

THE ROLE OF MASLOW'S HIERARCHY OF NEEDS TO THE SUCCESS OF STUDENTS LEARNING IN POST-PANDEMIC MATHEMATICS CLASSES

by:

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In the new normal of remote and hybrid learning, it is crucial to prioritize students' self-actualization and the realization of their full potential. This can be accomplished through personalized learning plans, project-based assignments, and opportunities for creative expression. However, it is essential to first address students' basic physiological and safety needs before they can fully engage in the learning process.

According to Saha (2022), students' basic physiological needs, such as access to food, water, and a safe learning environment, must be met for effective learning to take place. In the context of remote and hybrid learning, this means ensuring that students have reliable technology, internet connectivity, and a dedicated study space. By meeting these needs, students can move up the hierarchy to focus on their social and esteem needs.

In a child-friendly learning environment, it is important to create opportunities for students to connect with their peers and teachers through virtual discussions, group projects, and online forums. This fosters a sense of belongingness and helps address the social needs of students. Additionally, providing positive feedback and recognition for academic achievements can boost students' self-esteem and motivation.

With the help of Maslow's Hierarchy of Needs, here are certain approaches to address students' needs in the context of mathematics education.

Physiological Needs

Students must have access to a safe and comfortable learning environment, including adequate resources like textbooks, online materials, and a stable internet connection. Meeting these physiological needs ensures that students can focus on their mathematical learning without distractions.

Safety Needs

In a post-pandemic mathematics class, students may experience anxieties related to their health or the uncertainty of the learning environment. Teachers can address these concerns by implementing safety measures, ensuring a supportive and inclusive classroom environment, and providing clear guidelines for online learning platforms. Meeting safety needs helps students feel secure and enables them to engage fully in mathematical learning.

Belongingness and Love Needs

Fostering social connections and a sense of belonging is crucial in a post-pandemic classroom. Teachers can facilitate opportunities for collaboration, group work, and peer support to create a supportive community within the mathematics class. This enhances students' motivation and engagement.

Esteem Needs

Students often face challenges and setbacks in mathematics that may impact their self-confidence. Teachers can provide constructive feedback, acknowledge students' efforts, and celebrate their achievements to boost their self-esteem. Nurturing a positive learning environment that values students' progress helps develop a growth mindset toward mathematics.

Self-Actualization Needs

Self-actualization in mathematics education can be achieved by providing opportunities for students to apply mathematical concepts in real-world contexts, engage in problem-solving activities, and explore their own interests within the subject. By encouraging students to pursue their individual passions and talents in mathematics, teachers can foster a sense of purpose and intrinsic motivation.

Maslow's Hierarchy of Needs provides a valuable framework for understanding the role of basic human needs in the success of students learning mathematics in post-pandemic classes. By addressing students' physiological, safety, belongingness, esteem, and self-actualization needs, teachers can create a supportive and conducive learning environment that promotes student engagement, motivation, and achievement in mathematics.

References:

Saha (2022). Using Maslow's Hierarchy of Needs in Teaching of Mathematics in Classroom. 4th International Conference on New Approaches in Education. Retrieved from: <https://www.dpublication.com/wp-content/uploads/2022/01/4-5033.pdf>