

## **The Role of a Class Teacher in Implementing Maslow's Hierarchy of Needs Motivational Theory on Students Academic Performance and its Positive Outcomes on Standard 1-4 Students in Aljamea-Tus-Saifiyah, Nairobi, Kenya**

<sup>1</sup>Adnan Y Bodeliwala and <sup>2</sup>Elizabeth Piliyesi  
*The Catholic University of Eastern Africa - Nairobi*

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### **Abstract**

Motivation increases student learning. Students' learning can increase because of their own innate desires to perform or accomplish a task; However, student learning may be affected by external factors such as rewards or incentives. Most University student's academic performances are directly affected by the implementation of different motivational theories. The research intend to look at the role of a class teacher in implementing Maslow's hierarchy of needs motivational theory on students' academic performance and its positive outcomes on standard 1-4 students of Aljamea Tus-Saifiyah, Nairobi campus. This study was underpinned on Behavioral and Cognitive Development Theory in Teaching guided by the following research questions: Which factors motivate teachers in Aljamea Nairobi? Which theory of motivation is widely applied in Aljamea Nairobi? How frequently is that method used by the class teacher in their classes? To what extent do class teachers influence student performance in reference to motivation. What percentage of students are satisfied and comfortable inside and outside the classroom environment in regards to motivation? How does implementation of Maslow's Hierarchy of Needs motivational theory directly affect the positive outcomes of the students? What are the challenges faced by the class teachers and how can those challenges be identified, addressed and improved upon by the class teacher himself, by the head of the department, and by the institution as a whole? With a total population of approximately 1016 people, the study sampled up to 539 participants using simple random and purposive sampling methods to respond to the interview questions. The study targeted students, lecturers, class teachers, Head of the department and administration representatives of Aljamea Tus-Saifiyah, Nairobi. Data was collected through interviews, focused group discussions and questionnaires. Quantitative data was analyzed using Pearson Correlation Coefficient analysis method by use of SPSS software. Qualitative data was transcribed; coded, categorized, themes derived from the categories, interrelated the themes and finally interpreted the meaning from the themes. All ethical considerations were adhered to. Key findings of the study indicated that there was a significant positive correlation between the implementation of the Maslow's Need theory by class teacher, lectures and many others on the students and their positive academic performance. The study recommended how the other motivational theories can be used in order to improve academic purposes.

**Keywords:** Kenya, Motivational theories, Class teacher, Maslow's Hierarchy of Needs motivational theory, Aljamea -tus - Saifiyah Nairobi.

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### **I. INTRODUCTION**

Aljamea-tus-Saifiyah is a world class Arabic academy dedicated to producing graduates of the highest calibre. The centuries old pursuit of providing intellectual nourishment at Aljamea is brought to fruition in four state of the art campuses across the world under the guidance and leadership of the 53rd al-Dā'ī al-Mutlaq Dr Syedna Mufaddal Saifuddin TUS, who is the sole benefactor of the institute. Its educational focus is the Quran, Islamic sciences, Arabic language and literature.

An eleven-year course of study is divided into three phases. The first phase is four years and involves 55 courses. My research is going to be based on this phase of Aljamea. The second phase is five years, subdivided into three years with 75 courses and two years with 90 subjects. The final two-year phase focuses on specialization and advanced studies in Islamic and Arabic science. Degrees are awarded at successive stages.

At the end of the eleven-year course the student is awarded the degree of Al Faqih Al Jayyid. The final degree is considered equivalent to the Masters of Arts from Aligarh Muslim University and recognized by Al

Azhar and Cairo University. Students who complete the STD V phase are considered to have completed secondary education and qualify to test for an International Baccalaureate. It is recognized by Oxford University and others.

In 2011, during centennial celebrations, Syedna Mohammed Burhanuddin established Aljamea-tus-Saifiyah in Nairobi, Kenya. The construction of this 14-acre campus commenced in 2013, and was completed by his successor Syedna Mufaddal Saifuddin TUS and inaugurated by President Uhuru Kenyatta on 20 April, 2017.

Motivation is the word derived from the word 'motive' which means needs, desires, wants or drives within an individual. It is the process of stimulating people to actions to accomplish their goals. In the work-goal context, the psychological factors stimulating people's behavior can be a desire for money, success, recognition, job-satisfaction, teamwork, etc.

One of the most important functions of management is to create willingness amongst the employees to perform to the best of their abilities. Therefore, the role of a leader is to arouse interest in performance of employees in their jobs. The process of motivation consists of three stages: i) A felt need or drive, ii) A stimulus in which needs have to be aroused, iii) When needs are satisfied, the satisfaction or accomplishment of goals.

Keeping these three stages in mind, we can say that motivation is a psychological phenomenon in which needs and wants of the individuals have to be tackled by framing an incentive plan.

Motivation increases student learning (Theobald, 2006). Students' learning can increase because of their own innate desires to perform or accomplish a task; However, student learning may be affected by external factors such as rewards or incentives (Bain, 2004; Theobald, 2006). Student learning is not entirely dependent on their own motivation. Teachers play a vital role in increasing student learning through motivational support (Schuitema, Peetsma, & Oort, 2016; Theobald, 2006; Thoonen, Slegers, Peetsma, & Oort, 2011). Teachers can increase student motivation to learn by support of their autonomy, relevance, relatedness, competence, the teachers' interests in the subject, and self-efficacy (Ferlazzo, 2015; Schiefele & Schaffner, 2015; Schuitema et al., 2016; Zhang, Solmon, & Gu, 2012). Though motivation can be intrinsic or extrinsic, it is important for teachers to create an environment that motivates student learning.

Teachers play a vital role in creating an environment that supports student learning. They often do this through their support for students' autonomy. Teachers enable students to identify with self, personal interests, and values by supporting their freedom of choice. By supporting students' choices and interests, teachers help students develop personal interest, involvement, and ownership of their work, which aid in motivation. Teachers also help students to learn by increasing their responsibility and participation in their own learning by letting them create their own goals and objectives.

Motivation is described as "a state that energizes, directs and sustains behavior". Motivation involves goals and requires activity. Goals provide the impetus for and the direction of action, while action entails effort: persistence in order to sustain an activity for a long period of time.

Motivation has several effects on student learning and behavior.

First, motivation directs behavior toward particular goals. Motivation determines the specific goals toward which people strive, thereby affecting the choices students make. For example, whether to enroll in an art class or physics, whether to attend a school basketball game during the week or complete an assignment that's due the next day.

Motivation also leads to increased effort and energy. Motivation determines whether a student will pursue a task (even a difficult one) with enthusiasm or a lackluster attitude.

Motivation increases the initiation and persistence of activities. Motivation will increase students' time on task and is also an important factor affecting their learning and achievement.

Motivation enhances cognitive processing. Motivation actually affects what and how information is processed because motivated students are more likely to pay attention and try to understand the material instead of simply going through the motions of learning in a superficial manner. (Hurst M.)

There are many different theories of motivation. Educational Psychology focuses specifically on motivation for learning rather than for behavior. The major types of motivation for learning are *intrinsic and extrinsic*.

**Intrinsic motivation** comes from within the student or from factors inherent in the task being performed. For example, students who love to read are intrinsically motivated to read; there is something about reading that they enjoy and that makes them want to do it even if there is no "reward" for it.

**Extrinsic motivation** comes from sources external to the student and the task. It can come through praise, recognition, or a system of rewards. For example, for students who do not enjoy reading, a token economy involving stickers or a class store may prompt them to read more often.

As teachers, we hope to promote intrinsic motivation in our students as it encourages life-long learning. However, it is difficult to encourage intrinsic motivation all of the time, especially because we spend over 900 hours per year in the classroom. Some strategies for promoting intrinsic motivation include arousing interest in the subject matter, maintaining curiosity, using a variety of interesting presentation modes, and helping students

set their own goals. A number of other strategies such as student choice, demonstrating the relevance or usefulness of content, and collaboration can also help encourage intrinsic motivation. (Culatta R., 2011)

We sometimes need to use extrinsic motivators as well. Be sure to use them only when the task is uninteresting to students, and make sure that the motivators are contingent on performance and recognize competence. Extrinsic motivators can also help to develop intrinsic motivation.

Abraham Maslow, in full Abraham Harold Maslow, also called Abraham H. Maslow, an American psychologist and philosopher best known for his self-actualization theory of psychology, which argued that the primary goal of psychotherapy should be the integration of the self.

Maslow studied psychology at the University of Wisconsin and Gestalt psychology at the New School for Social Research in New York City before joining the faculty of Brooklyn College in 1937. In 1951 he became head of the psychology department at Brandeis University (Waltham, Massachusetts), where he remained until 1969.

Influenced by existentialist philosophers and literary figures, Maslow was an important contributor in the United States to humanistic psychology, which is sometimes called the "third force." In his major works, *Motivation and Personality* (1954) and *Toward a Psychology of Being* (1962), Maslow argued that each person has a hierarchy of needs that must be satisfied, ranging from basic physiological requirements to love, esteem, and, finally, self-actualization. As each need is satisfied, the next higher level in the emotional hierarchy dominates conscious functioning. Maslow believed that truly healthy people were self-actualizers because they satisfied the highest psychological needs, fully integrating the components of their personality, or self. (The Editors of Encyclopaedia Britannica)

Abraham Maslow postulated that a person will be motivated when his needs are fulfilled. The need starts from the lowest level—basic needs—and moves up when a lower level need is fulfilled. Below is the hierarchy of needs:

Physiological –Physical survival necessities such as food, water, and shelter.

Safety –Protection from threats, deprivation, and other dangers.

Social (belongingness and love) –The need for association, affiliation, friendship, and so on.

Self-esteem – The need for respect and recognition.

Self-actualization –The opportunity for personal development, learning, and fun/creative/challenging work. Self-actualization is the highest level to which a human being can aspire. Maslow's hierarchy of needs describes that the leader will have to understand the specific needs of every individual in the team and accordingly work to help fulfil their needs.

Motivation is the state of mind which pushes all human beings to perform things with the highest spirit and with positivity. The leader will have to ensure that every individual in the team and the organization is motivated. The various motivation theories help in understanding what will motivate people.

**Figure 1. Maslow's Hierarchy of Needs Motivational Theory**



### **Statement of the Problem**

Implementation of Motivation in Aljamea-tus-Saifiyah is done in different phases as mentioned earlier but since there are some areas in each phase of the institution needs to be more specific and clearer in implementing motivational theories. Thus, can apply Maslow's Hierarchy of Needs motivational theory more than what it is applying now. Eventually it leads to the development of the holistic personality development of the students. Thus, my research will identify the gaps where the institute is lacking in motivating their students by identifying the students' perception about the satisfaction and comfort both inside and outside the classroom. It is because Aljamea students are to be sent twice throughout the academic year to certain parts of the world to serve the community and its members throughout the world and thus his character development and holistic

personality means a lot for serving the community. Thus, motivations should be done in such a way that the institution gets its desired outcome of the best students and thus the growing concern will be addressed through the study.

Similar research studies have been done in 2017 by Davion Johnson in Brandon University in Canada in which he tried to identify the role of teachers in motivating students. He stated that Teachers play a vital role in creating an environment that supports student learning. They often do this through their support for student autonomy. Teachers enable students to identify with self, personal interests, and values by supporting their freedom of choice.

In South Africa, a similar kind of study has been done on the motivational roles of heads of department in learners' performance and quality of schooling in South Africa. It is based on the departmental heads rather than the class teacher whom students meet daily in spite of departmental heads whom students don't approach daily and teachers are given dual roles; teachers as well as the departmental heads which makes it difficult to understand each and every student of his higher secondary school.

Similar studies have been done in other places on teachers' motivational practices and instructional performance in Kenyan Sub-Counties like Makindu, Makueni and Kibwezi. (Kimanthi) This study will investigate the influence of class teacher in implementing Maslow's Hierarchy of Needs Motivational practices on student's positive outcomes and effects on their character development in Aljamea-tus-Saifiyah, Nairobi County, and to find their perspectives of motivation and how satisfied students are in implementation of Maslow's Hierarchy of Needs motivational theory.

The intent of this study shall be: firstly, describe the roles of a class teacher because the number of students in his class is specific compared to the whole number of students in the institution so he can focus on his role in implementing the Maslow's Hierarchy of Needs motivational theory on his particular class; and secondly to show the direct link of implementation of Maslow's Hierarchy of Needs motivational theory with the positive outcomes in academic excellence and character development of that particular set of students (primary phase from standard 1 to 4).

### **Theoretical Framework**

The study will be anchored by two theories behavioral and cognitive development theory in teaching and humanistic theory. Using behavioral theory in the classroom can be rewarding for both students and teachers. Behavioral change occurs for a reason, students work for things that bring them positive feelings, and for approval from people they admire. Behavioral theory effects teaching by forming the foundation for methodologies. Teaching by its mode requires cause and effect; effort and result, hence knowing and understanding basic response forms the basic tenet for teaching and learning to take place. Case in point, if students cannot grasp concepts, then a study of their behavior and their inclination will leave one to prepare to be able to administer effectively and productively. Patterns, as emanated by students, have been successfully intercepted for their benefit. Predictions can be made in the realm of learning and teachers can effectively do lesson planning with predicted outcomes as a direct result of analyzing behaviors in students.

Through Behavioral theory, many techniques can be employed in education to promote behavior that is desirable and discourage that which is not. Some of the techniques that can be used in the classroom to effective teaching are *positive and negative reinforcements*, punishment, contracts, consequences, extinction, modeling, shaping, cueing and behavior modification. Other methods include a question (stimulus) and answer (response) frameworks in which questions are of gradually increasing difficulty; guided practice; and regular reviews of material. (ITTT, n.d.)

Humanism teaching theory is based on humanism psychology, its claim is being practiced in many fields as in the education field. Humanism teaching theory has some new views on teaching approach such as self-actualization, significant learning, emotional relationship between teachers and students and student-centered teaching.

Maslow believes that the emotional communication between teacher and students is the most basic type of behavior for people. The relationship between teachers and students is a special interpersonal relationship and this relationship is made through cognition and emotional communication. (Jingna, 2012)

Humanistic theory will be applied because the humanism teaching theory considers the research on cognition, emotion, interests, motivation and potential of the students during the process of learning. It encourages the teachers to think for the students and promote them to feel the interests and enthusiasm in learning. Humanism believes that the student's self-actualization and the creative ability are their vital factor for their behavior. The material, social and cultural environment will promote or stop the realization of the potential. In conclusion, humanism considers the understanding of students' inner thought and admits their difference in interests, needs, experience and individual personality. Humanism also considers exploring the student's potential to stimulate the mutual effect between cognition and emotion; it has active significance on the improvement of education career.

Humanism psychologists consider not only the student's individual differences and self-concepts, but also the relationship between teachers and students and the classroom atmosphere, especially considering the question like promoting the teachers to think the interpersonal emotion and relation, self-concept and self-respect, continuance of learning and so on. It promotes the teachers to understand himself rather than the content of the textbook. It promotes the research on teachers' psychology and has a significant meaning on perfecting the teaching style and attitude.

## II. REVIEW OF RELATED LITERATURE

Intrinsic motivation of a teacher is influenced by factors relating to tasks such as achievement, recognition, advancement and possibility of growth as proposed by Herzberg. (Herzberg, 1968) Professional development can provide opportunities for teachers to grow personally and professionally. Sogomo (1993) observed that in the United States, more satisfied elementary school teachers assign more importance to recognition by administrators and supervisors and less importance to recognition by peers. Employees want to be recognized for their job achievement. A leader needs to acknowledge the work of their subordinates immediately, publicly thank them for the work well done.

In a study carried in Papua New Guinean on "Listen and Learn: A Policy Report on Papua New Guinean Teachers' Attitudes to Their Own Profession", it was reported that motivation of high and secondary school teachers was "fragile" (Papua New Guinean, 2002). Failure to meet teachers' needs and expectations such as recognition, achievement, better terms and conditions of service such as salary resulted in low motivation of teachers according to research carried out by Akanbi in Nigeria (1982). Burnout destroys the intrinsic motivation of a teacher. According to Kohler and Zehn (2000) burnout is a professional hazard. It is caused by emotional exhaustion, frustration and lack of accomplishment. An intrinsically motivated individual will be committed to his work to the extent to which the job inherently contains tasks that are rewarding to him or her (Ajila, 1997). He further suggested, for an individual to be motivated in a work situation, there must be a need, which an individual would have to perceive a possibility of satisfying. According to Ryan and Deci (2000) competence, autonomy, positive performance, feedback and relatedness increase intrinsic motivation of a teacher.

Extrinsic motivation is an external reward a person enjoys after he finishes his work. According to Latham (1998), extrinsic rewards are defined as "tangible benefits" relating to a job such as salary, fringe benefits, physical conditions, the amount of work, facilities available for doing the work. Extrinsic factors such as organizations policy and administration, technical supervision, personal and interpersonal relations with superiors, peers, and subordinates affect the external motivation of a worker. Extrinsic factors relate to context or setting where the work is performed such as working conditions, job security and interpersonal relationship with superiors and peers.

According to a study carried out by Paul and Kwame (2007) on teacher motivation in Sub-Saharan Africa and South Asia with respect to motivation patterns, it is commonly argued that working in rural schools is more difficult and thus more de-motivating than in urban schools due to poor living and working conditions. The findings from the country studies show that this is not necessarily the case. In South Asia countries, it appears that teachers in rural schools do feel disadvantaged. The findings also indicate that over one-third of all the teachers in primary schools in five extended study countries indicated that teachers at their school are "poorly" or very "poorly" motivated.

A study carried out in 1999 referred to as Koech Commission observed that poor terms and conditions of service led to poor morale. Some teachers who work in remote areas have no housing or access to clean water and health facilities. This results in serious wastage of teaching time. In addition to this, a heavy workload characterizing 8.4.4 system with free secondary education, the quality of learning and teaching is affected.

According to Ngalyuka (1985), employee's needs are influenced by a variety of individual factors and this is so because human beings have their own tastes. Educational administrators must devise better methods of determining ways and means of rewarding teachers if they expect the reward to have an impact on performance (Kivaze, 2000). In this regard this section examines working conditions, administration and supervision, recognition, responsibility, advancement as well as interpersonal relations as some of motivational factors that influence teachers' job performance. The factors that determine motivation have most of the time been categorized as being extrinsic and intrinsic. Extrinsic factors include elements like pay, promotion opportunities, working conditions, relationship with co-workers, supervision and recognition. Intrinsic factors include personality, education, intelligence, abilities and age (Herzberg 1968)

Students' motivated behaviours regarding choice of tasks as well as their effort and persistence in academic tasks have been directly related to their level of intrinsic motivation. Besides, there is a **strong relationship** between intrinsic motivation and the use of self-regulated strategies; in particular, students who had high intrinsic motivation were more likely to use metacognitive strategies (Garcia, T., & Pontrich, P. R, 1996). Ryan and Deci (2000) reported that intrinsic motivation has been **strongly linked** to the satisfaction of

needs for autonomy and competence. Autonomy is characterized by an internal locus of control and the perception that behaviors are freely chosen (Ryan, R. M., & Deci, E, 2000).

In Pakistan, one research has been conducted that aims to explore various issues of motivation for the teachers in higher education institutions. In Pakistan motivation of higher education teachers by salary only is quite challenging for the government as it is difficult to compete with the private sector universities in compensation hence, they must have to give attention to the non-monetary factors such as recognition, feedback and opportunities for career development to retain their high quality. (Rasheed. Aslam, Sarwar)

Some other issues addressed in the research are: a) Gender issue, b) Age issue, c) Experience level, d) Education level, e) Job Description that incorporates work hours, Stressful working environment, irrelevant administrative assignments and henceforth, f) Workload is one of the biggest issues which summarizes a large number of students and includes non-teaching activities to be given to the class teacher or any educator to be performed which results in demotivation of that class teacher or educator, g) Communication gap among the faculty members and fellow co-teachers, h) Unavailability of adequate resources like Financial, peons, maids, computers, projectors and other tools, i) Inadequate opportunities for the teachers in Career development and Professional growth. Teacher's Training programs are not being conducted, j) Recognition and Rewards are not being done frequently, hence lacking in feedback from departmental heads or sometimes from students itself, k) Empowerment and Participation in departmental decision making is not allowed in some schools which is again a big issue in lack of motivation for the teachers.

Research has been done in Pakistan as mentioned in the beginning and many other researches have been conducted on the same topic. This research will also incorporate these issues and how these challenges can be identified, addressed and improved upon by the class teacher himself or by the head of the department and by the institution as a whole.

### **III. METHODOLOGY**

A research design is a systematic approach that a researcher uses to conduct a scientific study. It is the overall synchronization of identified components and data resulting in a plausible outcome. To conclusively come up with an authentic and accurate result, *the* research design should follow a strategic methodology, in line with the type of research chosen (Creswell, 2013).

A research design is a type of inquiry that provides specific direction for procedures in carrying out a research study also called strategies of inquiry (Denzin, & Lincoln, 2011). When selecting the research design, the researcher should ensure that the credibility, dependability and the conformability of the research findings is not compromised. This study has therefore adopted Cross- Survey research design for quantitative research methods. This is a positivist approach, which applies methods of natural sciences on the practices of social sciences. 'Positivist approach is committed to value neutrality, statistical measurement, quantifiable elements, and observable events to establish causal laws' (Seale, 2000). Cross-sectional survey research design often entails data collection with a view to answering questions concerning the status of the object of study (Gay et al., 2006). The units used in the current study include organization, focus group and individuals. Phenomenology design was applied to get data for the qualitative aspect of this study. This was appropriate to get the feelings and experiences of the participants.

The university has a student population of about 872 students, and a staff population of 144. Aljamea Tus-Saifiyah University has three phases in which my research area covers only first phase of a population of 478 students studying in standard 1 to 4 of Aljamea tus Saifiyah 28 Class teachers, 21 Lecturers, 6 Head of Department and 6 Administration representatives summarizing a total of **539** people who make the target population for this study.

With a total student population of 872, the researcher is focused on the phase one of the Institution of Aljamea which comprises of 478 students target population from which the researcher used simple random sampling method to sample 35 % of the students for participation according to (Krejcie & Morgan, 1970), that translated to 170 participants.

Data from students, lecturers, and parents were collected using questionnaires, while interview guides were the data collection instruments used to collect data from administrative staff. Quantitative data were analyzed by the use of SPSS software, while qualitative data were categorized in themes. The researcher identified patterns and connections by identifying themes, looking for the most common responses to questions, and finding areas explored further. These themes were interpreted, and meanings derived from them. The researcher also identified content areas represented by both data sets and compared, contrasted, and synthesized. The results of discussions were reported in the form of tables simultaneously but separately in a single phase. The two methods were given equal priority, but the data analysis was kept independently.

#### IV. FINDINGS AND DISCUSSIONS

This study sought to examine perceptions of students, lecturers, administrative staff on the impacts of implementation of Maslow's Hierarchy of needs motivational theory on academic performances of phase one students of the Aljamea-tus-Saifiyah Nairobi campus. The study sought the data of implementation of motivational theories on students' before they joined Aljamea Tus-Saifiyah and how positively it affected their academic results.

To find out the positive outcomes of the implementation of Maslow's Hierarchy of Needs motivational theory on the academic performances of students in Aljamea Tus-Saifiyah University, the researcher conducted interviews and focus group discussions and the different participants gave different responses as cited by participants W, X, Y and Z.

According to respondent W, "Students look to teachers for approval and positive reinforcement, and are more likely to be enthusiastic about learning if they feel their work is recognized and valued." she said.

Respondent X had this to share with the researcher, "One way to encourage students and teach them responsibility is to get them involved in the classroom."

According to respondent Y, "offering students small incentives makes learning fun and motivates students to push themselves." he added.

While interviewing respondent Z, the following were his sentiments, "Teach through games and discussions instead of lectures, encourage students to debate and enrich the subject matter with visual aids, like colorful charts, diagrams and videos."

Additionally, the researcher analyzed the students' response on the positive effects the implementation of Maslow's Hierarchy of Needs motivational theory on students' academic performances in Aljamea Tus-Saifiyah University and analyzed the responses through correlation coefficient tests as indicated. Below is a table showing the analyses of the students' response.

**Table 1**  
*Showing correlation of question 1 and 10*

	Column1	7
Column2	1	
10	0.529806	1

Table 1 above shows the correlation between question 1 and 2. negative outcomes of the implementation of Maslow's Hierarchy of needs motivational theory(1) and I attribute my academic performance to the implementation of Maslow's Hierarchy of needs motivational theory(10). The result indicates a positive correlation between favoritism and mental illness being part of students' everyday activity, and students' attribution of their academic performance to their behavior in implementation of Maslow's Hierarchy of needs motivational theory, with a correlation coefficient of 0.53. The positive correlation of these two constructs indicates that favoritism and negative outcomes of the implementation of Maslow's Hierarchy of needs motivational theory hindered the students' academic performance before they joined Aljamea Tus-Saifiyah University. Thus, the implementation of Maslow's Hierarchy of Needs motivational theory has made students perform better academically.

From all these sentiments recorded from the interviews and group discussions, and student's response on motivational theory, it is clear that the implementation of Maslow's Hierarchy of needs motivational theory use in Aljamea Tus-Saifiyah University is positively accepted by both the students, lecturers and the university management. Moreover, it adds more good than harm.

To find out the extent to which the implementation of Maslow's Hierarchy of needs motivational theory has affected the Aljamea Tus Saifiyah students' academic life the researcher conducted correlation test as shown in the table 2

**Table 2**  
*Results Summary of correlation analysis*

Items	Questions	Correlation Analysis Results
<b>1 and 7</b>	Outcomes of the implementation of Maslow's Hierarchy of needs motivational theory (1) Mental illness and favoritism.(7)	-1
<b>1 and 9</b>	Outcomes of the implementation of Maslow's Hierarchy of needs motivational theory (1) Enthusiasm and self-motivation (9)	1

<b>1 and 10</b>	Outcomes of the implementation of Maslow's Hierarchy of needs motivational theory (1) the implementation of Maslow's Hierarchy of needs motivational theory can improve my academic performance (10)	1
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Table 2 indicates correlation between outcomes of the implementation of Maslow's Hierarchy of needs motivational theory on students and favoritism. The table indicates there is a negative correlation between implementation of Maslow's Hierarchy of needs motivational theory on students and favoritism and mental illness. This clearly shows that when Maslow's Hierarchy of needs motivational theory is implied on students, favoritism doesn't take place.

Column 2 shows the relationship between outcomes of the implementation of Maslow's Hierarchy of needs motivational theory (question 1) and Enthusiasm and Self-Motivation (question 9). The result shows that there is a *strong positive correlation* between outcomes of the implementation of Maslow's Hierarchy of needs motivational theory and Enthusiasm and Self-Motivation. This result indicates that implementation of Maslow's Hierarchy of needs motivational theory helps very much in boosting eagerness and self-motivating students.

In addition, Column 3 shows a relationship between outcomes of the implementation of Maslow's Hierarchy of needs motivational theory (question 1) and improvement in students' academic standards (question 10.). The result shows that there is a positive correlation between the implementation of Maslow's Hierarchy of needs motivational theory on students. The positive correlation of constructs indicates that regular use of the implementation of Maslow's Hierarchy of needs motivational theory interfered with students' study time.

## V. SUMMARY

This study investigated the impact of the implementation of Maslow's Hierarchy of needs motivational theory on academic performances of phase 1 students of Al Jamea Tus-Saifiyah University, Kenya campus. It was underpinned on Humanistic theory guided by one research question on how does implementation of Maslow's Hierarchy of Needs motivational theory directly affect the positive outcomes of the students.

From the analysis of data for this study, the implementation of Maslow's Hierarchy of needs motivational theory in Aljamea Tus-Saifiyah University has significant influence on students' academic performance. Results of the study suggest although compensation and benefits package is a key motivator for the teachers but there are some other non-monetary issues that affect teachers' motivation in higher education these include: job design, work environment, career development, recognition & rewards, feedback, training, participation in decision making and empowerment.

## VI. CONCLUSION

The participants were classified according to gender and age in order to find out if more frequent and properly motivated students had an impact on their academic performance. All the data were collected from class teachers, faculty members and students of Aljamea Tus-Saifiyah University. As indicated by the study outcome, there was a significant positive impact of the implementation of Maslow's Hierarchy of needs motivational theory on students' academic performance.

Exposure of students towards less reinforcements was found to have a lot of negative effects to the academic performance and there was a positive significant relationship between the implementation of Maslow's Hierarchy of needs motivational theory and academic performance of Aljamea Tus-Saifiyah University students.

## VII. RECOMMENDATIONS

Since there are many positive effects of the implementation of Maslow's Hierarchy of needs motivational theory for Aljamea Tus-Saifiyah University students, there is need to implement the same on other university students if all the learning institutions want to achieve its goals. This will result in the academic growth of the institute and the student's career too.

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