An Insight into Motivation in Perspective of Maslow's Hierarchy of Needs

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Abstract:

An attempt has been made to explore Abraham Maslow's idea of the hierarchy of needs which is treated as one of the most widely accepted needs theories. This paper is basically descriptive in nature. For the sake of simplicity different kinds of needs have been highlighted. According to Maslow, a person's attempt to satisfy their five basic needs—physiological, safety, social, esteem, and self-actualization which leads to motivation. The lowest level demands are prioritized higher in the hierarchy of needs. The findings revealed that a person needs these things in order to survive and be healthy. Social unease among women persists today due to historical injustices against them, even in the face of societal shifts and a more accepting view toward them. Women are increasingly aware of their responsibilities and rights these days. Additionally, they take an active interest in all extracurricular and academic pursuits. They have male competition in every field. Their motivation especially towards love and belongingness help to reduce the gender gap in the society.

Keywords: *Motivation, Needs Issue, Hierarchy, Personality.*

Introduction

Abraham Maslow a psychologist, developed the "Hierarchical of Needs" framework to show human potential. The behavioral theories of Abraham Maslow have long been embraced by American businesses. Maslow studied behavior and psychology. The applicability of Maslow's theories to elementary and secondary school instructors was called into question by academics in the 1980s.

Maslow's Hierarchy of Needs

Maslow presented his theory of how individuals fulfill various personal requirements at work in his 1954 book "**Motivation and Personality.**" Drawing from his background as a humanistic psychologist, he postulated that there exists a fundamental pattern of need identification and fulfillment that individuals adhere to in a nearly identical sequence. Additionally, he put forth the idea of prepotency, which holds that a person cannot perceive or pursue the next higher need in the hierarchy until their current acknowledged need has been substantially or completely met. Maslow's hierarchy of needs is typically represented as a pyramid, with survival at the bottom and self-actualization at the top. At the base, the first basic level that must be satisfied is that of wages. Basic survival needs must be met with wages which in turn provide shelter, food, water, heat, clothing, etc. Individuals want job safety when they receive acceptable income. This encompasses both physical and mental safety. Maslow contends that a person must first have his needs addressed at lower levels of the hierarchy to reach "self actualization" at the top. To understand motivation

in human behavior, Maslow developed his hierarchy of needs, a theoretical framework made up of five categories of fundamental needs.

Anxiety can be decreased in a stable workplace by offering appropriate benefits and union contracts. A method for comprehending an individual's requirements is provided by the Maslow model. Here are the elements of Maslow's hierarchy in reverse order:

1. Psychological Needs

Motivation theory usually begins with these needs because they are the most important wants. When someone is lacking in something in life, they are most often motivated to attend to their psychological needs before concentrating on other obligations. A person's need for food is probably larger than their need for anything else if they don't have access to food, safety, love, or education.

2. Safety Needs

If one's physiological demands are mostly met, then another set of criteria emerges, which are called the safety needs. A human has to be protected from extremes in temperature as well as from other crimes and oppression. He also wants to feel secure in society. Since these wants are effectively satisfied, they no longer serve as the primary motivators for conduct. In the same way that a man who rests down after a great evening meal no longer feels hungry, a safe guy no longer feels threatened.

3. Love Needs

Safety and basic physiological needs are addressed, and love, affection, and a sense of belonging follow. People need family, friends, and a sense of belonging to feel alive. He will pursue this goal because, even though he may not be hungry, he will still have a great need for meaningful relationships with other people, including his friends and family. Social belonging in the workplace is what people want at the third level. It is evident how important workplace collegiality is when one feels uncomfortable in a social setting. As well as a sense of acceptance in both formal and informal groupings, we aim for positive interactions with classmates and coworkers. The expectations placed on individuals by society change over time.

4. Esteem Needs

People need or want to feel good about themselves and to have self-respect or self-esteem. In addition to the need for autonomy, strength, mastery, and self-assurance in the face of external challenges, humans are motivated by the need to achieve. Humanity is also motivated by the need to be respected by others in addition to the need for significance, attention, status, reputation, and acknowledgement. Satisfying the need for self-esteem leads to feelings of confidence and self-worth; on the other hand, suppressing these needs results in feelings of helplessness and inferiority.

5. Need of Self-actualization

One must achieve self-actualization. Even when all these needs are addressed, the majority of people will still experience dissatisfaction and restlessness unless they are fulfilling their purpose in life. This need is known as self-actualization. It is to strive for self-fulfillment and to be the best version of oneself. An artist needs to paint, write, or perform music to be happy in the end. An individual needs to embody all of his potential." The specific form that these demands take varies slightly throughout individuals, according to Maslow (1943). Maslow's views about the conditions needed to satisfy basic needs point to the kind of environment needed to achieve self-actualization.

To satisfy basic needs, some requirements must be fulfilled immediately. People react to these in peril almost exactly as they would if they were directly threatening necessities. Prerequisites for the fulfillment of

fundamental needs include the ability to speak freely, the liberty to act as one pleases as long as no harm is done to others, the ability to express oneself, the ability to investigate and seek information, the ability to defend oneself, and the existence of justice, fairness, honesty, and orderliness within the community. These conditions are almost as much as ends in and of themselves, even though they are not because they are related to the necessities of life, which appear to be the only ends in and of themselves. These demands are defended because they are either necessary to obtain fundamental satisfaction or else they jeopardize them severely.

According to Maslow, human behavior is motivated by the need to succeed, satisfy the prerequisites listed in this hierarchy, and cling to a sense of fulfillment. When his requirements are met at one level, man experiences a new and increasing drive to meet additional demands at a higher level. This cycle of new demands forming and the urge to answer them repeats itself as one area of need is met and new centers of need emerge. People are more motivated to meet lower-level wants than to satisfy higher-level needs because, according to this hierarchy, lower-level requirements are more prevalent than higher-level demands.

When a person is starving, for example, or in other extreme circumstances, their need to have their basic needs addressed may become so great that other demands seem insignificant. More likely than not, philosophy and religion will take second place to satisfy his appetite. However, it is normal for an individual to be somewhat satisfied with each of the hierarchy's basic wants and to be partially dissatisfied with each of these needs as well.

First Nations Child and Family Services Agencies' Needs Hierarchy

Maslow's "hierarchy of needs" as a theory of human behavior motivation is a useful model or tool for analyzing the hierarchy of needs of FNCFS Agencies and their drive to achieve higher levels of success, whether in service, research, or gaining autonomy in child welfare matters (Wikipedia: The Free Encyclopedia, 2005). Apart from the difficult socioeconomic circumstances they face in their communities, FNCFS Agencies usually lack adequate funding for their operations. These problems present service, budgetary, and philosophical challenges.

The scope of statutory responsibilities and the capacity of the community to meet the needs of children within their communities must be met with an awareness of Aboriginal ways, values, and worldviews, along with the research required to put this understanding into action. In the end, this will result in independence and self-actualization or self-government-style control over matters about child protection. According to our understanding of the hierarchy of requirements, research reflects a higher level of need, and lower-level demands require more time, energy, and resources from the agencies. Nevertheless, the majority of firms view participating in research projects as more of a luxury than a top priority.

Studies indicate that people have difficulty expressing what they would like to happen in their careers. Employers now place more emphasis on informing staff members about what management deems to be appropriate in a given circumstance than on considering individual preferences. Maslow's hierarchy of needs, which takes prepotency into account, is frequently the foundation for decision-making. As an employee advances in their career, their company offers opportunities to satisfy more complex needs as outlined in Maslow's hierarchy of needs.

Maslow offers this as a theory explaining how individuals meet their own needs, but it makes sense to consider whether it also holds for how countries meet their requirements. His theory has several implications that can be confirmed by observing how nations have changed throughout time.

This disruption may hurt people's ability to satisfy their higher-level requirements, which may make it more challenging for them to participate in programs meant to alleviate their disadvantages. If their cultural displacement keeps individuals from identifying and describing their higher level demands, programs meant,

for instance, to boost their involvement in schooling, won't be considered relevant to their needs. When people think their actions will help them meet their wants, they are more motivated to participate in them. If education is not considered a means of meeting needs, then there won't be much of a motivation to pursue higher education.

Impact of the relationship between discipline and stress on the need for deficiency

It is found that pupils studying commerce and science under low-stress levels have greater educational needs. Part of the current conclusion may have come from the theory that students who are less stressed out are inherently more relaxed. Students who are under pressure don't make rash selections when it comes to choosing what to study. Typically, they operate calmly and with an objective vision. They approach their work with the proper amount of restraint. They take a balanced approach to their work at home and in school. These carefree students surely find the positive aspects of life and maximize them. Stress increases anxiety and makes one defensive and unmotivated. Less stressed students could be more cautious and, consequently, more focused on their jobs, particularly in their academics. It follows that given the previous discussion, students regardless of discipline can do their work in a way that is beneficial when they are less stressed.

Interaction between School Adjustment and School Characteristics on Deficiency Needs

Among the high school adjusted students from both government and private schools, high deficiency needs were found. The result is the result of several contributing factors. The adaptation procedure is still in progress. The ability to manage personal conflicts in a constructive and socially acceptable way is necessary for school adjustment. An individual's educational environment affects their achievement and adaptability, as well as their healthy growth and development. A comfortable learning environment will help students advance more quickly. It will lead to outstanding academic achievement and help pupils feel more confident in themselves. Students will be free to explore their possibilities for better chances in the future.

Students will be free to explore their possibilities for better chances in the future. Students' thoughts and personalities were greatly influenced by the quality of school life, and their perception of school life was influenced by the type of school. Children spend a lot of time in school, regardless of the type, and if they feel at ease there, they will have the self-assurance to develop into effective adults who can achieve their objectives.

Interaction between Discipline and School Adjustment and Deficiency Needs

Pupils who had adjusted to high school science and commerce courses showed more inadequacies than those who had adjusted to low school. In the classroom, a range of teaching aids are employed to enhance student engagement with the material. The absence of stress in the classroom encourages pupils to actively engage in both teaching and learning. The educational environment and the curricula are intertwined. The school attracts students' attention with a range of recently implemented activities. They usually get better results each time they try. Schools encourage student participation in the classroom by updating the whiteboards, promoting group learning, producing models and projects, and hosting presentations on relevant topics. These activities facilitate the students' smooth transition to school by integrating them into their learning environment. Working with peers and professors teaches students to value not only their perspectives but also those of others. They feel at ease engaging with each other, which promotes a sense of belonging. The school counselors help the students deal with problems that come up both at home and at school. As a result, it is clear from the discussion above that appropriate school adjustments help to increase student motivation regardless of discipline.

Stress's Impact on Motivational Needs and their Dimensions

It was found that the students' levels of motivational requirements for high and low stress were comparable. Many studies have been conducted on stress. Stress is experienced differently by boys and girls. Those with low manifest anxiety are more driven to succeed than those with high manifest anxiety. The levels of stress experienced by achievers and non-achievers did not differ substantially. Depression has been related to stress and motivation. Stress can affect both the emergence of giftedness and academic accomplishment.

The results were also confirmed by the conducted study. Students gain a significant lot of experience in their high school years. Due to their high expectations of themselves and their tendency to make swift changes, parents, teachers, and students in peer groups can all experience stress occasionally. A growing quantity of homework, deadlines, and tests are just a few of the concerns that students face in addition to their college courses and career decisions. Not only do they have to handle their academic responsibilities but also their social lives, sports, and hobbies. Certain students exhibit typical behavior in these settings, displaying no symptoms of emotion or tension. On the other hand, a few pupils see these kinds of interactions as bad things that happen to them in life, which makes them very stressed. Stress quantities those with lower stress levels had larger deficiency needs than those with higher stress levels. The current conclusion might have been influenced by the theory that students who are less stressed out are inherently more relaxed. They approach their work with balance both at home and in school. Seldom do they exhibit impatience. Students who display low levels of stress find positive parts of life and make the most of them. They tend to help others with their job because they naturally take care of their work. Stress levels have little effect on students' growth needs because such demands are shaped by their values and perspectives on life.

Growth Need and the Interaction between Self-Concept and School Adjustment.

The growth needs of students with positive self-concept and both high and poor school adjustment were higher than those with low self-concept and only high school adjustment. Self-concept and school characteristics had significant combined impacts. One's educational background had a significant impact on their self-concept. Academic success was correlated with both one's impression of oneself and the school environment. An improved transition to school resulted from an improved feeling of self in the classroom. Academic performance in school was positively correlated with self-perception and academic motivations. Students who felt good about themselves also had positive opinions about their learning environment. One's idea of themselves had no bearing on the school atmosphere. Ensuring a favorable educational environment can aid in igniting a person's desire for self-worth, acceptance, and love. Self-concept plays a major role in how well students see their potential and skills. Rather than ridiculing students for their lack of knowledge or skill, educators should be appreciative of what they already know and motivate them to work even harder to learn and adjust to their new environment. This will improve the students' self-perception.

Influence of School Adjustment on Motivational Needs and its Dimensions

The mean scores of children who had adjusted to high school were higher than those of students who had adjusted to low school in terms of Motivational Needs and its dimensions. They integrate into the school and start to think of it as a second home. Participation in school activities, academic achievement, a positive school environment, and proper peer coordination are just a few of the numerous elements that comprise the broad idea of "school adjustment."

The characteristics of well-adjusted students include an interest in their studies, active participation in school events, and academic success. The result went against what the study had shown. Motivation for achievement had little effect on students' adjustment. There could have been several explanations for the apparent disparity in the research findings.

Students who have adapted to high school do not feel jealous of their peers, they do not fear their assignments, and they do not hesitate to interact with teachers. Today's schools often function in a democratic environment where students are allowed to express themselves. The curriculum also meets the needs of the pupils by providing a large selection of extracurricular and curricular activities. The teachers use age-appropriate teaching methods in addition to their professional training. Receiving recognition and appreciation also helps students feel more confident. Students' social skills are developed through group projects and activities. As was evident from the previous discussion, schools are settings where children feel competent and successful, which motivates them and increases their self-esteem.

The schools routinely host debates, exhibitions, exams, yearly events, and school fairs. The students also participate in group projects, community service, and other activities. These kinds of activities are beneficial to students and aid in the development of their social skills. Their excitement for studying is increased, and it helps them build self-worth.

There is little difference in the motivational demands of students in the scientific and commerce areas. Students in their upper secondary classrooms have great expectations from their families and peers, which drives them to do well. Students aim to get the highest grades possible in each course they enroll in. They seem to put everything into it most of the time. To further accomplish their life goals, people endeavor to cultivate responsibility regardless of the path they choose.

Students studying business were shown to have higher deficiency needs. The outcome of this study can be explained in a few different ways. Students in the scientific discipline think that science is a technical subject with few prospects for advancement, whereas students in the commerce discipline are more focused on their professions.

Influence of Gender on Motivational Needs and its Dimensions

It was discovered that the degree of motivational needs was the same in men and women. Gender refers to the social roles that men and women play in society. Conceptions of social roles have changed over time, particularly concerning cities. The parents' perspective on society has changed. The broadened perspectives of their parents are fostering a distinct mindset in both boys and girls. The government has also introduced several initiatives aimed at reducing gender discrimination. Regardless of gender, men and women have equal rights and opportunities in terms of education and work. Furthermore, parents are encouraged to give their children equal opportunities by the growing number of literate women and their active participation in the political, social, economic, and cultural spheres. As a result, students of all genders have been motivated to gain confidence. Both sexes believe that leading a successful life is synonymous with accomplishing their objectives. They are aware of their rights and responsibilities. Because women are recognized as equal rivals in all industries, males also tend to look up to them.

Compared to men, women scored significantly higher on the Deficiency Needs scale. A plausible rationale for this could be the increasing awareness among women regarding leading moral lifestyles. Girls were more perceptive of their needs for love, belonging, and beauty than average boys were. Mothers' engagement indices were found to have a significant influence on the motivation of secondary school females.

Concluding Remarks

In the hierarchy of needs, the lower level needs come first. These things are necessary for an individual to live and be healthy. Despite changes in society and a more welcoming attitude toward women, social uneasiness among women still exists today as a result of past atrocities against them. Nowadays, women are more conscious of their rights and duties. They also actively participate in all extracurricular and academic endeavors. In every field, they face competition from men. They now have a stronger drive to close the gender gap.

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