**Chapter I**

**THE PROBLEM**

**Introduction**

To live in this world means to survive. In order to survive in this world, humans including students must satisfy their own needs. On the early stage of humans, the things they only need are foods, clothing and shelter or the basic needs. But as human grows, their needs also increases.

According to Abraham Maslow, an American psychologist, there are a lot of needs that a human must meet in order to keep living. Based on the Chapter II of the thesis entitled: A Study of Motivation and Assimilation: Examining Asian International and American College Students’ Employment on Campus, Maslow proposed the Hierarchy of Needs Theory where human needs are categorized into five areas and these five parts are often depicted as a pyramid beginning with basic needs and progressing to higher-level needs. These include Physiological Needs, Safely Needs, Love Needs, Esteem Needs, and Self-Actualization Needs.

On the bottom of the pyramid is the basic need in Maslow’s Hierarchy of Needs Theory – Physiological Needs which includes all the foundational needs to support human existence: air, food, water, sleep, stimulation. The second level in Maslow’s Hierarchy of Needs pyramid is safely needs. Safety needs include the need for a safe and secure environment as well as personal welfare. Moving up the pyramid of Maslow’s Hierarchy of Needs is the need for love and belonging. At this stage, people are desiring love, affection, and acceptance. They want to be welcomed and treasured by their friends, family, and even lovers. The fourth level in Maslow’s Hierarchy of Needs is the esteem needs. Maslow (1943) divided the need for esteem into two parts: the need for achievement, confidence, independence and freedom; and the need for reputation, prestige, recognition, attention, importance, and appreciation. The fifth and the top level in Maslow’s Hierarchy of Needs is the self-actualization needs. Self-actualization is the ultimate goal of one’s desire, it is to fulfill what one is born or called to be and to reach one’s maximum capacity.

On the stage of being a senior high school student, they might not yet meet all the stages of Maslow’s Hierarchy of Needs. But every person including students is capable and has a desire to move up the hierarchy toward the uppermost level of self-actualization. Unfortunately, progress is often disrupted by failure to meet lower level needs. Therefore not everyone will move through the hierarchy in an uni-directional manner but may move back and forth between the different types of needs.

Maslow noted only one in a hundred people become fully self-actualized because our society rewards motivation primarily based on esteem, love and other social needs.

**Statement of the Problem**

The main thrust of this study is to determine the needs of Humanities and Social Science students according to Abraham Maslow’s Hierarchy of Needs.

Specifically, it aims to solve the following problems:

1. What are the profile of the respondents in terms of:

a. Age

b. Gender

1. What are the needs of Humanities and Social Science students according to Abraham Maslow’s Hierarchy of Needs?
2. What is the understanding of Humanities and Social Science students about Maslow’s Hierarchy of Needs?
3. How do the Humanities and Social Science students sustain their own needs?
4. What problems do Humanities and Social Science students encounter regarding their needs?

**Significance of the Study**

The researcher deemed that the following would benefit from this study:

**To the Teachers**

The study will help the teachers, for they will be aware on the needs of the students they are handling. They will be able to help and guide the students to attain their needs.

**To the Students**

The students will benefit from this study, for they will gain knowledge about their own needs as a student. They might be able to identify whether the things they need is highly essential or slightly essential to them or just their want.

**To the Parents and Guardians**

Through this study, the parents and guardians may be well-informed on the needs that they need to provide on their daughters and sons as a student.

**To the Researchers**

The researchers will benefit from this study for it will serve as the fulfillment of this course and also they should be able to gain knowledge on the needs of the students according to Maslow’s Hierarchy of Needs.

**To the Future Researchers**

The results of this study may help them to pursue researches and studies in the same field for future enhancement and development on the needs of students according to Abraham Maslow’s Hierarchy of Needs.

**Scope and Delimitation**

The study aims to determine the Needs of Humanities and Social Science students according to Abraham Maslow’s Hierarchy of Needs.

This study is limited only to the selected students of Senior High School; Humanities and Social Science Department. The data provided is limited only to 20 respondents that will participate in this research. The study will be conducted inside the campus of Tanauan Institute Inc., Tanauan City, Batangas. The timeline of this study will be within the year 2016-2017. The information will be gathered through the use of survey questionnaire.

**Chapter II**

**REVIEW OF RELATED LITERATURE**

This chapter presents a review of available related literature and studies, local and foreign. Likewise, discussion of this chapter are derived from extensive research efforts and readings from book, journals, other published and unpublished papers that is associated with the subject of this study.

**Conceptual Literature**

According to *reignministries.org*, to affectively impact a student’s life teachers need to understand the basic needs they might have. As teachers become aware of the needs of students they will recognize the importance of investing in their lives. These are the top ten basic needs of a student: to know that someone sincerely cares, significant spiritual guidance, adults who tell the truth, to be challenged to see a greater purpose in life, unconditional love and acceptance, to play and have fun, to feel significant-not trivialized or part of an obligation, a mom and dad who love each other as well as love them, feedback on how they are doing-both good and bad and to be talked to-not at.

According to Kline, there are times that it can be confusing to apply Maslow’s theory into the practical realities of a classroom. Teachers may have a limited influence on the home lives of students. Though once they enter the school, teachers have the opportunity to assess student’s need and then work to adapt the instruction to meet their needs. Not all the students enter the classrooms with their physiological needs, so to support student’s physiological needs teachers may ensure that all students have access to water in their rooms and availability of nutritious snacks. Also if a student is in desperate need of sleep, they must be allowed to take a short nap at school. If not, research indicates that sleep-deprived students learn less and may even disrupt the learning of others. To support students' safety needs, teachers can continuously monitor the safeness of the students from any harm inside the classroom. To support students' love and belonging needs, teachers must let the students feel that they belong in a family inside the classroom and put them in groups where they feel supported. To support students' esteem needs, teachers need to provide affirmative, concrete, and transparent feedback so that students know their specific strengths and can articulate when they've used them to succeed in our classrooms. In theory, when teachers support students in all of those stages noted, students can perform at their fullest potential, which is the self-actualization stage.

**Research Literature**

According to Ddeubel (2010) on “A Classroom’s Hierarchy of Needs”, classroom’s physiological needs are adequate lighting, a cool and controlled temperature in which to “think” and a look of a place that respects knowledge. Classrooms should be places that are physically safe. No sharp edges, fire extinguishers checked and ready, windows secure. However, the biggest safety concern is the classroom must be a place where the student trust the teacher and feels warmth and secure. A classroom is a place where students are being gathered, it needs to be a place where every member feels at home and “belonged”. Esteem needs. Classrooms are about competition and a “winner”. They are about comparing and ranking and assessing each to each. Self-Actualization. Every classroom should be a place where students can realize their full potential and participate in their own development and creation. The only way this can occur is if the prior conditions are met.

Dr. Lori Desautels (2014), on “Addressing our needs: Maslow comes to life for educators and students”, Maslow’s theory is eternally relevant for students and adults, especially in classrooms. On meeting physiological needs in the classrooms, water bottles, water breaks and food must be available. On safety needs it should include stability, safety and security, and freedom from fear. To met the belonging and love there must be a classroom service project, partnered work, and community circle. Esteem Needs. For students to feel capable and successful, we must create an environment that lends itself to this type of mastery: Expert day, Career day, and display skills as a class. On the last stage, this is the level of self-evaluation related to service. Students must learn to explore, design, evaluate and analyze information outside their basic needs and they must become self-assessors and self-reflectors. They are able to see and understand how their actions, thoughts and feelings affect all lives.

According to Murray’s “System of Needs”, his system describes personality in terms of needs. For Murray, human nature involved a set of universal basic needs, with individual differences on these needs leading to the uniqueness of personality through varying dispositional tendencies for each need. In other words, specific needs are more important to some than to others. Frustration of these psychogenic needs plays a central role in the origin of psychological pain. Murray differentiated each need as unique, but recognized commonalities among the needs. Behaviors may meet more than one need: for instance, performing a difficult task for your fraternity may meet the needs of both achievement and affiliation.

According to Manfred Max-Neef’s “Fundamental human needs”, there are nine classification of fundamental human needs which are: subsistence, protection, affection, understanding, participation, leisure, creation, identity, and freedom. Needs are also defined according to the existential categories of Being (qualities), Having (things), Doing (actions), and Interacting (settings).

**Synthesis**

The research studies discussed above were used to obtain an in-depth understanding of the researchers study pertaining to the needs of students according to Maslow’s Hierarchy of Needs in order to develop an analyzation of their needs.

Furthermore, the study is highly supported by Maslow’s Hierarchy of Need which is the basis of the entire study and a review of Dr. Tony Kline, Ph. D entitled “Applying Maslow’s Hierarchy of Needs in our Classroom” where it discusses the needs of students inside the classroom based on Maslow’s hierarchy of needs and on how the students may achieve their needs.

On the other hand, Murray’s system of needs, where it describes personality in terms of needs, Manfred Max-Neef’s “Fundamental human needs” that defines needs according to the existential categories of being, having, doing and interacting and are conducive in this study.

**Conceptual Framework**

**OUTPUT**

Implication of the findings of the study towards:

* Students
* Teachers

**INPUT**

**1**. Maslow’s Hierarchy of Needs

a. Physiological Needs

b. Safety Needs

c. Love and Belonging Needs

d. Esteem Needs

e. Self-Actualization Needs

**2**. Students

**PROCESS**

Descriptive Analysis of the students’ Needs According to Maslow’s Hierarchy of Needs

Figure 1

**Paradigm of the Study**

**Definition of Terms**

**Esteem Needs** – internal factors such as autonomy, achievement and external factors such as status, recognition and attention.

In this study it refers to the fourth stage on Maslow’s Hierarchy of Needs that includes having confidence, respect and freedom.

**Hierarchy of Needs** – a theory in psychology proposed by Abraham Maslow; usually portrays the needs of individuals in the form of a pyramid with several stages of needs.

In this study it refers as the main basis of this study that serves as a guide to identify the needs of Humanities and Social Science.

**Self-Actualization** – refers to focusing on becoming the best person that one can possibly strive for in the service of both the self and others.

In this study it refers to the highest stage on Maslow’s Hierarchy of Needs which includes attitude, self-fulfillment and self-acceptance.

**Chapter III**

**RESEARCH METHODOLOGY**

This chapter covers the discussion of the research design, the subject of the study, the research instrument, the data gathering procedure, and the statistical treatment of data.

**Research Design**

This study used descriptive methods of research. According to Shields, Patricia and Rangarjan (N.2013), descriptive research is used to describe characteristics of a population or phenomenon being studied. It does not answer questions about how/when/why the characteristics occurred. Rather it addresses the “what” question or what are the characteristics of the population or situation being studied?

The researchers used descriptive method in order to analyze the needs of Humanities and Social Science according to Abraham Maslow’s Hierarchy of Needs.

**Subject of the Study**

The main respondents of this study were the selected students of Senior High School; Humanities and Social Science Department from Tanauan Institute Inc. School Year 2016-2017. The population of the respondents is composed of 20 students, four from HUMSS B, four from HUMSS C four from HUMSS E, four from HUMSS G and four from HUMSS H.

**Research Instrument**

The research instrument used by the researchers is the questionnaire. The questionnaire consists of personal profile of the respondents and 15 questions formed by the researchers based on the statement of the problem.

Using the questionnaire, the researchers analyzed the needs of Humanities and Social Science students with the following interpretation;

Numerical Figures Range Interpretation

4 3.25 - 4.00 Highly Essential

3 2.50 - 3.24 Slightly Essential

2 1.75 - 2.49 Essential

1 1.00 – 1.74 Not Essential

**Data Gathering Procedure**

The data were gathered through these following steps:

1. The researchers created a questionnaire consisting of the personal profile of the respondents and 15 questions based on the statement of the problem. It was reviewed by the researchers’ research teacher.
2. After the questionnaire was made, the researchers submitted a letter addressed to the Officer-In-Charge of Tanauan Institute Inc. Senior High School Department in order to seek permission to conduct a survey.
3. After the school administration has given the permission, the researchers distributed the questionnaires to the selected respondents. On the same day, the questionnaires were retrieved.
4. The collected questionnaires will now be analyzed, tallied and the answers will be computed.

**Statistical Treatment of Data**

The following statistical treatment of data will be utilized:

1. Percentage - obtained by multiplying the proportion by 100. It should be noted that the total for percentage is always 100. This will be used to interpret the data presented in Chapter 4. The Formula is:

Where:

P = Percentage (%)

F = Frequency number of response

N = Total no. of respondents

100 = constant factor

2. Mean - the mean of a set of scores is computed by adding up all the scores and dividing the results by the number of scores.

Where:

x = sum of scores

N = total no. of respondents

**Chapter IV**

**PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA**

This chapter presents the data gathered together with the corresponding analysis and interpretation. The data are presented in tabular form organized in a sequential manner, following the order of the specific problems posed at the beginning of the study.

**1. Profile of the Respondents**

This portion of the study dealt with the profile of the respondents according to gender and age. Each data are interpreted in percentage to determine how many students are there in each category.

**Table 1**

**Profile of Respondents According to Gender**

|  |  |  |
| --- | --- | --- |
| **Gender** | **Frequency** | **Percentage (%)** |
| Male | 7 | 35% |
| Female | 13 | 65% |
| **Total** | **20** | **100%** |

Table 1 shows the percentage distribution of respondents according to gender. Out of 20 respondents surveyed, 35% were males while 65% are females which means the majority of the total sample population are females.

**Table 2**

**Profile of Respondents According to Age**

|  |  |  |
| --- | --- | --- |
| **Age** | **Frequency** | **Percentage (%)** |
| 16 | 8 | 40% |
| 17 | 10 | 50% |
| 18 | 2 | 10% |
| **Total** | **20** | **100%** |

Table 2 shows the percentage distribution of respondents according to age. Majority (50%) of the respondents are ages 17. The 16 years old comes next which comprises 40% of the respondents. The lowest percentage goes to the 18 years old which comprises 10% of the total sample population.

**2. Analysis of the Needs of Humanities and Social Science students According to Abraham Maslow’s Hierarchy of Needs**

**Table 3**

**Analysis of the Needs of Humanities and Social Science students According to Abraham Maslow’s Hierarchy of Needs**

|  |  |  |
| --- | --- | --- |
| **Item #** | **Mean** | **Interpretation** |
| **a. Physiological Needs**   * House * Food * Sleep | 4.0  3.8  3.1 | Highly Essential  Highly Essential  Slightly Essential |
| **b. Safety Needs**   * Education * School Security * Protection | 4.0  3.6  3.8 | Highly Essential  Highly Essential  Highly Essential |
| **c. Love/Belonging Needs**   * Friends * Family * Relationship | 3.3  3.95  2.8 | Highly Essential  Highly Essential  Slightly Essential |
| **d. Esteem Needs**   * Confidence * Respect * Freedom | 3.85  4.0  3.7 | Highly Essential  Highly Essential  Highly Essential |
| **e. Self-Actualization Needs**   * Attitude * Self-Fulfillment * Self-Acceptance | 3.9  3.5  3.75 | Highly Essential  Highly Essential  Highly Essential |
| **Average Mean** | **3.67** | **Highly Essential** |

Table 3 shows the analysis of the needs of Humanities and Social Science students according to Abraham Maslow’s Hierarchy of Needs and how it is essential to them. It can be observed in the Table 3 that all items have a mean ranging from 2.8 - 4.0. In terms of Physiological needs, “house” with a mean of 4.0 and “food” with a mean of 3.8 are both highly essential while “sleep” with a mean of 3.1 is interpreted as slightly essential. In terms of Safety needs, the “education” with a mean of 4.0 is highly essential as well as the “school security” with a mean of 3.6 and “protection” with a mean of 3.8. In terms of Love and Belonging needs, “friends” and “family” are both highly essential with a mean of 3.3 and 3.95 respectively. While the “relationship” got the lowest mean of 2.8 which is interpreted as slightly essential.

On the other hand, “confidence” with a mean of 3.85 is highly essential as well as “respect” with a mean of 4.0 and “freedom” with a mean of 3.7. The following needs are attributed to students’ Esteem needs. In terms of Self-Actualization needs, which is the highest level of Maslow’s Hierarchy of Needs, “attitude”, “self-fulfillment” and “self-acceptance” are all highly essential with a mean of 3.9, 3.5 and 3.75 respectively.

As to overall, it garnered an average mean of 3.67 which was interpreted as **Highly Essential**, which means that almost all of the needs are highly essential than others.

**3. Perception of Respondents towards the Needs of Humanities and Social Science students**

**Table 4**

**Perception of Respondents towards the Needs of Humanities and Social Science students**

|  |  |  |
| --- | --- | --- |
| **Item #** | **Yes** | **No** |
| 1. Are you familiar with Maslow’s Hierarchy of Needs? | 95% | 5% |
| 1. Are you the one who sustain your own needs? | 15% | 85% |
| 1. Does your family help you attain your own needs? | 100% | 0% |
| 1. Does the school help you satisfy your need inside the school? | 60% | 40% |
| 1. Do you satisfy your Physiological Needs? | 85% | 15% |
| 1. Do you satisfy your Safety Needs? | 85% | 15% |
| 1. Do you satisfy your Love and Belonging Needs? | 95% | 5% |
| 1. Do you satisfy your Esteem Needs? | 75% | 25% |
| 1. Do you satisfy your Self-Actualization Needs? | 95% | 5% |
| 1. Do you encounter any problem regarding your needs? | 90% | 10% |
| 1. Does having a broken family a hindrance in achieving your love and belonging needs? | 55% | 45% |
| 1. Do the esteem needs develop your confidence? | 80% | 20% |
| 1. Does rejection a hindrance in fulfilling your self-actualization needs? | 75% | 25% |
| 1. Is there any other need that you need aside from Maslow’s Hierarchy of Needs? | 45% | 55% |

Table 4 shows the perception of respondents towards the Needs of Humanities and Social Science students. Out of the 20 respondents, 95% of them are familiar with Maslow’s Hierarchy of Needs, while the 5% is not familiar. In sustaining their needs, 15% of the respondents sustain their own needs while 85% does not sustain their own needs. 100% of the respondents' family help them attain their own needs. In satisfying their needs inside the school, 60% says the school help in satisfying their needs while the 40% says the school does not help.

In satisfying their needs, 85% of the respondents satisfy their Physiological and Safety needs, while 15% of the respondents does not satisfy their Physiological and Safety needs. Out of the 20 respondents, 95% of them satisfy their Love and Belonging needs and Self-Actualization Needs, while the 5% of the respondents does not satisfy their Love and belonging needs and Self-Actualization Needs. In satisfying the Esteem needs, 75% of the respondents satisfy their needs while the 25% does not.

Out of the 20 respondents, 90% of them encounter problems regarding their needs while the remaining 10% does not. In achieving their Love and Belonging needs, 55% of the respondents agreed that having a broken family is a hindrance while the 45% does not agree that having a broken family is a hindrance in achieving the Love and Belonging needs. In developing your confidence, 80% of the respondents agreed that rejection is a hindrance in fulfilling the self-actualization needs, while the 25% does not. Out of the 20 respondents, 45% of them says that there are other needs that is essential to them that is not included in Maslow's Hierarchy of Needs while the 55% says there is none.

**Chapter V**

**SUMMARY, CONCLUSION AND RECOMMENDATION**

This chapter contains the summary, findings, conclusion and recommendations based on the outcome of the study.

**Summary**

This study was conducted to analyze the Needs of Humanities and Social Science students from Tanauan Institute Inc. according to Abraham Maslow’ Hierarchy of Needs. The respondents of this study were composed of 20 Humanities and Social Science students. It utilized descriptive kind of research and used the questionnaire as a research instrument. The questionnaire were developed and then distributed to the respondents.

The frequency, percentage and weighted mean were applied to analyze some findings.

Specifically, it sought answers the following questions:

1. What are the profile of the respondents in terms of:

a.Age

b. Gender

2. What are the needs of Humanities and Social Science students according to Abraham Maslow’s Hierarchy of Needs?

3. What is the understanding of Humanities and Social Science students about Maslow’s Hierarchy of Needs?

4. How do the Humanities and Social Science students sustain their own needs?

5. What problems do Humanities and Social Science students encounter regarding their needs?

**Findings**

After careful analysis and interpretation of data, the following findings were revealed:

1. Out of the 20 respondents, 13 were females and 7 were males, and most of the students are ages 17.

2 The computed mean obtained regarding the Needs of Humanities and Social Science students according to Abraham Maslow’s Hierarchy of Needs was interpreted as Highly Essential.

3. Almost all of the students of Humanities and Social Science are familiar and has a background knowledge about Maslow’s Hierarchy of Needs.

4. The students of Humanities and Social Science sustain their needs through the help of the people around them such as their family, friends, as well as the school and society. This means that they cannot sustain their own needs by themselves.

5. The students of Humanities and Social Science encounter problems regarding their needs. Having a broken family is a hindrance in achieving the Love and Belonging Needs. Rejection is a hindrance when it comes to fulfilling the Self-Actualization Needs.

**Conclusion**

In light of the results generated from the study, the following conclusions were drawn:

1 Considering the age range of the respondents, most of were ages 17 while considering the gender, most of the respondents were females.

2. The Needs of Humanities and Social Science students according to Maslow’s Hierarchy of Needs was interpreted as Highly Essential.

3. The Humanities and Social Science students has a great understanding about Maslow’s Hierarchy of Needs.

4. The Humanities and Social Science students sustain their needs through the help of their family, friends, as well as the school and society.

5. Almost all of the students of Humanities and Social Sciences encounter problems regarding their needs.

**Recommendations**

The following are the recommendations drawn by the researcher after a comprehensive scrutiny of the findings and conclusions of the investigation:

1. Students must be given lectures about the “Hierarchy of Needs” for them to be aware on the needs that is essential to their lives.

2. Instructors should be aware of the result of the study for they are the ones who have direct supervision on the students to be more sensitive to the needs of the student inside the school.

3. The school through its head should conduct yearly evaluation regarding the Needs of the students to inform the teachers that they can help in sustaining the needs of the student inside the school.

4. Conducting of other related researchers so that they can be aware and sensitive on the needs of the students.

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