Psychological Analysis Of English Majors' Group Activity In Class From The Perspective Of Hierarchy Of Needs Theory: A Case Study Of Panzhihua University

Zou Li, Feng Xia
(School Of Foreign Languages And Cultures, Panzhihua Universtity, Sichuan Province, China)
(School Of Foreign Languages And Cultures, Panzhihua Universtity, Sichuan Province, China)

Abstract:
Group activities in English classrooms facilitate active interaction, cooperative thinking, and communication among students, transforming theoretical knowledge into practical application. This method emphasizes student-centered learning, widely adopted across various courses. However, its effectiveness remains suboptimal. By applying Maslow's Hierarchy of Needs Theory, this study identifies factors influencing student behavior during group activities through questionnaire surveys and literature reviews. It examines how different psychological needs affect students' actions within these activities. Consequently, strategies are proposed for teachers to enhance the design and execution of classroom group activities, improve students' understanding and engagement, and promote a happier and more effective learning experience. This approach aims to address current inefficiencies in utilizing group activities as a teaching method.

Background: The traditional teaching method overemphasizes the single mode of knowledge infusion and teacher-led classroom. In order to promote education reform and improve students' participation and subjectivity, group activity in class have gradually become an important research and practice way. As a rich and diversified form of teaching organization, it can not only effectively stimulate students' creativity and cultivate their cooperation consciousness and innovation ability, but also promote the development of deep thinking, independence and flexibility. Therefore, this paper analyzes the factors affecting group activity in class based on Maslow's Hierarchy of Needs Theory, and put forward some relevant strategies to improve the efficiency of teaching and learning.

Materials and Methods: This questionnaire aims to explore how psychological needs, based on Maslow's Hierarchy of Needs, influence college students' behavior during in-class group activities. It comprises three sections: an introduction explaining the purpose and ensuring confidentiality, a personal information section to identify the respondents, and thematic questions designed with single/multiple choices to elicit genuine responses about their experiences and perceptions. The ultimate goal is to summarize strategies from the findings to enhance the effectiveness of group activities in class, thereby improving teaching quality and student engagement. By participating, students contribute valuable insights into optimizing classroom group interactions.

Results: The document delves into the current situations, influencing factors, and psychological analysis of group activities in English classes based on Maslow's Hierarchy of Needs Theory. It reveals that most students (61.92%) frequently engage in group activities, with occasional participation noted by 27.69%. Factors affecting participation include personality differences (72.69%), task difficulty (59.23%), and member relationships (58.08%). Physiological needs, such as hunger or thirst, impact group engagement, yet 64.23% of students strive to overcome these. Safety needs, like a stable environment and appropriate task difficulty, are crucial. Belonging and love needs manifest through group cohesion, significantly influencing participation. Respect, both self and from others, is highly valued, with students preparing thoroughly to avoid negative evaluations. Lastly, self-actualization drives students to utilize their abilities and gain praise, with knowledge consolidation and skill enhancement being primary goals.

Conclusion: This study explores how psychological needs impact student engagement in classroom group activities, aiming to enhance teaching effectiveness. Despite the common use of group activities, full participation varies. According to Maslow's Hierarchy, unmet basic needs can lead to disengagement, while addressing these needs promotes active involvement. Key strategies include proper guidance, suitable task difficulty, adequate preparation, and fostering cooperation. These practices develop autonomous learning and social skills. Although the findings are insightful, the study focuses on English majors and may oversimplify need interactions. Future research should expand its scope to further understand the relationship between psychological needs and student behavior for improved educational outcomes.

Keywords: Maslow's Hierarchy of Needs Theory, group activity in class, learning strategies

I. Introduction

Traditional teaching methods, emphasizing knowledge infusion and teacher-led instruction, have gradually given way to more interactive and student-centered approaches to enhance participation and autonomy. Group activities are highlighted as pivotal for stimulating creativity, fostering cooperation, and promoting deep thinking. The literature review underscores contributions from educators like John Dewey, who advocated for experiential learning, and David Koonts, a proponent of cooperative learning, both of whom laid foundational theories for modern educational practices. Chinese scholars further developed cooperative teaching theories in the early 1990s. Additionally, Maslow's theory, initially outlining five hierarchical needs from physiological to self-actualization, has been adapted into an eight-tier model but remains quintessential for this study. The research aims to fill gaps in existing studies by analyzing how different psychological needs influence students' behavior during group activities, using methodologies such as questionnaire surveys and literature reviews. By identifying these factors, the paper proposes strategies for teachers to design more effective group activities, aiming to boost students' engagement and transform their learning experience into a more active and enjoyable process. Ultimately, it seeks to help teachers optimize group activities and enable students to better understand and meet their learning needs, enhancing overall educational outcomes.

II. Material And Methods

This study investigates the impact of psychological needs on college students' behavior during in-class group activities, utilizing Maslow's Hierarchy of Needs Theory. The research employs a questionnaire consisting of three sections: an introduction explaining confidentiality and purpose, personal information to identify participants, and thematic questions designed with single/multiple choices to elicit genuine responses. Participants included freshmen (43.85%), sophomores (22.69%), and juniors (33.46%) from the School of Foreign Languages at Panzhihua University, majoring in English (67.69%), Translation (17.31%), and Business English (15%). An online survey was conducted via Wenjuanxing app from January to March 2024, collecting 260 valid responses. The findings aim to summarize strategies for improving the design and effectiveness of group activities in class, thereby enhancing teaching quality and student engagement. This approach seeks to address current inefficiencies in applying group activities as a teaching method and promote a more interactive and fulfilling learning experience for students.

III. Survey Results Analysis

Based on the survey, the authors have studied the problems existing in current group activity in class, the internal and external factors that affect students' behavior and also analyzes them from the five aspects of Maslow's Hierarchy of Needs Theory.

Current Situations of Group Activity in Class
According to Table 3.1, it can be observed that the teaching method of group activities is usually used in class.

Table 3.1 The frequency of group activities in English class

Option	Frequency	Percentage
never	4	1.54%
little	23	8.85%
occasionally	72	27.69%
frequently	161	61.92%

The effectiveness of current in-class group activities is often poor due to several issues. Firstly, the timing of these activities is frequently unreasonable; either too short to allow full engagement or unnecessarily long, leading to disorganization and inefficiency. Secondly, teachers sometimes insist on using group activities even when inappropriate, causing students to become distracted or engage in unrelated activities, undermining the purpose of cooperative learning. Another critical issue is the lack of cooperation among group members. Some students are reluctant to contribute, merely listening or following others without thinking, while others may disrupt the activity with irrelevant behavior. Furthermore, some students ignore the activity altogether, focusing instead on personal tasks or mobile devices. Lastly, inadequate teacher guidance exacerbates these problems. Unclear instructions or overly complex content at the start can confuse students, while a lack of observation and integration during activities allows students to stray off course. Addressing these issues requires careful planning, appropriate timing, encouragement of active participation, and enhanced teacher oversight to improve the quality and effectiveness of group activities.

The Influencing Factors of Different Actions in Group Activities
 The group activities are greatly influenced by both internal factors and external factors. The study of these factors can help teachers and students do group activities more efficiently.

Internal Factors
 Internal factors influencing classroom group activities are controlled by the students themselves, encompassing physical and psychological aspects. Physically, a comfortable body condition supports active participation, whereas poor health can hinder involvement. Psychologically, thoughts and feelings play a crucial role; positive mindsets encourage active engagement, while negative attitudes lead to laziness and marginalization. These internal dynamics determine how students participate in group activities, affecting their overall experience and contribution. Addressing both physical well-being and fostering positive mental states are essential for enhancing student engagement and effectiveness in group tasks.

 In addition, there are other influential factors worth mentioning, such as personality differences, interests, intelligence level, growth experiences and so on. It can be shown in following table.

Table 3.2 The factors that affect the participation in group activities (multiple choice)

Option	Frequency	Percentage
difference of personality	189	72.69%
pursuit for goals	117	45%
level of intelligence	54	20.77%
interests	102	39.23%
team member relationships	151	58.08%
difficulty of task	154	59.23%
identity(leader or member)	70	26.92%
preparation	95	36.54%

 In this survey, 72.69% of students identified personality differences as the most significant factor affecting participation in group activities, with outgoing students being more active and introverted ones tending to avoid attention. Only 20.77% considered intelligence a key factor, indicating it plays a lesser role. Students who have been praised in group activities are more likely to be confident and expressive compared to those who have faced setbacks. Personal growth experiences shape students' perceptions and attitudes towards group activities, influencing their willingness to engage and contribute actively. These insights highlight the importance of considering individual personalities and past experiences in fostering effective group dynamics.

External Factors
 External factors impacting classroom group activities can be categorized into people, environment, and tasks. People include both teachers and students; teachers guide teaching methods and learning directions, while student interactions significantly influence group dynamics. Harmonious groups, where members listen and offer constructive feedback, enhance activity quality. Conversely, a critical atmosphere diverts focus from the task to avoiding criticism, negatively affecting participation. According to survey data, 151 respondents agreed that member relationships critically impact group activities. Additionally, the roles students assume within groups also influence outcomes, with 26.92% of students identifying this as a significant factor.
 Environmental factors consist of visible and invisible components. Visible environments involve classroom layout and furniture arrangement, which subtly affect activity progression. Spacious, comfortable spaces and seating conducive to group communication are often overlooked yet crucial. Invisible environments pertain to the group's atmosphere, shaped by participants' mental states. A positive atmosphere fosters proactive thinking, indirectly boosting engagement willingness. This emotional backdrop is closely tied to individuals' ideological activities and plays a pivotal role in shaping their subjective desire to participate in group activities.
 The task itself remains the core element of classroom group activities. From content and difficulty to submission methods, all aspects influence students' mindsets. Survey results indicate that 59.23% of students believe task difficulty is a major influencing factor, second only to personality differences. Task complexity can reflect students' knowledge levels, essential for effective knowledge exploration and application during group activities. Unlike intelligence, knowledge level here refers to preparation before class or task readiness. Among the surveyed students, 95 out of 260 identified this as an important consideration. Thus, carefully designed tasks aligned with students' preparatory knowledge ensure more productive and engaging group activities.

Psychological Analysis Based on Maslow's Hierarchy of Needs Theory
 Physiological needs, safety needs, belonging and love needs, esteem needs and self-actualization needs are the five needs in Maslow's Hierarchy of Needs Theory.

Physiological Needs

Physiological needs are the lowest level of Maslow's Hierarchy of Needs Theory, but it is the basic needs to maintain people's normal operation. Typical needs are the water, food, air, sleeps, etc., which also are the necessary conditions for individuals to join the social activities.

Table 3.3 reflects the degree of physiological needs affecting participation in group activities.

Table 3.3 physiological needs affecting participation in group activities

Option	Frequency	Percentage
never	7	2.69%
little	36	13.85%
occasionally	156	60%
frequently	61	23.46%

As can been seen from the table, 60% of the students chose occasionally, and some are frequently affected, only seven students chose having no effect, which indicates that physiological needs surely affect group activity in class.

Table 3.4 is the result of the next question, "if the physiological conditions are not satisfied, what is your attitude towards group activity in class?"

Table 3.4 The attitude towards group activities if physiological needs are not met

Option	Frequency	Percentage
refuse to participate	10	3.85%
lazy and indifferent	83	31.92%
overcome difficulties and actively participate	167	64.23%

According to Table 3.4, 64.23% of students chose to overcome physiological discomfort and actively participate in group activities, while 31.92% opted to be passive. This reflects that people may pursue higher needs despite lower needs not being fully satisfied, indicating the simultaneous existence of different need levels. Students prioritizing participation likely view other needs as more pressing or can temporarily overcome physiological discomfort. However, when asked about necessary physiological conditions, responses were evenly distributed, underscoring the universal importance of physiological needs. When these needs are unmet, they become the most urgent concern. For instance, hunger or thirst distracts individuals from group activities, diminishing their enthusiasm and providing excuses to avoid participation. Severe physiological needs like lack of sleep, extreme thirst, or pain can prevent students from completing class activities due to uncontrollable physical reactions. Thus, while some students can momentarily transcend physiological discomfort for group engagement, unmet physiological needs generally undermine participation and performance in classroom group activities.

Table 3.5 shows student's selections about necessary physiological conditions.

Table 3.5 The necessary physiological conditions for attending classes (multiple choice)

Option	Frequency	Percentage
adequate water	79	30.38%
proper temperature	125	48.08%
stable mood	196	75.38%
have no sense of hunger	99	38.08%

Safety Needs

In Maslow's theory, the safety demand refers to free from fear caused by certain factors, such as order, law, stability, etc. For teaching specifically and according to the Table 3.6, the safety demand of students can be a stable indoor environment, appropriate task difficulty, familiar teachers and classmates, controllable classroom process and adequate preparation before class, etc.

Table 3.6 The sources of safety in group activity in class (multiple choice)

Option	Frequency	Percentage
stable indoor environment	94	36.15%
suitable task difficulty	189	72.69%
familiar with teachers and classmates	188	72.31%
controllable class processes	109	41.92%
adequate preparation before class	153	58.85%

As the second layer of the pyramid, safety needs are essentially an extension and expansion of psychological needs, though they are rooted in the objective physiological conditions essential for survival. It's clear that safety encompasses not just physical requirements but also spiritual aspects, making it highly subjective. This subjectivity, however, remains universally applicable, as the need for security and protection is common to all individuals, regardless of how they perceive or experience it.

Table 3.7 is the result of the influence of "safety" on individuals' participation in group activity in class,

Table 3.7 A safe class affecting participation in group activities

Option	Frequency	Percentage
never	14	5.38%
little	31	11.92%
occasionally	95	36.54%
frequently	120	46.15%

The majority of students identified two highly influential factors, collectively accounting for 82.69%, while only 5.38% believed there was no influence at all. Students affected by safety needs tend to exhibit negative behaviors during group activities, primarily characterized by remaining silent and avoiding the initiative to share opinions, out of fear of making mistakes or embarrassing themselves. They also tend to avoid interactions within group settings. This reluctance to engage leads to reduced cooperation, lowering group efficiency and potentially impacting overall communication and grades due to heightened anxiety and worry. In an environment perceived as uncontrollable, any changes can cause discomfort, prompting individuals to maintain silence as a coping mechanism.

Belonging and Love Needs

The need for belonging and love, the third layer of Maslow's Hierarchy of Needs, is characterized by the desire to form deep emotional connections, encompassing the pursuit of friendships, love, family bonds, and social relationships, as well as the aspiration to feel a sense of belonging within groups and families. Among students, the most evident manifestation is the longing for friendship. The relationship dynamics between group members directly reflect an individual's sense of belonging and love. If these relationships are distant or strained, students may lack a cohesive sense of presence and identity within the group. Consequently, they might prioritize other needs during group activities, detracting from the intended communicative and collaborative purpose of these interactions. This disconnection undermines the essence of group activities, which are designed to foster meaningful exchanges and mutual support.

Table 3.8 presents the result of the question "To what extent the relationship of members affect participation in group activities?"

Table 3.8 The relationship of members affecting participation in group activities

Option	Frequency	Percentage
never	11	4.23%
little	41	15.77%
occasionally	122	46.92%
frequently	86	33.08%

The survey shows that 46.92% of the students chose it having an occasional impact, and 33.08% of them say that the degree of impact is very high.

When asked "which kind of grouping method do you think is conducive to group activities?", almost all of them chose a more democratic way according to the table, that is, students voluntarily form teams or teachers and students decide together.

Table 3.9 The grouping methods (multiple choice)

Option	Frequency	Percentage
decision by students	220	84.62%
decision by teachers	38	14.62%
decision by students' grades	12	4.62%
decision by teachers and students	167	64.23%

People prefer group activities with those they know or have chosen themselves, forming teams based on deeper affinities like personality, hobbies, and relationships. This familiarity fosters more communication and interaction, creating a positive atmosphere and a strong sense of identity and belonging. Students feel responsible for their team and are motivated to achieve common goals together. The comfortable environment also stimulates innovative thinking and creativity, often leading to vibrant discussions. Consequently, such group compositions enhance both collaboration and the overall group activity experience.

Table 3.10 shows the result of the question "If the grouping situation does not meet your expectations, what would you do".

Table 3.10 The result of grouping situation which does not meet students' expectations

Option	Frequency	Percentage
feel embarrassed and unwilling to speak	66	25.38%
afraid of making mistakes and rarely speaking	106	40.77%
enliven atmosphere and infect classmates	88	33.85%

In contrast, students with interpersonal issues show significantly reduced enthusiasm for group activities. Over 60% admit that if group arrangements fall short of their expectations, they fear saying something wrong and feel embarrassed or reluctant to speak up, lacking a sense of collective strength and personal responsibility. This situation also highlights the concurrent need for safety, confirming that Maslow's Hierarchy of Needs is not strictly sequential but rather interwoven and multifaceted. These insights underscore the complexity of human needs during social interactions like group activities.

Furthermore, the pursuit of belonging and love is influenced not only by intra-group relationships but also by broader classroom dynamics, such as class cohesion and teacher-student relationships. If a teacher frequently highlights the advantages of another class, it can undermine students' sense of the teacher's commitment to their own class. This perceived distance between teachers and students can discourage students from actively participating and showcasing themselves. Thus, fostering a sense of belonging requires attention to both group and class-wide relationships, including maintaining positive teacher-student interactions.

Esteem Needs

The fourth need is the need for respect. Generally speaking, there are two aspects of respect needs. One is the individual's confidence and independence, and the other is the recognition and high evaluation from others. People always hope to have a stable position in the social group and desire the recognition of others.
Table 3.11 shows the results of esteem needs affecting participation in group activities.

Table 3.11 The esteem needs affecting participation in group activities

Option	Frequency	Percentage
never	7	2.69%
little	24	9.23%
occasionally	99	38.08%
frequently	130	50%

In the survey, 38.08% of students indicated that respect occasionally affects their participation in activities, while half reported that it frequently impacts their involvement. This highlights the importance of receiving respect during group activities as a key individual pursuit. Students desire mutual attentiveness and learning during interactions, along with teachers who are friendly, supportive, and encouraging, rather than critical of immature ideas or mistakes. Negative evaluations can undermine self-esteem, making respectful engagement crucial for fostering a positive group dynamic and encouraging active participation.

To maintain their self-esteem, students are highly cautious during in-class group activities, thoroughly preparing for tasks, discussions, and presentations to avoid negative evaluations. Criticism from teachers notably impacts them, potentially leading to doubts about their abilities and value, and feelings of disrespect. When self-esteem is compromised, students may become insecure, negative, or even withdraw. A lack of respect from group members makes individuals feel their efforts and opinions are ignored, diminishing their enthusiasm for communication. Respect, as Table 3.12 illustrates, originates from multiple sources, underscoring its complex role in student engagement and well-being.

Table 3.12 The behavior of gaining respect in group activities (multiple choice)

Option	Frequency	Percentage
members carefully discuss and provide suggestions	194	74.62%
teachers provide feedback to help students improve their ability	179	68.85%
students listen attentively and provide encouragement and support	112	43.08%

Table 3.13 illustrates that, in order to fulfill the needs for respect during group activities, individuals are likely to make endeavors such as thoroughly preparing content prior to class, voicing accurate and sensible opinions during group interactions, addressing members' concerns, and actively presenting in front of the group. These efforts aim at garnering praise from teachers and peers, thereby affirming their own capabilities.

Table 3.13 The students' efforts towards group activities in order to obtain respect
(multiple choice)

Option	Frequency	Percentage
adequate preparation before class	191	73.46%
proactively organize activities	119	45.77%
actively express opinions	202	77.69%
answer questions and donuts	122	46.92%
indifferent	10	3.85%

Self Actualization Needs

Self-actualization represents the pinnacle of human needs. To attain self-actualization, individuals strive to utilize their abilities in fulfilling personal ambitions and ideals. A commonality exists at this level: the emergence of self-actualization needs typically hinges on the prior satisfaction of physiological, safety, belonging, and respect needs. In other words, when self-actualization needs arise, the other aforementioned needs are generally already satisfied.

The following question investigates students' goals for participating in group activities.

Table 3.14 The goal in group activities

Option	Frequency	Percentage
obtain grades	84	32.31%
improve ability	154	59.23%
praise from others	22	8.46%

According to the table, 59.23% of students opt to consolidate knowledge and enhance abilities, 32.31% consider it as the goal after completing the group task, and 8.46% of students believe it involves the praise from classmates and teachers, etc. Though their choices vary, more than 80% of the students agree that self-actualization goals significantly impact their participation in class group activities.

Table 3.15 The influence of the goals on the participation in group activities

Option	Frequency	Percentage
never	8	3.08%
little	36	13.85%
occasionally	137	52.69%
frequently	79	30.38%

As can be seen in Table 3.16, students will take some actions to strive for their different goals.

Table 3.16 How to achieve the established goals

Option	Frequency	Percentage
run for leader and lead the group	27	10.38%
actively speak and improve communication	199	76.54%
adequate preparation before class	156	60%
Seriously complete the tasks	75	28.85%

When individuals pursue knowledge acquisition as a form of self-actualization, they tend to focus more on the attainment and application of knowledge, making them more engaged in class. Students aiming for high course scores are driven to make optimal choices to achieve higher grades, which also encourages better performance. For those targeting self-actualization through gaining others' praise, they strive diligently towards this objective. Such students may be particularly attentive to peers' and instructors' reactions during group activities, attempting to align their efforts with others' expectations to secure acknowledgment. Regardless of the specific aim, the pursuit of self-actualization effectively motivates behavior. In summary, an individual's goal serves as a potent motivator.

IV.   Strategies To Improve The Effectiveness Of Group Activity In Class

In order to solve the problems existing in group activity, the authors put forward some strategies for teachers and students respectively based on the five aspects of Maslow's Hierarchy of Needs Theory.

Strategies for Teachers

In the last question of the survey, it clearly shows participates' choices about the good ways to improve efficiency of group activities.

Table 4.1 The ways to improve the efficiency of group activities (multiple choice)

Option	Frequency	Percentage
suitable task difficulty	156	60%
correct guidance from teachers	170	65.38%
adequate preparation before class	164	63.08%
set activity goals in advance	33	12.69%
colorful content and forms of activities	70	26.92%
team members actively cooperate	135	51.92%

According to Table 4.1, 65.38% of the respondents selected the option of "correct guidance from teachers," while over half of the students also opted for "suitable task difficulty," "adequate preparation before class," and "team members actively cooperate." Given these key phrases, the authors intend to provide a summary of these strategies.

Firstly, teachers can assist students in meeting their physiological needs. For instance, during hot summer days, they can help open windows for ventilation or turn on the electric fan or air conditioner. If a student feels unwell, teachers should permit them to take a temporary break, enabling them to rejoin the class more effectively.

Secondly, teachers must carefully design group activities to align with the teaching content, integrating academic knowledge with real-life applications while controlling task difficulty. Based on Vygotsky's Zone of Proximal Development theory, students have two developmental levels: what they can achieve independently and what they can achieve with guidance. The difference is the Zone of Proximal Development, where task difficulty should be set to enhance learning abilities. Teachers should also consider task assignment timing, ensuring ample preparation time for students to foster independent learning and problem-solving skills. Clearly explaining task requirements and evaluation criteria ensures students understand the activity's demands. These measures aim primarily to meet students' safety needs by providing structured, supportive environments.

Thirdly, during activities, teachers, acting as classroom facilitators, should create a conducive learning environment and efficiently utilize teaching space to help students swiftly engage in the activity. For instance, adjusting tables and chairs into a circle before group activities fosters an inclusive atmosphere. As conductors, teachers must monitor student progress, ensuring proper discussion dynamics and demonstrating kindness. Timely encouragement and guidance should be provided to individuals or groups lagging, keeping activities on track. Dialogue between teachers and students not only models and scaffolds various communication methods but also offers feedback for clearer understanding of their learning. Activity grouping should respect students' preferences, promoting freedom and democracy. Gathering students' opinions on grouping at the semester's start allows for better coordination and group formation, with adjustments made annually if necessary. A positive teacher-student relationship and strong group dynamics enhance a sense of joy and belonging, crucial for fulfilling students' needs for affiliation and love.

Fourthly, the necessity of conducting group activities must be carefully considered, as simplistic questions are unsuitable for discussion. More challenging and complex questions are ideal for such settings. Meaningful activities respect both teaching integrity and students' learning rights, ensuring classes remain substantive and engaging. Diverse activities tailored to student interests—such as dubbing, role-playing, interviews, and debates in English class—should be encouraged. During evaluations, teachers should honor students' willingness to present their work, fostering confidence rather than compelling participation. Students who voluntarily share tend to exhibit greater confidence and perform better. Post-presentation, focusing on commendable aspects and praising positive behaviors is crucial, while also providing constructive and timely feedback to encourage ongoing effort and self-improvement. This approach maintains students' self-esteem and promotes a realistic understanding of their capabilities. Establishing a reasonable evaluation standard ensures objectivity and fairness in group activities, addressing students' needs for esteem.

Finally, in terms of self-actualization, teachers can encourage students to establish their own learning goals before class, and let students think about what efforts can be made to achieve this goal.

Thus, during in-class group activities, teachers should focus on addressing students' physiological, safety, belonging and love, esteem, and self-actualization needs. By catering to these diverse psychological needs, a positive classroom atmosphere can be fostered, enhancing teaching efficiency. This holistic approach ensures that all aspects of students' well-being are considered to boost engagement and learning outcomes.

Strategies for Students

Firstly, before class, students should ensure they are in good physical condition by getting enough sleep, eating nutritious food, and staying hydrated. For morning classes, going to bed early the night before and having breakfast is essential, and the same applies for afternoon sessions. Fulfilling these physiological needs is crucial as a healthy body lays the groundwork for a healthy mind. Indeed, students starting class with a positive attitude

benefit greatly from being well-rested and nourished. This preparation not only supports their physical health but also primes them mentally for effective learning.

Secondly, students should have a clear understanding of the group activity's content to prepare adequately before class. Preparation might involve gathering relevant knowledge, creating auxiliary tools, and completing other necessary tasks. When students are well-prepared, they can participate more easily and confidently in class activities. Such preparation not only facilitates smoother classroom interactions but also meets their safety needs by fostering a sense of security and readiness, boosting their confidence and overall performance.

Moreover, students should fulfill their roles effectively. The group leader should organize activities to ensure smooth progress and motivate members' enthusiasm while also listening attentively to others' contributions and offering reasonable suggestions during class activities. Other group members ought to actively cooperate with one another and complete the tasks assigned by the leader. This collaborative approach allows everyone to experience a sense of belonging and mutual support within the group, fostering an environment of collective achievement and camaraderie.

There are numerous actions students can take to meet their needs for respect, with cooperation being one of the most crucial. For instance, when a member encounters a problem, others should offer assistance and engage in collaborative discussions to resolve the issue together. This mutual support fosters an environment of respect and collective progress.

Lastly, students should strive to meet their self-actualization needs. If one's goal is to receive praise from others, they must complete tasks excellently or innovatively rather than merely finishing them. Conversely, if the aim is to master knowledge, one should fully engage in group activities and contribute their own insights and thoughts. This proactive involvement not only enhances learning but also supports personal growth and achievement.

V. Conclusion

The study examines students' behavior in classroom group activities under the influence of various psychological needs, aiming to improve teaching and learning efficiency. Group activities are widely used in colleges but not all students fully participate, leading to suboptimal teaching outcomes. According to Maslow's Hierarchy of Needs, individuals have multiple needs simultaneously, with one dominant need guiding their behavior. When basic needs such as physiological and safety are unmet, students tend to act negatively towards group activities. However, some students driven by higher needs can overcome these challenges.

The questionnaire results indicate that when basic needs are satisfied, students are more likely to actively engage in group activities. The research suggests strategies for teachers and students to enhance participation and effectiveness in group activities. These include providing correct guidance, setting suitable task difficulty, ensuring adequate preparation, and promoting active cooperation among group members. Cooperative learning through group activities helps develop autonomous learning, communication, and social living skills, fostering overall student development.

Despite its valuable findings, the study has limitations. The sample primarily consists of English majors, potentially limiting the generalizability of the results. Additionally, the survey design may not cover all possible answers, and it simplifies the complex interplay between different needs. Future research should expand the sample size and further explore the relationship between psychological needs and student behavior. Overall, understanding and addressing students' psychological needs can significantly improve the effectiveness of group activities in educational settings.

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