

“How a Classroom Teacher Can Help Students Meet Maslow's Needs Effects of a Theory of Motivation on Pupils' Academic Achievement”

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Abstract

Students perform better in school when they are motivated to do so. Students' motivation to learn can be influenced both by internal variables like intrinsic motivation and by extraneous ones like rewards and incentives. The academic success of most college students can be improved by employing several ideas of motivation. The purpose of this study is to examine how a classroom instructor may put Maslow's motivating theory of the hierarchy of needs to work in the classroom. The following research topics informed this investigation, which was grounded in the Behavioral and Cognitive Development Theory in Education: What exactly is it about teaching that drives people to go into the profession? Which approach to boosting morale is most commonly used? How often does the instructor implement this strategy? How much do teachers in the classroom have an impact on students' motivation and ultimately their academic success? How many pupils, both within and outside of the classroom, report feeling motivated by their surroundings? To what extent do the beneficial outcomes for pupils result from the use of Maslow's motivational theory, the Hierarchy of Needs? Is there a way for the class teacher, the department chair, and the school as a whole to work together to determine the obstacles teachers confront and devise solutions to those problems? The study interviewed up to 539 people from a potential sample size of 1016 by using both simple random and selective sampling techniques. Participants in the study were drawn from the student body, faculty, K-12 educators, and department heads and administrators in Vandana International School , Dwarka (Delhi) . Interviews, FGDs, and questionnaires were utilized to gather information. The Pearson Correlation Coefficient was used in conjunction with SPSS to conduct the analysis of the quantitative data. Transcribing, coding, categorising, deriving themes from categories, relating themes, and then interpreting meaning from themes were all steps in the process of analysing qualitative data. No moral or ethical concerns were overlooked. The study's main results showed a positive association between students' academic success and the degree to which their teachers and lecturers applied Maslow's theory of human motivation in the classroom. The research provided suggestions for using additional theories of motivation for the benefit of students' academic performance..

Keywords : SPSS , Maslow's motivational theory, Cognitive Development Theory in Education, Pearson Correlation Coefficient, and academic performance.

INTRODUCTION

To be "in a state that energises, guides, and maintains conduct," as the definition of motivation puts it. In order to be motivated, one must have objectives and engage in action. Action requires effort, which is defined here as "perseverance with the aim of sustaining an activity for a long length of time," and goals give the drive for and direction of action.

There are a number of ways in which intrinsic motivation influences student performance and conduct.

To begin, motivation serves as a driver towards targeted actions. Students' decision-making is influenced by their levels of motivation because it is their motivation that determines the exact goals towards which they strive. You may have to choose between going to a school basketball game on a weeknight and finishing an assignment due the next day, or between taking an art class and taking physics.

Effort and vitality can be amplified by the right kind of motivation. A student's level of motivation is what determines whether or not they will tackle a task (even if it's challenging) with a positive and determined mindset.

Motivating people makes them more likely to begin and stick with their goals. Motivated students are more likely to stay focused on their work, which has a direct impact on their academic performance.

Having a reason to study or work harder can greatly improve your mental performance. Since motivated students are more likely to pay attention and attempt to understand the content rather than merely going through the motions of learning, motivation really affects what and how information is processed. As stated by (Hurst M.)

Various explanations have been proposed for what drives people. The field of Educational Psychology is concerned solely with what drives students to learn rather than what drives them to behave in a certain way. Extrinsic motivation comes from outside the learner, whereas intrinsic motivation comes from within.

Students can be intrinsically motivated by their own desires or by aspects of the activity itself. Students who have a genuine interest in reading, for instance, are said to be intrinsically motivated to read since they would do so even in the absence of any external incentive.

The term "extrinsic motivation" refers to motivation that isn't generated internally by the learner or the activity itself. Motivation can be provided in a variety of ways. A token economy based on stickers or a classroom store, for instance, can encourage pupils who don't like reading to do so more regularly.

As educators, one of our primary goals is to foster a love of learning inside each student, as this is the best predictor of long-term success. Though we spend over 900 hours a year in class, it can be challenging to foster a culture of intrinsic drive. Promoting students' intrinsic motivation can be done in a number of ways, such as by piquing their interest in the material, keeping their curiosity alive, presenting it in a variety of engaging ways, and assisting them in reaching their own personal learning goals

personal objectives Intrinsic motivation can be sparked in students through a variety of methods, including student choice, proving the content's relevance or utility, and group work. It has been shown that (Culatta R., 2011)

It's necessary to rely on bribes and other forms of external incentive on occasion. Make sure the motivators depend on performance and acknowledgement of competence, and use them only when students are showing little interest in the task at hand. The use of extrinsic motivators is complementary to the cultivation of intrinsic drives.

1. Physiological Needs

Physiological needs are the primary level of needs in Maslow's hierarchy and include those biological needs which are essential for survival such as food, water, sleep, clothing and shelter. They are the first priority; all other needs will be considered secondary until these are met. It is of utmost importance to ensure that the physiological needs of our students are being met. In the case that they are not, students will not be able to prioritize education. For a student, these needs would include food, water, shelter, sleep, ventilation, lighting, toilet breaks among others. It's only obvious that a sleep deprived or a hungry student will be unable to concentrate in class and may even disrupt learning for others.

Ways to support students' physiological needs-

- Allow students to take regular water and toilet breaks, if in-person.
- Provide breaks for food - and offer nutritious snacking options.
- Ensure adequate lighting and ventilation.
- Monitor temperature so that students do not feel too hot or cold.

2. Security and Safety Needs: Security and safety needs come next on the hierarchy. People desire order, certainty and predictability in their lives so that they can feel in control and consequently, feel safe and secure. These needs include security - financial and physical - in the ways of employment, resources, health, and prosperity. Students need to feel safe - physically, emotionally and mentally - to be able to learn and to flourish without other concerns weighing on their minds. They must feel at ease to ask questions or raise concerns, without the fear of being reprimanded by the teacher or judged by their peers. A sense of

order and routine empowers a learner to feel assured and certain as they are able to anticipate what is likely to come their way. Thus, creating a safe learning space is vital to employ this step of the hierarchy.

Ways to support students' safety needs-

- Enact well-defined routines in your classes.
- Set forth well-defined rules and procedures and **communicate them to the students.**
- Follow rules and routines **consistently.**
- Cultivate an environment that allows for healthy discussion and non-judgmental conversation.
- Monitor the environment of your class to identify and prevent bullying.

3. Love and Belonging Needs

On the third level of Maslow's hierarchy of needs are love and belonging needs. Humans are inherently social creatures that crave love, affection and acceptance from others. We are endowed with an emotional need to be a part of a group, to belong, to avoid loneliness and depression. These needs include friendship, family, intimacy, trust and connectedness.

"Students who are loved at home come to school to learn, and students who aren't, come to school to be loved." ~ Nicholas A. Ferroni

To support the love and belonging needs of learners, it is fundamental to make them feel like they are a part of a close-knit group, like they fit in, like they belong. It is essential that they feel loved, nurtured, supported and accepted as a part of the class. Strong and healthy relationships have to be developed and fostered with both, their peers and teachers.

Ways to support students' love and belonging needs-

- Establish ground rules about being respectful towards one another.
- Create a sense of team by engaging students in team-building and bonding activities.
- Encourage group work and other inclusive learning techniques.
- Make conscious seating arrangements and groups. Place students where they can be best supported and aided.

Esteem Needs

Esteem needs constitute the fourth level in Maslow's hierarchy and include self-worth, recognition, accomplishment and respect. These needs have been classified into two categories:

(i) the desire for respect from oneself, encompassing dignity, achievement, freedom, independence, confidence, and

(ii) the need for respect from others, which includes fame, prestige, status and recognition.

To meet self-esteem needs, students need to feel important and worthwhile and gain respect, approval, and appreciation by engaging in activities and tasks that bring them achievement, success, and recognition. Students may seek gratification from not only teachers but from peers as well. As teachers and leaders, it is important to regard each student as a unique individual, appreciating them for the originality that they bring to the class.



Maslow's hierarchy of needs

Ways to support students' self esteem needs-

- Show your students that their efforts and hard work are noticed and appreciated. Provide powerful affirmative feedback. A simple “Good job!” or a “Well done!” can go a long way in boosting kids' self esteem and self worth.
- Create opportunities for students to share positive feedback with their peers.
- Encourage students to participate in competitions and extra- curricular activities and events.

5. Self Actualization Needs Ravindra A Sarkate, Research Scholar, Dept. of Pharmacy, SunRise University, Alwar

At the very peak of Maslow's hierarchy are the self-actualization needs. Self-actualization can refer to the pursuit of a person's full potential and personal growth. Self-actualization could mean different things to different individuals - for some it could be making millions of dollars, while for others it could be dedicating their lives to the welfare of others. In essence, it is the desire to be the most one can be.

At this level, students proactively look to reach their full potential. They seek higher levels of knowledge and aim to achieve higher learning goals. At this point, it all comes down to finding fulfillment out of what they are learning.

Ways to support students' self-actualization needs-

- Encourage and support students to explore topics in-depth to satisfy their hunger for knowledge. Courses like the Theory of Knowledge offer students a chance to do this.
- Give opportunities to students who are very good in a subject to help their classmates with their work. Sports institutes could also allow for peer coaching.

Researchers have pointed out that these needs need not necessarily be viewed in the shape of a pyramid; they are better laid viewed as a circle in which the needs are constantly interconnected. Fulfilling one level of needs without taking heed of the others would not attain the goal of enabling every child to improve their abilities and motivation to learn. As educators and teachers, we have the power to effect change, and for us, that process begins in our classes. These simple yet effective suggestions allow us to allow our kids to progress through the hierarchy.

REVIEW OF RELATED LITERATURE

Motivation is a dynamic process of inner urges and changes that stimulate behaviour to achieve these needs, mediated by the environment and individual (Kudrinskaia & Kubarev, 2013; Melnic & Botez, 2014; Petty, 2014; Wurf & Croft-Piggin, 2015). Melnic and Botez (2014) outline the duality of motivation, as it can be separated into negative and positive forms, driven by punishment or praise. Further subdivisions of motivation are intrinsic and extrinsic motivation, the former is understood as the individual's choice to perform an activity for the inherent fun or challenge it presents to the individual (Kim & Kim, 2015; Melnic & Botez, 2014; Petty, 2014).

Intrinsic motivation has been strongly correlated with successful learning and job satisfaction, as it gives life and nourishment to activities involved in everyday engagement (Chen, Chang & Liu, 2012; Deci, Koestner & Ryan, 1999). Factors that are external to the activity itself are known as extrinsic motivators, taking into account the expectation of response or reward (Melnic & Botez, 2014; Petty 2014). Extrinsic motivation provides a stimulus for individuals to motivate themselves but has not been shown to be effective in controlling the behaviour of others, as it is only as effective as the strength of the relationship it has with the individual's attitudes, behaviour and perceptions (Deci, Koestner & Ryan, 1999; Lepper, Corpus & Iyengar, 2005; Linnenbrink & Pintrich, 2002; Petty, 2014).

Intrinsic and extrinsic factors are most effective when accompanied by a collective goal, as opposed to being individually focused (Browning, 2014). This further supports the humanistic principle that, given the ideal environment, humans wish to contribute to an entity larger than themselves and the most-adaptive behaviour is one of strengthening relationships in a community (Browning, 2014; McElroy, 2013).

Eccles and Wigfield (2002) proposed four types of motivational theories, expectancy focused, reasons for engagement, integrating expectancy and value constructs and, lastly, integrating motivation and cognition. Expectancy is conceptualised as the beliefs held by a person concerning the perceived difficulty of the task and their level of self-efficacy (Brown et al., 2015).

THEORETICAL FRAMEWORK

The study will be grounded in two theoretical frameworks: the theory of behavioural and cognitive development in the classroom, and the philosophy of humanistic education. Everyone in the classroom can benefit from the use of behavioural theory. Students adjust their behaviour because they want to earn the admiration and praise of adults they look up to. Behavioral theory has an impact on education since it underpins pedagogical practises. Understanding the relationship between an instructor's actions and their students' learning outcomes is a cornerstone of effective instruction. Examining student behaviour and preferences, for instance, can help one get ready to administer efficiently and effectively if students are having trouble grasping subjects. Students' outgoing patterns have been successfully intercepted and used to their advantage. The analysis of student behaviour allows for predictions to be formed in the field of learning, and these predictions can inform teachers' lesson design in productive ways.

Behavioral theory provides a framework for a variety of strategies that can be used in the classroom to reinforce positive behaviours and diminish negative ones. Several methods are available for use in the classroom, including positive and negative reinforcements, punishment, contracts, consequences, extinction, modelling, shaping, cueing, and behaviour modification. Techniques such as guided practise, periodic reviews of previously covered information, and question and answer frameworks with progressively more difficult questions are also useful. According to ITTT (n.d.)

Humanism psychology provides the theoretical foundation for humanism's application in the classroom. Self-actualization, substantial learning, emotional relationship between teachers and students, and student-centered instruction are only a few of the novel tenets of the humanistic teaching theory.

Maslow argues that the most fundamental form of human behaviour is the exchange of feelings between a teacher and their pupils. Teachers and their pupils share a unique interpersonal connection based on intellectual and emotional exchanges. "(Jingna, 2012)

The humanistic approach will be used since it takes into account studies of students' minds, feelings, passions, and abilities as they learn. It motivates educators to put themselves in their students' shoes and help them develop an emotional investment in their education. Humanists consider students' capacity for self-actualization and originality to be among the most important influences on their actions. Potential can be realised or prevented depending on the material, social, and cultural context. Finally, humanism acknowledges the importance of students' unique perspectives and interests, needs, experiences, and personalities by prioritising their cultivation through education. Humanism has active significance for the betterment of educational careers since it includes investigating the student's potential to stimulate the mutual effect between cognition and emotion.

Humanistic psychologists take into account not only students' unique personalities and worldviews, but also the dynamics between instructors and students, as well as broader classroom factors. This includes issues such as encouraging instructors to reflect on students' social and emotional needs, as well as the importance of maintaining a positive learning environment. In doing so, it encourages the educator to focus on self-knowledge rather than textbook material. It's a big deal for advancing the study of educators' mental health and has important implications for honing one's own approach to the classroom.

STATEMENT OF THE PROBLEM

Physiological needs: Meeting students' basic physiological needs is essential for their overall well-being and ability to focus in the classroom. This can be achieved by providing access to healthy food options, making sure that students have the opportunity to drink water and use

the restroom throughout the day, and addressing any health or medical needs that may impact their learning. When students' physiological needs are met, they are better able to focus on their studies and perform at a higher level academically.

Safety needs: A safe and secure learning environment is critical for student well-being and academic success. Teachers can create a safe and supportive environment by establishing clear rules and consequences, addressing bullying and harassment, and ensuring that students feel physically and emotionally safe in the classroom. When students feel safe and secure, they are more likely to engage in the learning process, participate in class discussions, and experience greater academic success.

Love and belonging: Feeling connected and valued within the classroom community is essential for students' overall well-being and academic success. Teachers can promote a positive classroom community by encouraging teamwork and collaboration, creating opportunities for students to get to know each other, and fostering positive relationships between students and teachers. When students feel a sense of belonging and connection within the classroom, they are more likely to be motivated, engaged, and successful in their studies.

Esteem: Building confidence and self-esteem is important for student success and motivation. Teachers can help build students' confidence and self-esteem by providing positive feedback, praising their efforts, and recognizing their accomplishments. When students feel valued and recognized for their achievements, they are more likely to be motivated and engaged in their studies.

Self-actualization: Encouraging creativity and self-expression can help students achieve their full potential and reach their academic goals. Teachers can provide opportunities for students to explore their interests, develop their skills, and express themselves creatively. By allowing students to engage in activities that interest them and support their growth, teachers can help students feel more motivated and engaged in their studies, leading to higher academic achievement.

In conclusion, by addressing the needs outlined in Maslow's hierarchy of needs, teachers can create a supportive and motivating learning environment that leads to improved academic achievement. When students feel valued, motivated, and engaged, they are more likely to be successful in their studies and reach their full potential.

NEED FOR THE STUDY

Understanding Maslow's hierarchy of needs: A thorough understanding of Maslow's theory is crucial in order to effectively apply it in the classroom. This includes understanding the five levels of the hierarchy (physiological, safety, love and belonging, esteem, and self-actualization) and the specific needs associated with each level.

Assessing student needs: To effectively address Maslow's needs in the classroom, a teacher must first understand the needs of their individual students. This can be done through observation, communication with students and parents, and assessments such as surveys or interviews.

Creating a supportive classroom environment: A classroom environment that addresses the various needs outlined in Maslow's theory can have a positive impact on students' motivation and academic achievement. This can include providing basic necessities such as food and shelter, promoting a sense of belonging and esteem, and fostering opportunities for self-actualization.

Implementing teaching strategies that align with Maslow's theory: To effectively apply Maslow's theory in the classroom, a teacher must use teaching strategies that align with the various needs outlined in the hierarchy. This can include providing meaningful and relevant learning experiences, promoting student autonomy and choice, and fostering a sense of purpose and belonging within the classroom community.

Measuring the impact of Maslow's theory: To determine the effectiveness of using Maslow's theory in the classroom, a teacher should regularly assess students' academic performance and motivation levels. This can include using a variety of assessment tools such

as tests, observations, and surveys. By regularly measuring the impact of Maslow's theory, a teacher can make adjustments to their teaching strategies and the classroom environment as needed.

By taking a comprehensive approach to applying Maslow's theory in the classroom, a teacher can help students meet their needs and positively impact their academic achievement.

SIGNIFICANCE OF THE STUDY

Firstly, it can shed light on the relationship between meeting students' basic needs according to Maslow's hierarchy and their motivation and academic achievement. By exploring how classroom teachers can help students meet these needs, the study can provide concrete, evidence-based strategies that teachers can use to support their students' well-being and academic success. This can be particularly important in under-resourced schools where students may not have access to basic needs such as food, shelter, and safety outside of the classroom.

Secondly, this study has the potential to challenge traditional approaches to education that focus primarily on academic content and neglect the socio-emotional aspects of learning. By highlighting the importance of meeting students' basic needs, this study can demonstrate the crucial role that teachers play in creating a supportive and nurturing learning environment. This can encourage teachers to adopt a more holistic approach to education that takes into account the various dimensions of their students' well-being.

Finally, this study can contribute to the ongoing discourse about the purpose of education and the role of schools in fostering students' well-being and success. By demonstrating the impact of meeting students' basic needs on their academic achievement, this study can support the argument that schools should prioritize the support and well-being of their students and provide the resources and support necessary to help them meet these needs. This can help to shift the focus of education from solely academic performance to a more comprehensive and holistic approach that prioritizes students' well-being and success both inside and outside of the classroom.

RESEARCH QUESTION

1. How does a teacher's ability to help students meet their basic needs according to Maslow's hierarchy of needs impact their motivation and academic achievement?
2. In what ways can a classroom teacher provide an environment that supports students' physiological, safety, love/belonging, esteem, and self-actualization needs?

SCOPE OF THE STUDY

The study will provide an in-depth examination of Maslow's theory of motivation and its application in the classroom setting. It will explore the ways in which teachers can help students meet their basic needs as identified in Maslow's hierarchy of needs, and how this can positively impact their academic achievement.

The study will consider the specific physiological, safety, belongingness and love, esteem, and self-actualization needs outlined by Maslow, and examine how they can be addressed in the classroom setting. For example, the study will explore strategies for providing a secure and supportive environment, promoting positive relationships and a sense of belonging, and helping students to develop self-esteem and a sense of purpose.

The study will be conducted in a single school in the Vandana International School, Dwarka Delhi, and will utilize a mixed-methods research design that includes surveys, interviews, and observations of both students and teachers. This will enable the researcher to gather rich and detailed data from a variety of sources, and to triangulate findings to provide a comprehensive and robust understanding of the relationship between Maslow's theory of motivation and academic achievement.

The study will take into account the cultural, socioeconomic, and demographic factors that may influence the results, and will control for these variables where possible. This will ensure that the findings are generalizable, and that the results can be applied to other schools and educational settings.

The findings of the study will be of relevance to educators, policymakers, and researchers, and will contribute to a deeper understanding of the relationship between students' basic needs, motivation, and academic achievement. The study will also provide practical insights and recommendations for teachers on how to support students in meeting their basic needs and fostering motivation and engagement in the classroom.

By providing a detailed and in-depth examination of the relationship between Maslow's theory of motivation and academic achievement, and the role of the classroom teacher in this relationship, this study will make a valuable contribution to the field of education and provide practical and actionable insights for educators.

AIM

To Study a Teacher's Role in Addressing Maslow's Hierarchy of Needs Student Performance after Implementing a Theory of Motivation

OBJECTIVES

- To provide students with access to basic physiological needs such as food, water, and restroom facilities, to support their overall well-being and ability to focus in the classroom.
- To establish a safe and secure learning environment that provides physical and emotional safety, to increase students' engagement and participation in the learning process.
- To promote a positive classroom community by encouraging teamwork and collaboration, and creating opportunities for students to get to know each other, to foster a sense of belonging and connection within the classroom.

RESEARCH METHODOLOGY

A research design is a methodical plan for carrying out an investigation. It's the coming together of all the known pieces and pieces of information that make sense, so that the whole thing makes sense. The research design should adhere to a strategic approach, in line with the type of research undertaken, in order to produce a credible and reliable result (Creswell, 2013).

A research design, also known as an investigational strategy, is a methodological framework for conducting a study (Denzin, & Lincoln, 2011). Credibility, reliability, and conformability of the research findings are all important considerations for the researcher to keep in mind when deciding on a research design. As a result, the quantitative methodologies used in this study are those of a Cross-Survey research design. This is a positivist strategy that employs the techniques of the hard sciences to analyse social phenomena. To establish causal laws, positivists "are dedicated to value neutrality, statistical measurement, quantifiable elements, and observable events" (Seale, 2000). When conducting a cross-sectional survey, researchers typically collect data to address issues about the status of the phenomenon under investigation (Gay et al., 2006). Organizations, groups, and individuals all serve as units in this analysis. The qualitative portion of this research utilised a phenomenology research design. It was a good way to get to know the participants' perspectives.

There are roughly 872 students and 144 faculty and staff at the university. My study population consists of 478 freshmen through fourth-graders at Vandana international school, dwarka delhi, who are all enrolled in the university's first phase. There are a total of 539 people who are the focus of this investigation: 28 classroom teachers, 21 lecturers, 6 department heads, and 6 administration officials.

There are a total of 872 students enrolled at the Institution of Aljamea, but this study will only look at the first phase, which has 478 students, and will utilise a simple random sampling approach to select a subset of those students (170) to participate.

Questionnaires were utilised to collect data from students, teachers, and parents; interview guidelines were used to obtain data from faculty and staff. The SPSS statistical package was used to analyse the quantitative data, while the qualitative data was organised into themes for analysis. The researcher discovered links and patterns by concentrating on central ideas, question responses, and places that were given more attention. The underlying themes were

analysed, and conclusions were drawn. The researcher additionally analysed, contrasted, and synthesised the content regions represented by the two data sets. There was only one phase, however the discussion results were provided in tables at the same time. In this study, we prioritised both approaches equally, but analysed the data separately.

MAJOR FINDINGS AND DISCUSSION

The purpose of this research was to analyse how students, faculty, and administration at Vandana international school, dwarka delhi felt the introduction of Maslow's motivational theory affected students in their first year of study. The purpose of the research was to collect evidence that students' use of motivational theories improved their performance in school before they enrolled at Vandana international school, dwarka delhi .

Researchers at Vandana international school, dwarka delhi conducted interviews and focus groups to learn how effectively applying Maslow's motivational theory of the Hierarchy of Needs improved students' academic outcomes; participants W, X, Y, and Z all provided unique insights into the topic.

Respondent W claimed that "students look to teachers for approval and positive reinforcement," and that when students see that their efforts are appreciated, they become more invested in their education.

X's response to the researcher: "Getting pupils active in the classroom is one approach to motivate them and teach them responsibility."

Respondent Y opined, "Offering pupils little incentives makes learning fun and inspires students to push themselves." Moreover, he said.

According to responder Z, who was interviewed for this article, "Teach through games and conversations instead of lectures, encourage students to debate, and enrich the subject with visual aids, including colourful charts, diagrams, and films."

Student responses were assessed using correlation coefficient tests to see whether or not there was a significant positive effect from implementing Maslow's Hierarchy of Needs motivational theory at Vandana international school, dwarka delhi . The results of our analyses of the students' responses are presented in the table below.

Table 1
Showing correlation of question 1 and 10

<u>Column1</u>	<u>Column2</u>
<u>10</u>	<u>0.529806</u>
<u>1</u>	

Questions 1 and 2 are related, as seen in Table 1. I attribute my success in school to the idea of motivation based on Maslow's hierarchy of needs, despite the fact that its application has had certain unintended consequences(1) (10). The finding shows a favourable association ($r = 0.53$) between students' perceptions that partiality and mental illness are common in their schools and students' belief that their actions in enacting Maslow's motivational theory are responsible for the beneficial effects they have seen in their grades. The positive link between these two factors suggests that bias and the unintended consequences of enforcing Maslow's motivational hierarchy hampered students' ability to succeed in school before they enrolled at Vandana international school, dwarka delhi . Academic achievement has improved as a result of using Maslow's motivating theory of the Hierarchy of Needs.

The interviews, focus groups, and survey responses all show that students, faculty, and administration at Vandana international school, dwarka delhi are all supportive of putting Maslow's motivational theory into practise. And it does more good than harm.

Researcher conducted correlation test as indicated in table 2 to determine the impact of Maslow's Hierarchy of needs motivational theory on the academic performance of Vandana international school, dwarka delhi students.

Table 2
Results Summary of correction analysis

Items	Questions	Correlation Analysis Results
1 and 7	Outcomes of the implementation of Maslow's Hierarchy of needs motivational theory (1) Mental illness and favoritism.(7)	-1
1 and 9	Outcomes of the implementation of Maslow's Hierarchy of needs motivational theory (1) Enthusiasm and self-motivation (9)	1
1 and 10	Outcomes of the implementation of Maslow's Hierarchy of needs motivational theory (1) the implementation of Maslow's Hierarchy of needs motivational theory can improve my academic performance(10)	

Results from applying Maslow's motivational theory of the hierarchy of needs to pupils are correlated with favouritism, as shown in Table 2. Maslow's motivational theory of the hierarchy of needs has a negative link with both partiality and mental illness, as shown in the table. This demonstrates beyond a reasonable doubt that favouritism does not occur when Maslow's motivational theory of the Hierarchy of needs is inferred on students.

Maslow's Hierarchy of Needs Motivational Theory (question1) is applied, and the results are shown in Column 2 along with the correlation between Enthusiasm and Self-Motivation (question9). A high degree of enthusiasm and self-motivation are found to correlate positively with the results of applying Maslow's motivational theory of the hierarchy of needs. This finding demonstrates that incorporating Maslow's motivational theory of the Hierarchy of Needs into the classroom significantly increases students' willingness and their ability to motivate themselves.

In addition, the results of applying Maslow's motivational theory based on the hierarchy of needs (question1) are linked to higher academic achievement in Column 3. (question 10.).

Maslow's motivational theory of the hierarchy of needs has been shown to have a favourable effect on students. The positive construct association suggests that students' study time was disrupted when the Maslow's Hierarchy of Needs motivational theory was used on a regular basis.

SUMMARY

The purpose of this research was to examine how incorporating Maslow's motivational theory of the hierarchy of needs affected the academic outcomes of first-year students at the vandana international school, dwarka delhi .

Humanistic theory served as a foundation, and a single study topic focused on how the application of Maslow's motivational theory of the hierarchy of needs influences students' success.

The results of this study show that the academic success of students at Vandana international school, dwarka delhi can be greatly improved by adopting Maslow's motivational theory of the hierarchy of needs. The study's findings suggest that monetary compensation is a major factor in keeping teachers motivated in higher education; however, a number of non-financial factors also play a role, including job design, work environment, career development, recognition & rewards, feedback, training, participation in decision making, and empowerment.

CONCLUSION

Gender and age groups were used to examine whether or not students who attended class more regularly and were intrinsically motivated performed better. The information was

gathered entirely from the academics and students of Vandana international school, dwarka delhi . The results of the study showed that incorporating Maslow's motivational theory of the hierarchy of needs led to considerable improvements in pupils' school performance.

Students' academic performance suffered greatly when they were exposed to fewer reinforcements, and a good correlation was observed between the use of Maslow's motivational theory and the grades of students at Vandana international school, dwarka delhi

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