

Abraham Maslow: The Needs Hierachy

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Abstract

Abraham Maslow is considered to be the father of Humanistic Psychology. Maslow developed a theory of personality that has influenced a number of different fields, including education. This article is about the hierarchy needs of human in development of motivation. There are 7 web sites that have been analyse. This article divided to 3 part. The first part is explaining 'Introduction' of Maslow hierarchy of needs. The second part is explaining 'A Theory Of Human Motivation' including 'Further Characteristics Of The Basic Needs'. The third part is about 'Maslow Hierarchy Of Needs'. The last part is explaining 'The Importance Of Maslow Theory For Education' including 'Teachers' Role' and 'Importance For Students'.

I Introduction

The study of human behavior has always been an interesting field of study. The questions of why people behave in certain ways have always been a mystery to us. Known as the Father of Humanistic Psychology, Abraham Maslow has rejected the idea that human behavior is controlled by only internal or external forces. Instead, Maslow's motivation theory states that man's behavior is controlled by both internal and external factors. He also emphasizes that humans have the unique ability to make choices and

exercise free-will. His studies have led him to believe that people have certain needs which are unchanging and genetic in origin. These needs are also the same all cultures and are both physiological and psychological. Some even noted that Maslow's hierarchy follows the life cycle – from a newborn baby to an adult.

Maslow has introduced his Theory of Human Motivation which basically can be divided into two types, the Basic needs and the Growth Needs. The Basic Needs includes the physiological needs and the safety needs.

II A Theory Of Human Motivation

❖ Further Characteristics Of The Basic Needs

There are certain conditions which are immediate prerequisites for the basic needs satisfactions. Danger to these is reacted to almost as if it were a direct danger to the basic needs themselves. Physiological needs are the biological needs of the human being for air, water, food, shelter and so on. These are the needs that human being will seek for and satisfy before the other needs in the growth needs will emerge. Physiological needs are the human instinct to survive. For example, a hungry person will be satisfied with a hearty meal, but will also be thinking of the next meal. A working person will not be satisfied with the present pay check. Instead, he will be focusing on the next pay check in order to satisfy his needs to ensure his income. Human tends to have the hoarding behavior such as eating or drinking too much because they are afraid that they might not have another meal next time.

When all physiological needs are satisfied and no longer controlling thoughts and behaviors, the needs for security can become active. Adults have little awareness of their needs for security except in times of emergency or periods of disorganization in the social

structure. The feature of the needs for safety can be seen clearly in infants. In infants, we can see a much more direct reaction to bodily illnesses of various kinds. Sometimes these illnesses seem to be immediate and per se threatening and seem to make the child feel unsafe. Another indication of the child's needs for safety is his preference for some kind of uninterrupted routine or rhythm. He seems to want a predictable, orderly world. For instance, injustice, unfairness or inconsistency in the parents seems to make the child feel anxious and unsafe.

Confronting the average child with new, unfamiliar stimuli or situations will too frequently elicit the danger or terror reaction, as for example, getting lost or even separated from the parents for a short while, being confronted with new faces, new situations or new tasks. Particularly at such times, the child's frantic clinging to his parents is eloquent testimony to their role as their protectors.

III Maslow's hierarchy of needs

Maslow's great insight was to place actualization into a hierarchy of motivation. Maslow also presents a hierarchy of needs which can be divided into growth needs. One must satisfy lower basic needs before progressing on to meet higher level growth needs. One these needs have been reasonably satisfied, one may be able to reach the highest level called self-actualization.

Physiological needs are biological needs. Human beings need for sleep and rest, food, drink, shelter, sex and oxygen. A new born baby's needs are almost entirely physiological. As the baby grows, it needs safety, then love. Teenagers are anxious about

social needs, young adults are concerned with esteem and only more mature people transcend the first four levels to spend much time self actualizing.

One of the interesting things Maslow noticed while he worked with monkeys early in his career, was that some needs take the precedence over other. He noted that in the physiological needs that including sex needs, sex is powerful than any of these needs.

Every individual is capable, and has the desire to move up the hierarchy toward a level of self-actualization. Unfortunately, progress is often disrupted by failure to meet lower level needs. Life experiences including divorce and loss of job may cause an individual to fluctuate between levels of the hierarchy. Maslow noted that only one in ten individuals become fully self-actualized because our society rewards motivation primarily based on esteem, love and other social needs.

The second needs of Maslow hierarchy is safety needs which crucial for infants. This need can achieve by affects perception, job talk, deprivation and pathology. Adults have little awareness of their security needs excepts in times of emergency of periods of disorganization in the social structure. Children often display the signs of insecurity and the need to be safe. Adults' safety needs perhaps more efficiency by observation of infants and children, in whom these needs are much more simple and obvious.

In infants we can also see a much more direct reaction to bodily illness of various kinds. Sometimes these illness seem to make the child feel unsafe. Thus a child who because of some bad food is taken ill may, for a day or two, develop fear, nightmares, and a need for protection and reassurance never seem in him before his illness. Safety needs important for the children to grow and the central role of parents and the normal family setup are indisputable.

The healthy, normal, fortunate adult in our culture is largely satisfied in his safety needs. The peaceful, smoothly running, good society ordinary makes its members feel safe enough from wild animals, extremes of temperature, criminals, assault and murder and tyranny. Therefore, in a very no longer feels sense, he no longer has any safety needs as active motivators.

Maslow's hierarchy in Growth needs includes the need for love and belonging, esteem, understanding and knowledge, aesthetics and self-actualization. In the levels of these five needs, the person does not feel the second need until the demands of the first have been satisfied or the third until the second has been satisfied, and so on.

When the needs for safety and physiological well-being are satisfied, the next class of needs for love, affection, and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging. For example, a person will seek for the sense of love and belongingness in relationships. Human beings need for friends, a sweetheart, children, affectionate relationships in general, even a sense of community. For example, in our day to day life, we exhibit these needs in our desires to marry, have a family and be a part of community.

When the basic needs and the needs for love and belongingness are fulfilled, the needs for esteem can become dominant. There are two components in this need for esteem. These involve self respect, which includes the desire for confidence, competence, adequacy, and achievements. The second would be the need to respect of others which includes the desire for acceptance, reputation, appreciation, status, and prestige.

Humans have a need for a stable, firmly based, high-level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

The next need in the hierarchy is the need for understanding and knowledge. A person will want to satisfy his curiosity, to explore, discover, find solutions, and look for relationships and meaning and to seek intellectual challenges. This is a need which can be seen in good students or employees. Human will seek to improve themselves if they have satisfied their other more basic needs. Also freedom of inquiry and expression have been discussed as preconditions of satisfactions of the basic needs. Thus to improve, the need for understanding and knowledge will emerge. This postulation, however, is not enough. Even after we know, we are impelled to know more and more minutely and microscopically on the one hand, and on the other, more and more extensively in the direction of a world philosophy and religion.

Another need which will emerge is the need for aesthetics. This is a need for beauty in a person's surrounding. For example, a person who has achieved his other needs can be said to have led a comfortable life. Thus he will require for more beautiful things in life such as a beautiful house and garden. Peoples need for beauty, order and symmetry in art, music and literature. We might even find loud rock music to be annoying.

The last and the highest level in the Maslow's hierarchy is the need for self-actualization. When all the foregoing needs are satisfied, then and only then there are the needs for self-actualization activated. Maslow describes self-actualization as a person's needs to be and do things which the person is 'born to do'. For example, a musician must

make music, an artist must paint, and a poet must write. These needs make themselves feel the signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. However, it is not always clear what a person wants when there is a need for self-actualization. In short, the needs for self-actualization are the need for growth, development and utilization of potential, to become all that one can be and self-fulfillment.

Maslow points out that the hierarchy is dynamic; the dominant need is always shifting. He notes that a satisfied need no longer motivates. This highly popular theory strikes most people as intuitively right.

The hierarchy theory is often represented as a pyramid, with larger, lower levels representing the lower needs, and the upper point representing the need for self-actualization. The hierarchy does not exist by itself, but is affected by the situation and the general culture. Maslow believes that the only reason that people would not move well in the direction of self-actualization is because of hindrances placed in their way by the society. He states that education is one of these hindrances. He recommends ways education can switch from its usual person stunting tactics to person-growing approaches. Maslow states that educators should respond to the potential an individual has for growing into a self-actualizing person of his/her kind.

IV Importance of the theory

- ❖ Teachers' Role
- ❖ Importance For Students

Maslow's theory explains that individuals are driven by needs like safety, respect, and esteem. They construct individual value systems that relate to these needs. As needs are met, individual can explore higher levels of gratification and values change or clarify. Adults pass values on to children. If no adults present, children learn from other children.

Knowledge should include acquiring skills related to dealing with realities of life. It's important for children or adults to learn how to learn, rather than absorbing facts. Knowledge is continuous, flowing, changing and needs to account for individual needs and development.

Maslow theory also explains that learning can only take place when basic needs have been met. Learners perceive education in more accurate terms when needs are met and learning becomes the priority. How students emotionally view the world will set the foundation for learning. Educators should strive for excellence because teaching is an art of transmitting a purpose and mission. Student leadership development, and development of whole person should be the role of teachers to make the education affective and cognitive.

The most important of Maslow theory in educational goal is for students to learn. Another point goal is to make this newly gained knowledge and information purposeful and meaningful to the students so that it may be retained and useful throughout their life. An essential factor involved in meeting these goals is motivation. If the students are unmotivated in one way or another, it is likely that little learning will take place, or if by chance some learning should take place, it is probable that it will not be retained.

This theory has great impact on educational structure. In his later years, Maslow realized that an environmental precondition of stimulation, or challenge, was needed to

motivate individuals. Therefore it is also the teacher's responsibility to include a means of stimulation in their programs to catch students' interest. (Global, 1972) In order to maximize on the effectiveness of school-wide and individual classroom teaching programs, administrators and teachers must consider students' needs and their hierarchical order. This must be a top priority in the development of these programs so that the students have the capability of reaching their highest levels of potential. For instance, a student who has not had her breakfast before she comes to school, she will not be paying attention on learning; she will be preoccupied with the need for food. Because there are many children who come to school without a proper breakfast, school systems must meet this need by providing breakfast programs so that these children will be more likely to learn effectively.

Each level of the hierarchy of needs by Maslow can be applied to the benefits of better education to the students. We will look at some of the suggestions for application of Maslow's theory to education.

The physiological and safety needs in students are basically their needs to have comfortable and safe environment for their study. The management can reduce the cost or provide free lunch programs. Big, airy and comfortable classrooms can also help the students to be able to learn in a more conducive environment. Well planned lesson which are carried out in an orderly fashion is also a must for the teachers to provide a predictable and routine for the students. Emergency procedures such as fire exits should also be well planned discussed and practiced to ensure the safety of the students. Consistent expectations and the accepting and non-judgmental attitude of the teachers can also produce students who feel secured and confident in their teachers.

The need for the sense of love and belonging in students are important either in the teacher-student relationships or in the student-student relationships. A teacher's personality should be empathetic, considerate and interested in the individuals, patient, fair, able to self-disclose, having positive attitude and a good listener. Teachers who have these characteristics will provide the students with more confidence and thus they will be able to learn and improve better in their studies.

With regard to the student to student relationships, the school management or the teachers can help to provide suitable situations for the students to form better relationships. For example, organizing class meetings and discussions or encouraging peer tutoring. The teachers can also provide situations that require mutual trust among the students or the opportunity of sharing their problems or daily activities. By having good relationships with teachers and peers, students will have fulfilled their need to belong, and the feeling of being cared and loved.

When the students have satisfied their needs for love and belongingness, the need for esteem will emerge. The students will feel the need of self-respect and to be respected by the others. Teachers should then develop new knowledge based on the background knowledge so as to help ensure success (scaffolding) and to pace instructions to fit individual needs. They should also focus on the individual's strengths and assets when planning lessons and carrying them out. By involving the students in classroom participations and responsibility, the students will feel important and accepted.

Teachers can also help develop a classroom environment where students are positive and judgmental. By providing activities involving the students, they will be able to develop cooperation between the students and from respect to each other.

To satisfy the next need of understanding and knowledge, the teachers should allow the students time to explore areas of curiosity and to provide lessons that are intellectually challenging. By using the discovery approach topics, the students can learn to be independent and learn from various angles. By getting involved intellectually, the students can satisfy their need to fulfill their need to explore, discover and solve new things.

The need for aesthetic is also very important for the students. By organizing classroom materials in a neat and appealing way, the students will be attracted to learn about the things related to the materials. Pleasing, well maintained and fresh smelling classrooms with attractive wall hangings can create stability in the students who will feel comfortable to study in such surrounding.

The highest need in the Maslow's hierarchy of needs is the need for self-actualization. Teachers expecting the students to do their best will push the students to utilize their own potential and at the same time to satisfy their own need of self-fulfillment. By giving the students freedom to explore and discover on their own, the teachers are able to make learning more meaningful for the students. Lesson plans that involve meta cognitive activities are able to get the students to be involved in self-expressive projects.

Conclusion

Consider to theory of Abraham Maslow (1970), human life will never be understood unless its highest aspiration are taken into account. Growth, self-actualization, the striving towards health, the quest for identity and autonomy, the

yearning for excellence (and other ways of phrasing the striving “upward”) must be now be accepted beyond question as a widespread and perhaps universal human tendency.

Maslow posited a hierarchy of human needs based on two grouping: deficiency needs and growth needs. Within the deficiency needs, each lower need must be met before moving to the next highest level. The first level are physiological, safety, belonging and love, esteem need and self- actualization.

Maslow has been a very inspirational figure in personality theory. Maslow was one of the pioneers in that movement to bring the human being back into psychology, and the person back into personality.

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