

Using Maslow's Hierarchy of Needs in Teaching of Mathematics in Classroom

Dr. Subrata Saha

Bhavan's Tripura Teacher Training College, Anandanagar, Tripura

Abstract

The main theme of the paper is to explain how 'Maslow's hierarchy of needs' is useful in student's progress in Mathematics through a set of sequential needs from physiological to self-actualization. To have the expertise in Mathematics, students always need motivation from their teachers. Without the lowest layer of the hierarchy met, students cannot reach the next level. Each level increases the ability of students in acquiring knowledge of Mathematics. Physiological needs include food, water, oxygen, sleep, warmth which are the sole things for a human to live. A hungry, thirsty or sleep deprived students will be unable to give full attention in solving Mathematical sums/problems. The teacher has to create an atmosphere full of positivity by encouraging the student's curiosity in learning new things and always keeping a happy mood so that students can communicate clearly without any hesitation. To provide the safety needs teacher should monitor the environment of the classroom regularly. Students need to feel the love and rapport in their classroom. Teachers have to give equal attention to each of the students so that students can get that importance and no chance of thinking to be left out. Each student also has to make a strong relationship with peers and teachers. Mathematics teachers should give group projects and assignments, to improve companionship among students. They should also give verbal positive feedback to students to boost their self-esteem and should always stimulate them to increase their self-confidence. In the final stage of self-actualization, students can achieve their full potential through their will power so that they can exhibit their best side in their works.

Keywords: Motivation; Physiological needs; Self-actualization; Self-confidence; Self-esteem