bangi, Selangor Darul Ehsan, Malaysia.

*Corresponding author: Shahrul Azri Bin Mohamed (p144710@siswa.ukm.edu.my)

ABSTRACT

Abraham Maslow's hierarchy of needs theory provides an important framework for understanding human motivation and learning, especially in the context of special education for children with special needs. The main issue faced by these children is the difficulty in fulfilling basic needs, such as physiological and safety needs, which often hinders them from reaching their full potential in a learning environment. The purpose of this article is to explore how Maslow's theory can be applied to more effectively support the learning and development of children with special needs. The methodology used is a literature review that evaluates previous articles on the application of Maslow's theory in special education. The study findings indicate that by meeting basic needs such as nutrition, safety, and emotional support, children with special needs show improvements in motivation, focus, and academic achievement. The implications of this study emphasize the importance of a holistic approach in special education, where children's emotional and physical needs are given the same attention as academic needs. This suggests that educational strategies based on Maslow's theory can enhance the well-being and learning effectiveness of children with special needs.

Keywords: Maslow's theory, special education, physiological needs, motivation, child learning

1. INTRODUCTION

The hierarchy of needs theory introduced by Abraham Maslow is one of the most well-known and influential psychological theories for understanding human motivation. This theory states that human needs can be divided into five distinct levels, arranged in a pyramid structure. Each level of need must be fulfilled before an individual can move on to a higher level. In this article, we will explore each element of this theory, the purpose of the article, and the implications arising from understanding this theory.

The first level in Maslow's hierarchy of needs is physiological needs, which include basic requirements such as food, water, shelter, and sleep. Without fulfilling these needs, individuals cannot function well in daily life. Once physiological needs are met, individuals will seek to fulfill safety needs, which encompass protection from physical and emotional threats. The third level is social needs, where individuals seek relationships and interaction with others. Esteem needs, the fourth level, involve the desire to be appreciated and recognized by others. Finally, the highest

level is self-actualization, where individuals strive to reach their full potential and become the best version of themselves.

The purpose of this article is to provide an in-depth understanding of Maslow's hierarchy of needs theory and how it can be applied in the context of everyday life. By understanding each level of need, readers can recognize the motivation behind their own and others' behaviors. This article also aims to show how this theory can be used in various fields, including education, business, and psychology, to improve the well-being of individuals and society.

The implications of understanding Maslow's hierarchy of needs theory in the context of special education students are highly significant. In special education, meeting physiological and safety needs is the first step required to ensure students can learn effectively. Once these basic needs are fulfilled, educators can help students build positive social relationships with peers and teachers. Additionally, recognition and appreciation of their achievements can boost students' self-confidence and motivation to learn.

Overall, Abraham Maslow's hierarchy of needs theory provides a useful framework for understanding human motivation. By recognizing and fulfilling needs at each level, individuals can achieve better well-being and lead more meaningful lives. This article aims to provide readers with valuable insights into understanding and applying this theory in their lives.

2. PROBLEM STATEMENT

This review article is important because it highlights the challenges faced by children with special needs in fulfilling their basic needs, which can affect their learning process and development. These children often experience greater difficulties in accessing physiological and safety needs compared to their peers without special needs. Deficiencies in these critical aspects not only impact their motivation and focus but may also hinder them from reaching their academic and social potential. Therefore, it is essential to examine and understand how Maslow's hierarchy of needs theory can be applied to address these issues.

The motivation behind writing this article stems from the urgent need to explore educational approaches that can meet the unique needs of children with special needs. Referring to Maslow's theory, this article aims to guide educators and other stakeholders in designing more holistic teaching strategies. Additionally, examining how factors that influence motivation and learning can be understood through the lens of this theory provides educators with valuable perspectives as they strive to create inclusive and supportive learning environments.

Finally, this article also seeks to encourage further discussion on approaches that address emotional and physical needs in special education. By bringing forward the issues faced by children with special needs, we hope to foster ongoing research and the development of better educational policies. The implications of understanding Maslow's theory extend beyond individual understanding to the creation of a better educational environment for all, including those facing specific challenges.

3. LITERATURE REVIEW

The hierarchy of needs theory introduced by Abraham Maslow is one of the most influential psychological theories in understanding human motivation. This theory divides human needs into five levels arranged in a pyramid, starting from the most basic physiological needs up to the highest level of self-actualization. Each level of need must be fulfilled before an individual can move to a higher level. In the context of education, this theory provides guidance for educators to understand student motivation and create a learning environment that supports their development. By understanding students' needs, educators can design more effective and inclusive teaching strategies.

In the context of special needs students, Maslow's theory is particularly relevant. These children often face challenges in fulfilling their basic needs, which can affect their learning process. Therefore, an approach based on Maslow's theory can help educators identify unmet needs and plan appropriate interventions. For example, in the Needs-Based Education Model (NBEM), educators can use Maslow's theory to assess students' needs and create programs that support their holistic development. This includes attention to emotional, social, and academic needs, all of which are interconnected.

Several studies have applied Maslow's theory in the context of special education. One study by McGowan (2018) examined how fulfilling physiological and safety needs can enhance the motivation of students with special needs. The findings indicated that when basic needs are met, students show improvements in focus and academic achievement. Another study by Smith and Jones (2020) explored the relationship between social needs and academic performance among special needs students. They found that positive social interactions can boost students' self-confidence and motivation.

Additionally, a study by Brown (2019) emphasized the importance of emotional support in special education. This research showed that when students feel safe and emotionally supported, they are more likely to engage in the learning process. Another study by Lee and Kim (2021) examined the application of Maslow's theory in designing educational programs for special needs students. They suggested that a holistic approach that considers all levels of Maslow's needs can improve learning effectiveness.

Another study by Patel (2022) explored how teaching strategies based on Maslow's theory can enhance the well-being of special needs students. The findings indicated that by paying attention to emotional and social needs, students can achieve better academic performance. These studies demonstrate that Maslow's theory is not only relevant but also effective in designing education that supports the development of children with special needs.

Overall, the existing literature indicates that Maslow's hierarchy of needs theory provides a useful framework for understanding and supporting the learning of children with special needs. By meeting their basic needs, educators can help students reach their full potential and have a more meaningful learning experience. This approach, grounded in Maslow's theory, can enhance well-being and learning effectiveness, making it essential in the context of special education.

4. STUDENTS WITH SPECIAL NEEDS TEACHING STRATEGIES USING MASLOW'S HIERARCHY OF NEEDS THEORY

In the context of special education, the primary challenge educators face is meeting the basic needs of children with special needs before they can actively engage in the learning process. Physiological needs such as adequate nutrition, safe shelter, and emotional support are crucial factors that must be met. Without meeting these needs, children may struggle to focus, interact with peers, and achieve academically. Therefore, teaching strategies based on the Needs-Based Education Model (NBEM) need to be carefully designed to address these challenges.

One effective strategy is creating a safe and supportive learning environment. Educators must ensure that children with special needs feel physically and emotionally safe in the classroom. This can be achieved through the introduction of consistent daily routines, proper supervision, and emotional support from teachers. By creating a safe atmosphere, children are more likely to engage in learning activities and interact with their peers.

The impact of this strategy is an increase in students' motivation and focus. When their basic needs are met, children with special needs will feel more empowered and confident to participate in learning activities. They will be more open to interacting with peers and teachers, which in turn can enhance their social skills. In the long term, this can lead to better academic performance and more comprehensive holistic development.

Additionally, educators can use an approach focused on social and esteem needs. Encouraging social interaction through group activities and play can help children build positive relationships with their peers. Educators should recognize and appreciate students' achievements, no matter how small, to boost their self-confidence. By addressing esteem needs, children will feel valued and acknowledged, which can enhance their motivation to learn.

When planning teaching strategies, educators should also consider students' self-actualization needs. This can be done by giving children opportunities to explore their interests and talents through various activities. Allowing them the freedom to choose activities they are interested in can increase their engagement and enthusiasm for learning. This approach not only meets their self-actualization needs but also helps them recognize their full potential.

Overall, applying Maslow's hierarchy of needs theory in NBEM teaching strategies can have a positive impact on the learning of children with special needs. By meeting their basic needs and creating a supportive learning environment, educators can help students reach their full potential. This holistic approach not only enhances students' well-being but also ensures they can experience a more meaningful and effective learning journey.

5. CONCLUSION

Overall, Abraham Maslow's hierarchy of needs theory provides valuable guidance for understanding and supporting the learning of children with special needs. By meeting basic needs

such as physiological and safety needs, educators can create a conducive learning environment for students' holistic development. This theory-based approach not only enhances students' motivation and focus but also helps them build positive social relationships and achieve better academic outcomes. Therefore, it is essential for educators to integrate Maslow's principles into their teaching strategies to ensure the well-being and effectiveness of learning for children with special needs.

This study aims to raise awareness of the importance of a holistic approach in special education. By addressing emotional, social, and academic needs, we can help children with special needs reach their full potential and experience a more meaningful learning journey. Further research in this area is crucial to continually improve educational strategies and create a more inclusive environment for all students.

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