

Chapter 80: Maslow before Bloom

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Chapter One:

Introduction

The phrase “Maslow before Bloom” refers to two American psychologists in 20th century. The first is Benjamin Bloom who was known for his Taxonomy of Educational Objectives which classified the objectives and skills that teachers set for their students in six levels of learning. His Taxonomy started with simple skills (remembering) and ended with the most complex skill (creating).



The second one was Abraham Maslow who was known for his Hierarchy of Needs. Maslow described human motivation as being driven by unmet needs. It shows five tiers of human needs which consider the human's physical, psychological and social needs.



Some teachers try their best to enhance their students' abilities according to Bloom's Taxonomy without thinking of their basic human needs. Therefore, the students' academic level doesn't develop as they don't have their basic needs met before their educational needs. Hence, the phrase “Maslow before Bloom” is used to communicate how the needs of humans must be met before the academic learning can be completely embraced. As teachers and educators, we need to ensure that our students' sense of safety or need for respect and other basic needs are met before we can make significant impact on their learning. Our students need to feel respected, cared for, valued, and physical, emotional, and psychological safe before any kind of learning can happen.

The teachers usually spend their times thinking of Bloom's cognitive domains which enabled educators to commence differentiating the type of content being learned as well as the complexity of the content. According to Lasley (2016), the pristine Bloom's taxonomy categorized the objectives of learning into levels which guide the teachers to evaluate their students' skills according to the level of each skill. Although, Bloom's Taxonomy added important changes to the education system that doesn't mean it is more important than Maslow's hierarchy of needs. Teachers must give their students' needs attention before they plan their lesson according to Bloom's Taxonomy. We get focused on content and curriculum, but we must remember that positive relationships always come first” (Hogan-2018). Satisfying students' physical, emotional, psychological needs leads to their successful learning. Therefore, this paper focuses on the student's basic needs to be met before their academic goals.

Annotated Bibliography

Huitt, W. (2007). *Maslow's hierarchy of needs*. Educational Psychology Interactive. Valdosta, GA: Valdosta State University.

This academic article shows Maslow's needs on different levels. Huitt showed different researches which were talking about Maslow's needs. He put these needs on a scale of higher ones to lower ones compared this with the thoughts of other researchers. He believed that there is little agreement about the identification of basic human needs and how they were ordered, but he showed the differences of the levels of these eight needs. Kline, T., Ph.D. (2016). ChangeKidsLives. Retrieved from <http://www.changekidslives.org/>

Applying Maslow's Hierarchy of Needs in Our Classrooms. It is an article on an educational website about Maslow's needs. Tony showed each need of these needs and asked two questions and gave simple and direct answer for each. He asked what does each need mean? And how can educators meet these needs in the classroom. It is a good and direct resource.

Gece KitaplığıEditors: Hasan Arapgirlioğlu, Robert L. Elliott, Edward Turgeon, Atilla Atik (2017). In Researches on Science and Art in 21st Century Turkey (pp. 211-227). Maslow's Hierarchy of Needs in 21st Century: the Exemption of Vocational Differences.

This research was written by group of researchers in 2017. The purpose of this research was to examine the Hierarchy of needs theory argued by Abraham Maslow in terms of organization employees and the working conditions of organizations in the 21st century.

The sample groups of this research were 18 groups of males in different kinds of jobs such as: teachers, sportsmen, salesmen, lawyers and business managers. The description method of analysis the data was used. This research was important to provide information and guidance to organizational managers in different sectors for the motivation in organizations. It brings a different perspective to theoretical studies in literature and examines the changes in Maslow's theory and provides comprehensive information to scientists who will research motivation.

This research found a gap in Maslow's Hierarchy that was related to the hierarchical organization of needs. Maslow had arranged these needs from the bottom of Hierarchy to the top (physiological needs then safety needs, love and belonging, esteem and at the top self-actualization). This gap showed that some of the groups of the research had the top of these needs but lost the bottom of it. Therefore, the arrangement of these needs is not correct always.

Lasley II, T. (2016). Bloom's taxonomy. Retrieved June 19, 2020, from <https://www.britannica.com/topic/Blooms-taxonomy#ref320789>

This article gave a general idea about understanding education according to Bloom's Taxonomy. Besides, this academic article showed the details about Bloom's cognitive domains.

Chapter Two:

Research Methods:

I interviewed a teacher of the fifth grade in McGregor elementary school and the counselor of this school. They answered my questions about adapting Maslow's Hierarchy of Needs with their students. In addition, I sent a survey to Saudi teachers. **Data Collection Instrument.**

I arranged appointments with them. Then, I prepared my questions and read more about the topic to be ready to ask about the details. They tried their best to give clear answers. The questions were about how the school adapts Maslow's Hierarchy of Needs in the school. I asked them about several question, half of them related to my research such as:

Describe your experiences with the importance of relationships with students. Can you give an example of a time this had an impact on you and/or a student? Do you use Maslow's Hierarchy of Needs in your plan? If yes how? Is there any connection with families to build self-esteem?

On top of these interviews, I also prepared a survey and collected the answers of 97 teachers in Saudi Arabia. Teachers were asked to answer four questions about their awareness of both Maslow's Hierarchy of Needs and Bloom's Taxonomy of Educational Objectives.

Procedures.

The appointments were done at the time that was chosen by the teachers. The first was with the counselor of McGregor elementary school in 2-28- 2020. Her name was Hollie R Sykes. She has a good experience, so her answers were supported by good examples. The second appointment was with Angela Scott the teacher in fifth grade. I met her on May 20, 2020. She has been a teacher for 12 years. The interviews were shared with MSU.

In addition, I prepared a survey and collected the answers of 97 teachers in Saudi Arabia. The results of this survey were shared with all teachers after the end of answering the survey.

Data Analysis

The counselor of McGregor elementary school said about the strategies of how to do the schoolwork on Maslow's hierarchy of needs "We work to meet as many needs as we can on Maslow's hierarchy of needs. We do breakfast in the classroom and many students get free lunch which helps with their physiological needs. Safety needs are met through creating a safe learning environment. We are using conscious discipline to help students feel love and belonging". When I asked her "If the school has any plans to promote in students the very top tier of Maslow's Hierarchy, self-actualization?", she told me that their goal is to help students get to self-actualization but often that is difficult when students don't feel safe, loved, or have their basic needs met at home. That means they come to school to be loved and feel safe making it difficult to get them to the top of the pyramid.

In addition, Mrs. Scott told me that Maslow's hierarchy of needs is something all teachers must be aware of during daily instruction. Making sure our students are fed and having their basic needs met is my priority every morning. They serve breakfast to every student every morning, so this helps minimize hunger during learning in the morning. If students come to school with a wet coat from the rain, she sends it down to be placed in the dryer. If a student has holes in their shoes or clothes that do not fit, they connect with the nurse to give families clothing vouchers to help get free clothes. Once basic needs are met, they work on building respectful relationships with their students to build trust. They do continue up the path of needs to make sure all students meet their full potential.

The result of the survey of Saudi teachers' knowledge showed that 47.4% of Saudi teachers don't know anything about Maslow's hierarchy of needs, while 43.3% of them have known it and work to give their students their needs. In addition, about 59.8% of Saudi teachers work to achieve the top of Bloom's Taxonomy while 40.2% of them don't use it to plan their lessons. Furthermore, 90.6% of the teacher agrees that caring about the student's basic needs before working to achieve the top of Bloom's Taxonomy in their teaching is imperative.



Discussion

In the interviews, both of the American teachers whom I interviewed agreed that they start the school day with satisfying their students' needs. The school provides free daily breakfast for all the students and tries to build a bridge with their students to create a respectful relationship with them. They are also using conscious discipline to help students feel love and belonging. They do continue up the path of needs to make sure all students meet their full potential. Therefore, students will have their self-actualization easily, because they feel they are on a respectful and safe environment. Selfactualization means "the psychological process aimed at maximizing the use of a person's abilities and resources. This process may vary from one person to another" (Couture et al., 2007) Starting with satisfying the students' physical, emotional, and psychological needs must be a daily habit before starting learning. That habit agrees with what about 90.6% of Saudi teachers believe in satisfaction the students' needs must be before teaching them.

Summary

The interviewees' answers and the result of the survey ensure that the teachers must start their school day by giving their students their physical, social, and emotional needs before teaching them. Therefore, that agrees with the phrase (Maslow before Bloom). Our education must give these needs more attention because that will develop students' academic level.

Chapter Three:

Recommendations

We must replace the quarter of the hour that our students spend daily standing to listen to the morning program with a meeting in their classes. This meeting must satisfy their basic physical, social and emotional needs. Teachers must start the school day by building a good relationship with their students. This beginning of the school day is important because that will prepare the students to learn with high motivation.

School Implementation Plan

The implementation will be in two stages.

The first stage will be Training Program at the professional development center for the teachers and Parents Meeting at schools at the beginning of each semester to link the efforts of home and school together.

The second stage will be at classrooms as a morning meeting. For example, at this meeting teachers must be in front of their classes to greet the students to give them the feeling that they are welcomed. Next, teachers can ask them to eat their breakfast if they didn't eat them at home. The Saudi families used to prepare their kids breakfast and send it with them. Therefore, that will not cost the school to satisfy this need. After that, teachers will ask the students to tell her about their news and spend a few minutes to build trust between teachers and students and between students themselves. Teachers can show or say a short story that has a moral lesson. Teachers also must praise each student to give them a sense of self-respect.

Teachers can use the 2×10 strategy to spend 2 minutes per day for 10 days in a row talking with an at-risk student about anything she or he wants to talk about. Finally, teachers will discuss the goals of their lessons, so the students will be more motivated by a sense of purpose and realizing that goal together as a class will enhance their learning to be more meaningful, they can start their learning after the satisfaction of their basic needs.

Participants / Audience.

Families can be involved in this project as these needs start at home and completed at school. They must share teachers the same goals of giving the students their emotional, physical and social needs. They must present a meeting at the beginning of each semester to take a general idea about their kids' needs. Besides, Teachers who have the first period of the daily schedule will be the responsible about this meeting. The counselor of the school also will be involved by supervising these meeting.

Key players / support needed.

This project needs a good training program which encourage teachers to work on Maslow's Hierarchy of Needs. They must be aware of its importance. Thus, the professional development center will play the most important rule in the first step of implementation of this project. The goal of this project aligns with almost all of the goals of the school counseling, so this will overcome the difficulty of their implementation.

Timeline.

We need about a year to train the whole teachers of the district on Maslow's hierarchy of Needs to be aware of the purpose of the morning meeting. The goal of this project will not be met until the teachers believe strongly in the impact of this project. Then, the project can be implemented in schools.

Materials.

We need to good coaches to train the teachers on Maslow's Hierarchy of Needs and how can them achieve the top of it. We need also group of good stories which can be shown or read to the students every morning. Projectors are also needed to show any presentation during the meeting. School must provide extra meals to those who do not have their breakfasts.

Estimated cost.

This project may not cost a lot because teachers are used to caring about their students' needs but not at the beginning of the day. The school is also used to providing free meals to those who have not their breakfasts. Therefore, the cost will be on training programs and that means the cost will be reasonable.

Location and scope.

This project will take place at each class of the whole country schools at the beginning of each school day.

Presentations / visuals.

I need to have ongoing training presentations. In addition, I must create handouts to support the ideas of this project.

References

- [1] Gece KitaplığıEditors: Hasan Arapgirlioğlu, Robert L. Elliott, Edward Turgeon, Atilla Atik (2017). In Researches on Science and Art in 21st Century Turkey (pp. 211-227). Maslow's Hierarchy of Needs in 21st Century: the Exemption of Vocational Differences.
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- [3] Kline, T., Ph.D. (2016). ChangeKidsLives. Retrieved from <http://www.changekidslives.org/>
Lasley II, T. (2016). Bloom's taxonomy. Retrieved June 19, 2020, from <https://www.britannica.com/topic/Blooms-taxonomy#ref320789>