

Needs And Their Representations In Drawings Of People With Special Needs

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Abstract

The current research included four chapters, the first of which included the research problem, which was represented by the following question: What are the needs and their representations in the drawings of people with special needs? The research also aimed to: identify the needs and their representations in the drawings of people with special needs. The research limits included the academic year (2023-2024) for people with special needs affiliated with the Diwaniyah Education Directorate, morning and evening studies. The most important terms were identified and defined, which included (needs - representations - drawings of people with special needs). The second chapter included two topics: the first topic / Maslow's theory of human needs. The second topic / artistic expression of children's drawings. The third chapter included the research methodology, where the researchers adopted the descriptive method (content analysis) in analyzing the research sample. The research community (students with special needs) numbered (60) male and female students. As for the research sample, it was chosen intentionally, as it amounted to (20) male and female students. The research sample was analyzed using statistical and mathematical methods according to the analysis form. Chapter Four included a set of research results, including:

Keywords: *Chi-Square , Symbolism, Males and Females.*

1- It is clear from Table (1) that there were no significant differences in the Chi-square between the children's drawings (males and females) in the basic need, but they were significant in some areas, namely (topic, expression).

2- It is clear from Table (2) that the Chi-square value for the significance of the differences in the second need (security) was significant in the two areas (symbolism of elements, vocabulary of work), while the rest of the areas did not achieve any significant significance between males and females in this need.

Among the most important conclusions:

1- Expression among people with special needs played an important role in the visual representation of their needs through simple drawing tools.

2- There were no significant individual differences among people with special needs in the process of representing the five human needs.

Keywords: *Needs, Representations, People with Special Needs*

Chapter One

First: The research problem

Man, as a living being, represents an important part of the system of existence. He is not the only living creature on this planet. He naturally derives his vitality from outside himself, meaning that he has never lived self-sufficiently, separated from the world. Since birth, the survival instinct drives him towards food, which is a basic need that is considered an absolute necessity without which life cannot continue, such as drinking water, for example, and so on for all living creatures. This primary need was not the only need of man, but other needs are considered necessities, although their relative necessities differ among them. They appear with the growth of man and the development of his physical, mental and psychological abilities. Perhaps they do not constitute a separator between life and death, but their importance is measured by observing their effect on the individual's psyche, thought, orientations, behavior and health.

Naturally, the greatest role in fulfilling needs falls on the individual himself, and he seeks to do so with unconscious motives sometimes and with conscious motives at other times, and with some planning, effort and perseverance. Therefore, the individual's possession of natural abilities is a condition for fulfilling his needs. He must have a healthy body, a healthy mind and integrated senses that play their essential role in knowing his needs and how to fulfill them. However, people with special needs are a group of individuals who do not possess these abilities and are either born with or lose some sensory, physical and mental abilities during their lives. They also need various life requirements and necessities that they seek to achieve with what their abilities enable them to do. They may resort to others to help them in this or use expressive means such as drawing to express their needs, as drawing is considered one of the important expressive means and has many trends and methods and constitutes one of the educational topics in most educational institutions in the world and Iraq, especially the primary and secondary educational stages. Here, some questions arise about how to express these needs? Is it possible to rely on expressive means other than speech to express their needs? Based on the above, the problem of the current research crystallizes from the following question.

What are the needs and their representations in the drawings of people with special needs?

Second: The importance of the research and the need for it

- 1- It sheds light on the means of expression for people with special needs.
- 2- It clarifies the nature of drawing human needs for people with special needs.
- 3- It benefits students in the field of art education in knowing the expression of people with special needs when it comes to their needs and then developing the mechanisms required to enhance them and understand what people with special needs want.
- 4- It may benefit art education teachers in developing their lesson plan and taking into account the visual means of expression for people with special needs.

Third. Research Objective:

The research aims to:

(Identify visual representations of needs in drawings of people with special needs).

Fourth. Research Limits:

Objective limits: A group of drawings of students with special needs that represent needs visually after receiving five theoretical lectures on the same topics, and they are drawn using color technology on paper.

Spatial limits: Iraq/Qadisiyah Governorate/Ruqayyah Institute for Hearing and Speech.

Temporal limits: Academic year (2023-2024) AD.

Fifth. Definition of Terms:

1- Representations:

Representation in language/obtaining an image of the thing in the mind, or realizing the specific content of each mental act, or imagining the example that represents the thing and takes its place ().

Procedural representation/is transferring the needs, tendencies and desires that have formed in the imagination of people with special needs from the external environment (society) and internal (family) and (internal) conflict and forming them through drawing with techniques that suit their privacy.

2- Needs:

Needs in language/are what the individual or groups need to expand and get rid of distress either temporarily or permanently, and if this need is not taken into account, those responsible will face a great burden, effort and great hardship.

Procedural need: is everything that is visually represented from psychological, social and cultural requirements and desires and various aspects of life at this age stage according to (Abraham Maslow) for people with special needs through drawing.

3- Fees for people with special needs: Procedurally: All children who suffer from long-term physical, mental, intellectual or sensory disabilities, which may prevent them, when dealing with various barriers, from fully and effectively participating in society on an equal footing with others.

Chapter Two - First Section

Maslow's Theory of Human Needs (1954): Abraham Maslow developed a hierarchical arrangement of needs that is consistent with what motivates individuals to work; at the bottom are physiological needs such as: the need for food, water, oxygen, sleep, rest, activity, sex, and sensory satisfaction, and at the highest level is the need for security in its various branches, physical and psychological, in the present and the future. This is followed by the need for love, belonging, and interaction, followed by the level of the need for status, success, appreciation, self-respect, self-confidence, and self-acceptance, followed by the level of the need for self-actualization. Maslow emphasizes that these needs cannot be dispensed with by the individual. Therefore, not satisfying them causes stress. . Maslow presented a theory of human motivation, which assumes that needs are organized in a hierarchical order, and when the basic needs in the hierarchy are satisfied, other needs emerge and insist on seeking satisfaction.

Maslow's hierarchy of needs consists of five groups. Physiological needs occupy the base of the pyramid, such as the need for food, drink, and oxygen. Security needs, such as the need to protect against disasters, destruction, wars, and anxiety, come in second place from the base of the pyramid. Love and belonging needs, such as the need for relationships with people, the need to belong to a group, appreciation, affection, and love, come in third place. Respect needs, such as the

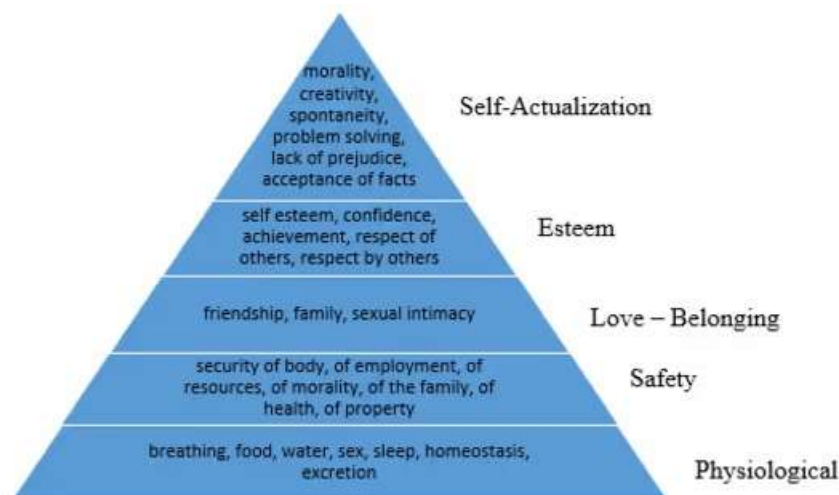


Figure 1 Maslow's Theory of Human Needs Pyramid

need for self-confidence, and the individual's sense of his value and strength, come in fourth place. Self-actualization needs, which can only be reached when they are satisfied, or the needs below them in the pyramid are satisfied. Maslow placed self-actualization needs, knowledge and understanding needs, in sixth place. Maslow placed them at the top of the pyramid, which come in seventh place, as in Figure (1).

Accordingly, Maslow's theory is summarized in the following steps:

1 - A person has certain needs in his life that affect his behavior negatively or positively. Unsatisfied needs cause tension in the individual, and the individual may seek to satisfy them and end the state of tension, and vice versa if they are satisfied.

2 - Needs are arranged in Maslow's pyramid on a ladder starting from the basic primary needs necessary for human survival, and this gradation reflects the importance and urgency of these needs.

- The individual is interested in satisfying the basic primary needs, then moves to the need for safety, then social needs, then esteem needs, and finally self-actualization needs.

4- The needs that the individual suffers from difficulty satisfying for a long time, lead to severe anxiety and tension that may cause psychological pain, and reactions through which the individual tries to protect himself from those feelings.

From Maslow's point of view, he organized the basic needs of the individual in a hierarchical manner in relation to the strength and effectiveness of the needs in two groups, which are basic needs: represented by the physiological needs necessary for the survival and continuation of the life of the living organism such as: (food, drink, air and shelter), and psychological and social needs, which are called developmental needs such as (the needs of security and safety, belonging or knowledge, appreciation and self-actualization).

The Second Section

Artistic expression of children's drawings

Drawing is one of the means of expression for children, as self-expression varies according to the artistic elements, which are as follows:

1. Line/ Lines in children's drawings carry expressive projective charges, and an expression of their emotional states, as their projective lines vary in their thickness, breakage, precision, and communicative symbolism. Lines shrink in depressed children and are characterized by their sharp projections and strong pressure, while the drawing of lines expands with the happiness of their owners, so we find them lines indicating comfort and psychological recovery, and the projections of aggressive people are reflected in their strong and broken lines, and the child's projective sensitivity appears in the precision of his lines, their contrast, and their diversity of the movement of the line, and it is clear in the strong linear beginnings that end with a weak linear drawing, indicating temporary enthusiastic projections, and his inability to perform his activities,) " His keenness comes in the diversity of drawings of ground lines in their colorful forms, including

the zigzag, curved, upright, or ground line in its imaginary form. Children realize that the identified objects adhere well to the ground line and are based on their placement on it, but some of the children's ground lines appear crooked or curved, which is called the "tilt" condition in their drawings.

2. Color has a definite projective significance, as the child nourishes his relationships with his projected colors, according to his own experiences. His neutral colors are a sign of his silent impressions of white, and a projection of his sorrows onto the color black, especially since some peoples take the color white as a source of mourning. While warm colors are whimsical projections and an active expression of his sensory excitement and love of life, drawing in cold colors is a negative projective expression and an indication of his calmness and serenity, as his cold colors stimulate his thinking and are included in his battalion projections. Separatist children tend to draw in cold colors, and their colors come integrated with visual self-declaration, while those with low intelligence color with a subjective tendency that is far from their reality, so their colors come explicit and go outside the formal text of the drawing, unlike their intelligent normal peers, as they tend to color multiple shapes for one shape, as they employ color visually, and their drawings are colored within the limits of the formal text and do not go outside its problematic framework. Researchers such as De Liwa insist that rain, stormy clouds, and thunderstorms with their dark black color are unpleasant topics that sad children resort to.

3. Shape: Shape and line in children's drawings are symbols of expressive concepts, and the concepts of symbols are linked to intelligence and by direct extension, whether in upbringing Or expansion or development, the following: It is an introduction and tools for studying and measuring "intelligence", and not limiting it as a tool for mental concepts, and the acceptance there is a public link that intertwines the formation and composition of concepts, as it is apparent for the child's mental growth.

The child's projective forms of drawing are not limited to revealing his personal traits, but are used in his harmonious assessment and measuring his emotional disorders. The child's drawings, especially of the human form, and their scope varies between deleting part of its elemental components, and appeared in the drawings of the normal child, such as: deleting the arms, mouth, trunk, etc., or exaggerating the sizes of his drawings or their relapse into extreme miniaturization, or the scattered drawing of the parts that make up a single body and their sprawling separation in the sections of the paper from its origin, and using strange (abnormal) and unusual proportions for the formality of the drawing and its elements (). Sometimes the environment does not fulfill the child's desires and lusts, as it may be an extension to close his personality and lift his repressions. During his projections in drawing, he removes his needs in order to fulfill them with his colors and drawings. It is a process of projective discharge with an expressive, ventilatory color. His external projections are formed by his exaggerated symbols or his modifications. Formalism ()

4. Texture (Hanan) (Abdul Hamid) indicates that texture is an element that includes processes that are done by touching or feeling it visually, giving the disabled child a connection to distinguish the quality of its materials and surfaces and expressing it in terms of its roughness or smoothness, as the environment surrounding the child is a supply to his senses and introduces him to the elements of his tactile nature, which supports his thinking about the elements of artistic composition and teaches him the concepts surrounding him, especially supporting the educational powers of children with special needs for the elements of artistic composition.

5. Space: The child draws a line under the form that he drew with the threshold of his sixth age and may continue until the age of twelve, and the line of the ground that he draws, which is part of the space surrounding the form - a reference to the child's mental perception and awareness of his environmental relationship, as the child realizes that his drawn objects do not remain wandering in the air or floating suspended in the sky of the painting as if they are flying. When the child discovers the uses of a straight or curved line, he uses two types of ground lines, the sky line above the paper and the other below its edge, and he exaggerates his artistic inventions by drawing shapes and things and patterns of their bodies, scanning spaces between the sky and the earth, and shows his examination and experimentation of space by merging surfaces on it, and with his insistence on clarifying what he wants and knows, signs of (scanning) appear, which are called swinging, and his low self-esteem, his social fear of conformity, and his introverted isolation. While the projective units in the space above the page and their displacement from their ground line, they are a projective goal that is difficult to achieve and attain, and they are a shifting category, trust, hesitant to build their social relationships, while the child's balanced projections and those more looking forward to the future tend to draw drawings to the right of the paper's space, and they are balanced and controlling projections by virtue of reality, while the projective units to the left of the paper's space are the shell of past projections.

Chapter Three / Research Procedures

First: Research Methodology

The researchers followed the descriptive method using the (content analysis) method, due to its consistency with the nature of this research.

Second: Research Community:

The current research community consists of children with special needs in the city of Diwaniyah for the academic year (2023-2024), numbering (60) male and female students, as in Table (1), according to the statistics obtained by the researchers from the Statistics Division in the Planning Department of the General Directorate of Education in Al-Qadisiyah Governorate, as in Table (2).

Table (1) Distribution of Students in The Research Community

Gender	Total
Boys	35
Girls	25
Total	60

Third: Research Sample

The researchers used the intentional sample method to test their research sample, as the current study sample amounted to drawings of (20) male and female students, the number of which amounted to (100) paintings, with (5) paintings for each student, each drawing of which is determined by one of the five needs, and Table (2) shows the distribution of sample individuals by gender and school environment.

Table (2) Distribution of Students in The Research Community

Gender	Total
Boys	10
Girls	10
Total	20

Fourth: Research Tool

To achieve the research objective, it is required to build an analysis tool, by following the following steps:

1. Formulating the tool fields: After the researchers reviewed the literature on needs, as well as the literature on art and art education and previous studies that were presented in the second chapter, as well as the indicators of the theoretical framework, the researchers formulated their tool based on Maslow's theory of needs, which are (basic, security, appreciation, respect, self-actualization), which consists of six main fields, which are: (subject, expression, style, work vocabulary, elements of formation, formation relationships), as each field included a number of sub-indicators, as shown in Table (3)
2. Apparent validity of the tool: Validity means (the extent to which the tool achieves the purpose for which it was prepared, so it measures what it was designed to measure and depends on the extent to which the scale items accurately represent the field that is intended to be measured). The percentage of agreement in apparent validity reached (80%) after taking the opinions of the experts as in Table (4) which clarifies this, and thus the tool in its final form consisted of (19) indicators.

Table (4) Percentages and Chi-Square Value for Apparent Validity of The Analysis Tool Items

No.	Item No.	Reviewers			Percentage	Chi-Value		Freedom Degree	Sig. at 0.05 level
		Overall	Agree	Disagree		Calculated	Tabulated		
1	6 10 9 8 7 4 24 23 11 28 27 26 25	20	20	0	100%	20	3.84	1	Sig.
2	1 5 4 3 2 22 21 20 19 30 29	20	18	2	90%	12.8	3.84	1	Sig
3	12 14 13 18 17 16 15	20	17	3	85%	9.8	3.84	1	Sig

After completing the apparent validity, and in order to ensure the validity of the analysis, the researchers applied the tool to a preliminary survey sample from outside the research sample, the aim of which was to verify the paragraphs of its tool, as the researchers conducted their study on Sunday 11/5/2023, on a sample of (5) students from outside the research sample with the provision of the following:

1. Three types of colors (Magic colors, wax colors (pastel), wooden pens) and the student is left free to choose the type of colors he uses.
2. White paper (A4).
3. Preparing plans for teaching technical subjects related to needs, as they were presented to a group of arbitrators and experts in technical teaching methods and educational and psychological sciences, and after some paragraphs were modified through the comments made by the experts, which achieved an agreement rate of (80%) or more, these plans became ready for application by the researchers on the research sample.
4. When applying, the researchers asked the research sample to draw a topic related to the lecture material that was specialized in one of the needs.

A. Analysis stability between analysts: This is done by calculating the percentage of agreement between analysts, so that the analysts meet at the beginning of the analysis to agree on its foundations and procedures, then each of them is unique in analyzing the material under study, then they meet at the end of the analysis to show the relationship between the results that each of them reached. The researchers applied this to a sample of the material under study before starting the extensive analysis of the sample, and the researchers conducted a comparison process with other analysts on the analysis of the content of a group of drawings for the students of the survey sample, and then the percentage of agreement was calculated. This was done by applying Cooper's equation. Table (5) shows this.

B. Stability over time: The researchers calculated the stability coefficient by calculating stability over time, as the researchers analyzed a sample of drawings that amounted to (5) paintings, then repeated the analysis after a period of (3) weeks from the first analysis, and then calculated the stability coefficient through Holste's equation, as in Table (5).

Table (5) Stability Coefficient Ratios

coefficient of agreement	The steadfast	Type of stability
%89	The researcher said that he had the same condition after .days (21)	Through time
%88	Researcher and first analyst	via analysts
%86	Researcher and second analyst	
%84	First analyst and second analyst	

Application of the tool

Although the researcher adopted the descriptive approach , she developed a set of (5) study plans , each of which represents one of the topics of the five needs, with the aim of teaching them and then asking the research sample to draw :the relevant topic. This was done according to the following justifications

The descriptive approach (content analysis) was adopted, and in line with the specificity of the sample from a :physiological perspective, the researcher decided to prepare a set of (5) teaching plans for the following reasons

- 1- The research sample is characterized by a kind of physiological privacy that requires a special kind of education .and learning
- 2- Facilitating students' acquisition of sufficient knowledge on the subject of study (needs) of all kinds by adopting a special teaching method that suits the nature of the sample, which is the method of signs. This was done with the help .(*) of the specialized school
- 3- The researchers prepared five plans that correspond to the number of needs set by the scientist (Abraham .Maslow), and each plan was specific to one of those needs
- 4- The chronological age of the sample makes their experiences and experiments in life few, which required .strengthening those experiences, especially those related to needs
- 5- The nature of the diverse needs prompted the researcher to adopt study plans in order to be able to differentiate .the research sample between those needs and come up with a result that covers those needs

A. **Preparing study plans** : The researcher prepared (5) plans for teaching the research sample and presented them to experts in art education and teaching methods experts and asked them to express their opinions on them and assess their suitability

B. The actual teaching and application of the tool on the research sample took place for the period from 2/20/2024 After collecting the drawings, she analyzed them and processed the results to present them in the fourth .2024/20/3 - .chapter

Sixth: Statistical methods:

The researcher used different statistical methods through the Statistical Package for Social Sciences (SPSS) and the Microsoft Excel program in processing the data, except for the percentages and frequencies used for the results of content analysis and the Holsti equation. These methods are :

- Holist's equation. used to calculate the stability of the researchers' analysis with itself :

$$= \text{Stability} \frac{2(C1,C2)}{C1+C2}$$

Whereas :

The number of times the researcher agreed with the same thing over tim.

Total number of repetitions in the two times :

- Chi Square** .Equation : Used to find out the percentage of agreement between experts

$$K_a^2 = Mg \frac{2(Q-H)}{Q}$$

Because :

H/Observed, S/Expected

- Cooper s equation for calculating inter-analyst reliability'

$$\text{Agreement rate } 100 * \frac{N1}{N1+N2}$$

Whereas

N 1: Number of times the analysts agreed

N2: Number of times of disagreement between analyst

Seventh: Analysis of the research sample

1. **Regarding the research objective** : needs and their representations in the drawings of people with special needs it is necessary to verify the validity of the null hypothesis which states: "There are no statistically significant differences at a significance level of (0.05) for the visual representations of needs in the drawings of people with special needs." The :research objective was divided according to the type of need and gender as follows

A. The first (basic) need : After applying the research tool to the research sample consisting of (20) children from the students of the Ruqayyah Institute for Hearing and Speech, distributed equally into (males - females), and unpacking the data, finding the number of repetitions and percentages, and then calculating the value of the Chi-square) X² Table (6) .shows the first (basic) need.

Table (6) Shows the frequency and chi-square values for the research sample * in the basic requirement

Goal 1-A				Basic			The field
Dhar x Ar			percentage	T A	percentage	T Dh	
Schedule at	Degree of freedom	Ka ²					
0.05							
3.84	1	4.77	29.66	78	22.55	53	the topic
3.84	1	4.2	23.57	62	17.45	41	Expression
3.84	1	0.05	15.97	42	18.72	44	Style

3.84	1	0.87	15.97	42	21.70	51	Symbolism of the elements
3.84	1	1.88	4.94	13	8.94	21	Work vocabulary
3.84	1	0.62	4.18	11	6.38	15	Composition elements
3.84	1	1.00	5.70	15	4.26	10	Formation relationships
3.84	1	1.57	100.00	263	100.00	235	Total

) **B. The second need (security) : The chi-square value** χ^2 and the frequencies and percentages for males and females (, were calculatedand Table (7) shows this.

Table (7) Chi-square value for the second requirement

Goal 1-B				Security			The field
D × A			percentage	T A	percentage	T Dh	
Schedule at	Degree of freedom	Ka ²					
0.05							
3.84	1	2.13	23.04	53	15.92	39	the topic
3.84	1	1.30	22.61	52	16.73	41	Expression
3.84	1	0.20	18.26	42	15.51	38	Style
3.84	1	3.92	17.83	41	24.90	61	Symbolism of the elements
3.84	1	6.13	3.91	9	9.39	23	Work vocabulary
3.84	1	2.77	8.70	20	13.06	32	Composition elements
3.84	1	0.17	5.65	13	4.49	11	Formation relationships
3.84	1	0.47	100.00	230	100.00	245	Total

A.) **The third need (estimation) : The chi-square value** χ^2 and the frequencies and percentage of males and females were calculatedand Table (8) shows that.

Table (8) Chi-square value for estimation need

Goal 1-C				Appreciation			The field
D × A			percentage	T A	percentage	T Dh	
Schedule at	Degree of freedom	Ka ²					
0.05							

3.84	1	6.42	27.68	80	21.25	51	the topic
3.84	1	3.85	21.45	62	17.50	42	Expression
3.84	1	1.78	18.69	54	17.08	41	Style
3.84	1	0.62	16.61	48	23.33	56	Symbolism of the elements
3.84	1	3.43	5.19	15	11.25	27	Work vocabulary
3.84	1	1.58	4.15	12	7.92	19	Composition elements
3.84	1	8.91	6.23	18	1.67	4	Formation relationships
3.84	1	4.54	100.00	289	100.00	240	Total

D. **The fourth need (respect)** : The chi-square value χ^2 and the frequencies and percentages for males and females were calculated, and Table (9) shows that

Table (9) Chi-square value for respect need

Goal 1-D				Respect			The field
Dhar x Ar			percentage	T A	percentage	T Dh	
Schedule at	Degree of freedom	Ka ²					
0.05							
3.84	1	13.88	22.68	71	12.69	33	the topic
3.84	1	5.94	25.56	80	20.00	52	Expression
3.84	1	2.37	19.81	62	17.69	46	Style
3.84	1	0.33	16.29	51	21.92	57	Symbolism of the elements
3.84	1	2.88	6.07	19	11.92	31	Work vocabulary
3.84	1	3.79	4.15	13	9.62	25	Composition elements
3.84	1	0.03	5.43	17	6.15	16	Formation relationships

3.84	1	4.90	100.00	313	100.00	260	Total
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E. **The fifth need (self-esteem)** : The chi-square value χ^2 and the frequencies and percentages for males and females were calculated, and Table (10) shows this:

Table (10) Chi-square value for self-esteem need

The first goal - H				Self-realization			The field
D × A			percentage	T A	percentage	T Dh	
Schedule at	Degree of freedom	Ka ²					
0.05							
3.84	1	6.13	29.44	73	15.28	46	the topic
3.84	1	6.22	19.76	49	25.58	77	Expression
3.84	1	1.85	13.31	33	14.95	45	Style
3.84	1	4.84	20.97	52	25.58	77	Symbolism of the elements
3.84	1	3.90	4.03	10	6.98	21	Work vocabulary
3.84	1	0.57	4.84	12	5.32	16	Composition elements
3.84	1	0.00	7.66	19	6.31	19	Formation relationships
3.84	1	5.12	100.00	248	100.00	301	Total

And. **All needs** : The value of the chi-square χ^2 and the frequencies and percentage of males and females were calculated and Table (11) shows that.

Table (11) Chi-square value for Maslow's five needs

First goal				Total			The field
D × A			percentage	T A	percentage	T Dh	
Schedule at	Degree of freedom	Ka ²					
0.05							
3.84	1	1.46	51.18	1343	48.82	1281	Total

Chapter Four

Showing and Interpreting the Results

First: Search results

A. The first (basic) need

for children's drawings came as follows Table (1) shows that the difference between males and females in the basic need 1. In the subject area, the Chi-square value was (4.77) which is higher than the tabular value (3.84) at a significance level of (0.05). This difference was in favor of female frequencies. This may be attributed to the fact that female students

have a broader artistic imagination than males, in addition to the love of belonging to the family, which the girl needs more of its members, as the family provides satisfaction and organic fulfillment that guarantees their survival

2. In the field of expression, the Chi-square value was (4.28), which is higher than the tabular value at a degree of freedom (1) and a significance level of (0.05) and this significant difference was in favor of female repetitions. The researcher can attribute this to females because they have a desire for emotional stability and to stay away from anxiety so we find it repeated in most of the drawings that emphasize social interaction or drawing hearts that reflect their emotional desire unlike male children who wanted drawings with a character that is characterized by courage and other symbolism

3. There were no significant differences in the Chi-square in the rest of the domains as well as in the total score of the tool, as both sexes had the same characteristics

:B. The second need (security)

It is clear from Table (2) that the chi-square value for the significance of differences in the second need (security) was significant in the two Latin areas

1. In the field of element symbolism, the chi-square value reached (3.92), which is higher than the tabular value at a significance level of (0.05), and this difference was in favor of male frequencies (3.84)

2. In the field of work vocabulary, the chi-square value reached (6.13), which is higher than the tabular value (3.84) at a significance level of (0.05). This difference was in favor of male frequencies. As for the rest of the fields, none of them achieved a significant significance between males and females in this need

C. The third need (estimation) : It is clear from Table (3) that the value of the chi-square for the significance of the differences in the need for estimation was significant in the following areas:

1. In the subject area, the chi-square value was (6.42), which is higher than the tabular value (3.84) at a significance level of (0.05), and this difference was in favor of female frequencies.

2. In the field of expression, the chi-square value reached (3.85), which is higher than the tabular value (3.84) at a significance level of (0.05), and this difference was in favor of female repetitions

3. In the field of formation relationships, the chi-square value reached (8.91), which is higher than the tabular value at a significance level of (0.05), and this difference was in favor of male frequencies (3.84)

4. In the total tool, the chi-square value reached (4.54), which is higher than the tabular value (3.84) at a significance level of (0.05), and this difference was in favor of male repetitions.

Dr. The fourth need (respect).

It is clear from Table (4) that the chi-square value for the significance of differences in the need for estimation was significant in the following areas

1. In the subject area, the chi-square value was (13.88), which is higher than the tabular value (3.84) at a significance level of (0.05), and this difference was in favor of female frequencies

2. In the field of expression, the chi-square value reached (5.94), which is higher than the tabular value (3.84) at a significance level of (0.05), and this difference was in favor of female repetitions

3. In all fields, the chi-square value was (4.90), which is higher than the tabular value (3.84) at a significance level of (0.05), and this difference was in favor of female frequencies

H. The fifth need (self-esteem) :

It is clear from Table (5) that the chi-square value for the significance of differences in the need for estimation was significant in the following areas

1. In the subject area, the chi-square value reached (6.13), which is higher than the tabular value (3.84) at a significance level of (0.05), and this difference was in favor of female frequencies

2. In the field of expression, the chi-square value reached (6.22), which is higher than the tabular value (3.84) at a significance level of (0.05), and this difference was in favor of male repetitions .

3. In the field of element symbolism, the chi-square value reached (4.84), which is higher than the tabular value at a significance level of (0.05), and this difference was in favor of male frequencies (3.84) .

All needs : It is clear from Table (6) that the Chi-square value was not statistically significant, and there were no significant differences in all five needs identified by Maslow, as the Chi-square value reached (1.46), which is less than the tabular value (3.84) at a significance level of (0.05), and this indicates that there are no differences in the drawings of children with special needs

1- there were no significant differences in the Chi-square between the children's drawings Table (1) shows that (males and females) in the basic need, but they were significant in some areas, which are (topic, expression)

- 2- It is clear from Table (2) that the Chi-square value for the significance of differences in the second need (security) was significant in the two areas (symbolism of elements, work vocabulary), while the rest of the areas did not achieve any significant significance between males and females in this need
- 3- It is clear from Table (3) that the chi-square value for the significance of differences in the need for estimation was significant in the fields (topic, expression, compositional relationships) and in the total tool
- 4- It is clear from Table (4) that the significance of the differences in the need for estimation was significant in (topic, expression) and in the total tool
- 5- It is clear from Table (5) that the value of the chi-square for the significance of differences in the need for estimation was significant in the fields (topic, expression, symbolism of the elements)
- 6- It is clear from Table (6) that the Chi-square value was not statistically significant, and that there were no significant differences in all five needs identified by Maslow.

Second: Conclusions

The researcher reached the following conclusion:

- 1 - The research sample (people with special needs) interacted with topics that were unfamiliar to them despite their shortcomings in several areas
- 2 - Most of their needs are represented through their drawings after they have gone through a partial educational situation
- 3 - The effectiveness of educational programs, even if partial, in enriching the imagination of people with special needs
- 4 - Expression by people with special needs played an important role in visually representing their needs through simple drawing tools.
- 5 - There were no significant individual differences among people with special needs in the process of representing the five human needs
- 6 - Despite the difficulty of performance for people with special needs, they represented the needs they wanted to achieve in a clear and observable visual way .

Third: Recommendations

Based on the results of the current research, the researchers recommend the following:

- 1 - Taking care of the students' teaching process and using different methods to develop the teaching process and introducing visual aids to help make the lesson a success and save effort and time for the student and the teacher
- 2 - Working to meet as much as possible the needs of people with special needs and taking into account the inability of a large percentage of them to express themselves verbally and compensating for this with other expressive means, the most important of which is drawing.

Fourth. Suggestions:

The researcher suggests conducting the following studies:

- 1- Visual representations of needs in the drawings of middle school students.
- 2- Employing visual representations of Maslow's needs in art education lessons primar school students.
- 3- Visual representations of needs in the drawings of nursing home residents.

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