

Maslow's Hierarchy Theory of Needs: Criticisms and Application to High School Students

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ABSTRACT

Factors of motivation play an important role to increase Student's capability in children centric education in High School level. This will result to improve a High school performance. It's implication is a lifelong learning benefits of student's motivation. Motivated students are the valuable asset who creates value as well as ethnic for the high school in good result & various talent test and entrance examination. Motivation is going to work if the right student with suitable learning strategy is made responsible for the best result or otherwise it will be the wastage of resources and time, and will lead to poor result in summative evaluation as well as various entrance examination. The paper is aimed to study the effect of student's motivation on learning satisfaction and the High School performance. This paper attempts to define the Motivational theory propounded by Maslow known as hierarchy Theory of needs. In this the theory is well defined with literature reviews. It also explains the applications of this theory in the high school and the criticism faced by it.

Keywords: *lifelong learning, Hierarchy Theory of needs, High School*

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History of Explanation of Maslow theory in a High School:

The motivation to work is introduced by Maslow. It can be applied in the field of High school. School's behaviour and management with a new way of looking at Student's attitudes and behaviours in understanding how students are motivated. Probably the best-known conceptualisation of students needs in school has been proposed by this theory. Abraham Maslow was a popular clinical psychologist who introduced his theory based on his own judgement, which was generally known as the hierarchy theory of needs. According to him if a student grow in an environment in which their needs are not met, they will be unlikely to function as healthy individuals as well as adjusted individuals. Specifically Maslow theorised that students have five types of needs and that these are activated in a hierarchical manner. This means that these needs are aroused in a specific order from lowest to highest, such that the lowest-order need must be fulfilled before the next order need is triggered and the process continues. If you look at this in a motivational point of view Maslow's theory says that a need can never be fully met, but a need that is almost fulfilled does not longer motivate. According to Maslow you need to know where a high school student is on the hierarchical pyramid in order to motivate him/her. Then you need to focus on meeting that high school Student's needs at that level.

1. Biological as well as Physiological needs: - air, food, shelter, drink, warmth and sleep.

2. Safety needs: - protection from elements, law, security, order, stability and freedom from fear.
3. Love as well as belongingness needs : - friendship, affection, intimacy, and love, from work group, friends, family, and romantic relationships.
4. Esteem needs:- achievement, mastery, independence, prestige, status, dominance, self-respect and respect from others.
5. Self-Actualization needs: - realising personal potential, seeking personal growth, self-fulfilment, and peak experiences.

In the platform of a high school these needs are divided into Deficiency needs which is psychological, safety & social needs and Growth needs which is esteem, self-actualisation needs.

Factor of Explanation to apply in high school :

Physiological needs are the need at the bottom of the triangle and include the lowest order need and most basic. This includes the need to satisfy the fundamental biological drives such as food, air, water and shelter. According to Maslow theory a High school must provide students with a career planning that enable them to afford adequate living conditions.

The rationale here is that without career planning will hardly be able to make much of any contribution to his teachers as well as a high school.

Safety needs this occupies the second level of needs. Safety needs are activated after physiological needs are met. They refer to the need for a secure teaching-learning environment free from any threats or harms. The rationale is that the high school students learning in an better atmosphere which is free of harm do their career planning without fear of harm.

Social needs: This represents the third level of needs. They are activated after safety needs are met. Social needs refer to the need to be affiliated that is (the needed to be loved and accepted by other people). To meet these needs a high school encourage students to participate in social events such as picnics, teaching -learning excretion etc

Esteem needs: this represents the fourth level of needs. It includes the need for self-respect and approval of others. The high school introduce awards banquets to recognise distinguished achievements.

Self-actualisation: This occupies the last level at the top of the triangle. This refers to the need to become all that one is capable of being to develop ones fullest potential.

The rationale here holds to the point that self-actualised students represent valuable assets to the high school's human resource.

Applications to a High School students:

The greatest value of Maslow theory of needs lies in the practical implications it has for every High school as well as every educational Institute. The rationale behind the theory lies on the fact that it's able to suggest to school teacher how they can make their students become self-actualised. This is because self-actualised students are likely to study at their maximum creative potentials.

Therefore it is important to make students meet this stage by helping meet their need school can take the following strategies to attain this stage recognise Student's accomplishments: Recognising Student's accomplishments is the most important way to make them satisfy their esteem needs. This could take the form of awards, plaques etc.. Awards are given to high school level students who develop ways of improving study performance as well as best summative evaluation result. But it should be noted that awards are effective at enhancing esteem only when they are clearly linked to desired behaviours. Awards that are too general fail to meet this specification.

Provide career security of students: career security is an important type of safety need. So a high school teacher to motivate their students need to make them career as well as future secured by involving them in job oriented training or future career Planning. The career planning is always increased the students efficiency to learn for achieving their goals.

Provide opportunities to socialise: Socialisation is one of the factors that keep the high school students feel the spirit of learning as a team. When students learn as a team they tend to increase their knowledge & best prepare to summative evaluation or a competitive examination after secondary or Higher secondary examination.

Promote a healthy work force: The high school can help in keeping their students physiological needs by providing midday meal to keep them healthy both in health and mentally. It is absolutely true that after providing midday meal every school in India the teaching -learning platform is suitable as well as acceptable to the students, teachers & parents.

Criticisms of the theories:

In view of Maslow's proposal if the high school students grew up in an environment in which their needs are not meet, they would be unlikely to function healthy, well-adjusted individuals. Maslow's theory has supported the distinction between the deficiencies and growth needs but showed that not all students are able to satisfy their higher-order needs on the career planning. According to the results are able to satisfy both their growth and deficiency needs teachers are able to satisfy only their deficiency needs on the career planning.

Maslow's theory has not received a great deal of support with respect to specific notion it proposes (Greenberg & Baron 2003, p195). To them this model is theorised to be especially effective in describing the behaviour of individuals who are high in growth need strength because students who are different to the idea of increasing their growth will not realise any physiological reaction to their career.

The high school students are posited background factors, altitudes as well as aspirations affect on students needs, expectations and situation assessment.

The Institute for Management Excellence (2001) suggests there are nine basic human needs for the high school students or the individuals: (1) security, (2) adventure, (3) exchange, (4) power, (5) expansion, (6) acceptance, (7) community, (8) freedom and (9) expression.

According to Graham & Messner (1998, p.196) there are generally three major criticisms directed to the need theory and other content theories of motivation. (A) There is scant empirical data to support their conclusions, (b) they assume all high school students are basically alike, and (c) they are not theories of motivation at all, but rather theories of career planning satisfaction. This was supported by the views of Nadler & Lawler (1979) in Graham & Messner (2000, p 188). Nadler & Lawler (1979) cited in Graham & Messner (2000, p.198) where also critical of the need theory of motivation. They argue that the theory makes the following unrealistic assumptions about students in general that: (a) all students are alike (b) all situations are alike and that (c) there is only one best way to meet needs. Another critic to this view was Basset-Jones & Lloyd (2004, p 961) presented that in general, critics of the need theory argue that it is as a result of the natural feeling of students to take credit for needs met and dissatisfaction on needs not met.

Conclusion:

In a high school education, it is essential to apply Maslow theory of needs at the time. As the students are career centric and ultimate aims of education is job satisfaction. Now, regardless and nonetheless of the heavy criticism levied at the Maslow hierarchy of need theory, it is believed that this theory has made a significant contribution in the field of the high school behaviour and teaching especially in

the area of students motivation and remains attractive to both students and teachers alike. The incorporation of the Maslow need theory into the school environment could be a result of the contributions made so far.

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