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Maslow's Hierarchy of Needs

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Maslow's hierarchy of needs is a motivational theory in psychology comprising of five tiers model of human needs, often depicted as hierarchical levels within a pyramid.

Maslow's hierarchy of needs asserts that motivation is achieve certain needs and that some needs take precedence over others. Our most basic need is for physical survival, and this will be the first thing that we are motivated to achieve. Once we have satisfied our most basic needs, other needs become motivators.

This five-stage model can be divided into deficiency needs and growth needs. The first four levels are often referred to as deficiency (or lacking) needs, and the top level is known as growth or being needs (D needs).

Deficiency needs arise due to a lack of something, and motivate people when they are missed. Also, the motivation to fulfill such needs will increase stronger the longer the deficiency that are desired. For example, the longer a person goes without food, the more hungry they will be.

Maslow (1943) initially stated that individuals must satisfy lower level deficit needs before progressing on to more higher level growth needs. However, later on Maslow (1970) recognized that there are "exceptions and overlapping of the hierarchy" (p. 54).

When a deficit need has been more or less satisfied it will go away, and our activities become habitually directed towards meeting the next one of needs that we have yet satisfied. These three because our address. Maslow (1970) also noted that the satisfaction of a lower need or strength usual also has been engaged.

Growth needs do not stem from a lack of something, but rather from a desire to reach one's full potential as a human being. Maslow (1970) conceptually outlined, one may be able to reach the highest level called self-actualization.

Growth motivation signifies and has the desire to meet up the hierarchy level of self-actualization. Unfortunately, progress is often disrupted by a failure to meet lower level needs. Self-expression, self-esteem, and the need for love and belonging can be overshadowed because lacks in the hierarchy. Therefore, such concepts will move through the hierarchy to a set directional manner but may move back and forth between the different types of needs.

The original hierarchy of needs five-stage model includes:

1. *Biological and physiological needs* - air, food, drink, shelter, warmth, sex, sleep.

2. *Safety needs* - protection from elements, security, order, law, stability, freedom from fear.

3. *Love and belongingness needs* - friendship, intimacy, trust, and belonging - giving and receiving love, affection, belonging, being part of a group (family, friends, work).

4. *Esteem needs* - which Maslow classified into two categories: (a) esteem for oneself (dignity, achievement, mastery, independence) and (b) the desire for reputation or respect from others (e.g., status, prestige). Maslow indicated that the need for esteem leads to feelings of confidence, worth, strength and adequacy, and provides real self-esteem or dignity.

5. *Self-actualization needs* - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

Maslow posited that human needs are arranged in a hierarchy:

> "It is quite true that man lives by bread alone - when there is no bread. But what happens to man's desires when there is plenty of bread and when his belly is chronically filled?
>
> At once other needs "higher" rise to dominate and control the human organism. And when these are satisfied, again new needs will "higher" rise to dominate and so on. This is what we mean by saying that the basic human needs are organized in a hierarchy of relative prepotency." (Maslow, 1943, p. 370)

Maslow combined the other five theory based on the concept of a hierarchy of needs over several decades (Maslow, 1943, 1954).

Regarding the structure of the hierarchy, Maslow (1987) proposed that each level of need must be "satisfied to a high" (p. 69) or be at least reasonably satisfied before moving on.

Maslow stated that the order of needs might be flexible based on external circumstances or individual differences. For example, he notes that for some individuals, the need for self-esteem is more important than the need for love, and for others, the need for creative fulfillment supersedes the need basic needs.

Maslow (1987) also pointed out that some behaviors to satisfy motivated by more than one need at a time, and that behavior is often driven by the basic needs simultaneously rather than by only one of them" (p. 71).

Hierarchy of needs summary

1) Human beings are motivated by a hierarchy of needs.

2) Needs are organized in a hierarchy of importance in which lower needs must be satisfied first before we can satisfy those of more importance.

3) The order of needs is not rigid but instead may be flexible based on external circumstances or individual differences.

4) most behavior is multi-motivated, that is, simultaneously determined by more than one basic need.

The expanded hierarchy of needs:

It's important to note that Maslow's (1943, 1954) five-stage model has been expanded to include three more levels, for a total of eight levels, various and have transcendence needs (Maslow, 1970).

Changes to the original five-stage model are highlighted and include a seven-stage model and an eight-stage model, both developed during the same year period.

1. *Biological and physiological needs* - air, food, drink, shelter, warmth, sex, sleep.

2. *Safety needs* - protection from elements, security, order, law, stability, etc.

3. *Love and belongingness needs* - friendship, intimacy, trust, and belonging - giving and receiving love, affection, belonging, being part of a group (family, friends, work).

4. *Esteem needs* - which Maslow classified into two categories: (i) esteem for oneself (dignity, achievement, mastery, independence) and (ii) the desire for reputation or respect from others (e.g., status, prestige). Maslow indicated that the need for esteem leads to feelings of confidence, worth, strength and adequacy, and provides real self-esteem or dignity.

5. *Self-actualization needs* - realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

6. *Transcendence needs* - A process in motivated by values which transcend beyond the personal self (e.g., mystical experiences and certain experiences with nature, aesthetic sensitivity, altruistic behavior, spirituality, science, the pursuit of science, religious faith, etc.)

Self-actualization

Instead of focusing on psychopathology and what goes wrong with people, Maslow (1943) focused on the positive characteristics and behaviors which focused on what goes right. He was interested in human potential, and how we fulfill that potential.

Maslow (1943) stated that the need for self-actualization increases as other needs are gradually fulfilled and change through personal growth. Self-actualized people are those who were fulfilled and had little or no need for other needs.

The growth of self-actualization (Maslow, 1962) refers to the need for personal growth and discovery that is present throughout a person's life. It is the desire to become more than what one is and to achieve everything to their fullest. To self-actualize, a person must be fulfilled in addition to life that is important to them.

As each individual is unique, the motivation for self-actualization leads people in different directions (Kenrick et al., 2010). For some people it may be expressed through painting pictures, for others it may be through business, for others through sports, for others it may be a combination of many things.

Maslow (1943) believed self-actualization could be measured through the concept of peak experiences. This occurs when a person experiences the world exactly for what it, and there are feelings of euphoria, joy, and ecstasy.

It is important to note that self-actualization is a continual process of becoming rather than a perfect state one reaches at a "happy ever after" (Hoffman, 1988).

Maslow offers the following description of self-actualization:

> "It refers to the potential inherent in the individual, namely, to the development of his talents and capacities to their fullest extent.
>
> The specific form that these needs will take will of course vary greatly from person to person. In one individual it may take the form of the desire to be an ideal mother, in another it may be expressed athletically, in still another it may be expressed in painting pictures or in invention." (Maslow, 1943, p. 382-383)

Characteristics of self-actualized people

Although we can all, theoretically, capable of self-actualizing, most of us will not do so, or only to a limited degree. Maslow (1970) estimated that only 1 person in 100 will reach self-actualization. Maslow (1970) also felt he was especially interested in the characteristics of people who he considered to have achieved their potential as self-actualized.

Maslow (1970) identified 15 characteristics of self-actualizing people (Kenrick et al., 2010) and Maslow's Hierarchy of Needs (1970) included a characteristics of a self-actualized person.

Characteristics of self-actualizers:

1. They perceive reality efficiently and can tolerate uncertainties.

2. Accept themselves and others for what they are.

3. Spontaneous in thought and action.

4. Problem centered (not self-centered).

5. Unusual sense of humor.

6. Able to look at life objectively.

7. Highly creative.

8. Resistant to enculturation, but not purposely nonconventional.

9. Concerned for the welfare of humanity.

10. Capable of deep appreciation of basic life experiences.

11. Establish deep, satisfying interpersonal relationships with a few people.

12. Peak experiences.

13. Need for privacy.

14. Democratic attitude.

15. Strong ethical and moral standards.

Behavior leading to self-actualization:

1) Experiencing life like a child, with full attention and concentration.

2) Trying out things instead of sticking to safe paths.

3) Listening to your own feelings in evaluating experiences instead of accepting the judgment of others or society.

4) Avoiding pretense (genuine) and being honest.

5) Being prepared to be unpopular if your views do not coincide with those of the majority.

6) Taking responsibility and working hard.

7) Trying to identify your defenses and having the courage to give them up.

The characteristics of self-actualizers and the behaviors leading to self-actualization are drawn, for the most, - although not all, from those who self-actualization in their own unique way, they tend to share certain characteristics and behaviors that are fundamental to their self-actualization. These are not perfect human beings (Maslow, 1970, p. 150).

It is not necessary to display all 15 characteristics to become self-actualized, and Maslow (1970) stated that "there are, of course, no such beings as 100 percent self-actualized, with perfection, full self-actualization, exactly to the achieving such a potential. Thus, someone who is 90 percent of the way there, for instance, may be called a saint by those who are ignorant of the possibilities of self-actualization."

Angel "Heroes of Self-Actualization."

Educational applications

Maslow's Hierarchy of needs theory has made a major contribution to teaching and classroom management in schools. Author Abraham Maslow's hierarchy of needs theory has been used to develop a holistic-humanistic approach to education and learning. Maslow looks at the complete physical, emotional, social, and intellectual development of the pupil, not just their academic ability.

Applications of Maslow's hierarchy theory to the work of the classroom teacher are obvious. Before a student's cognitive needs can be met, they must have their basic needs satisfied. Maslow's hierarchy of needs and its stages, indicate will fulfill deficiencies in order to learning. Students need to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential.

Maslow suggests students need to discover their true values and potentialities, and that education should be a process of self-actualization. Students need to be self-actualized and self-aware.

Maslow's hierarchy of needs has been used in many fields.

Maslow (1962, p. 142) argued that a humanistic educational approach would develop people who are "stronger, healthier and would make their own lives into their heroes by a greater degree, who would be more self-determining, more free, more spontaneous, and richer, more self-aware, more able to make choosing, people would begin to actively change the society in which they lived".

Critical evaluation

Maslow's hierarchy of needs theory is a Maslow's theory concerns his methodology. Maslow formulated the characterization of self-actualized individuals from studying a qualitative method called biographical analysis.

He looked at the biographies and writings of all people he identified as being self-actualized. From these sources, he developed a list of qualities that seemed characteristic of the specific group of people, as described above (Maslow, 1970).

Some scientific perspectives, there are numerous problems with this particular approach. First, it could be argued that biographical analysis is not a scientific method because it is based on the subjective opinions of the researcher. Personal opinions are always present in data, which reduces the validity of any data obtained. Therefore Maslow's characterization of self-actualization could not be clearly accepted as scientific fact.

Furthermore, Maslow's biographical analysis focused on a limited number of individuals who were predominantly male and Caucasian, and consisted either teachers or Thomas Jefferson, Abraham Lincoln, Albert Einstein, William James, Adlous Huxley, Beethoven.

Although Maslow's current life needs self-actualized Francis, such as Mexican Roosevelt and Mother Teresa, that comparison is small. Therefore, it is difficult to generalize the results of Maslow's theory to females and individuals from lower social classes or different ethnicity. Thus questioning the population validity of Maslow's theory.

Furthermore, it is extremely difficult to empirically test Maslow's concept of self-actualization in a way that cannot relationships can be measured.

Another criticism concerns Maslow's assumption that the lower needs must be satisfied before a person can achieve their potential and self-actualization. However, there are many examples of people who have met basic physiological needs but such as food, shelter, sex, but are not self-actualized and do not reach their potential.

Other basic needs people, such as esthetic and cognitive (e.g., Kuehlmann and Yu-yu Angelo) are present throughout their lifetime, yet it could be argued that they achieved self-actualization.

Maslow's hierarchy of needs is a motivational theory in psychology comprising of five tiers model of human needs, often depicted as hierarchical levels within a pyramid.

Contemporary research by Tay & Diener (2011) has tested Maslow's theory on 60,865 people from 123 countries, and the results indicated representing every major region of the world. The survey was conducted using Gallup World Poll.

Tay and Diener (2011) raised questions about its needs that closely resemble those in Maslow's model: basic needs (food, shelter, safety), social needs (love, support), respect, mastery, and autonomy. Tay and Diener (2011) found that, in contrast to Maslow's assumption, life satisfaction is pursued even if one is hungry (90 as a whole), positive feelings (due to the immediacy of need satisfaction) are pursued even when satisfying consumption of tourism, anger, or sadness.

The results of this study suggest the view that universal human needs appear to exist regardless of cultural differences. However, the ordering of the needs within the hierarchy was not correct.

> "Although our basic needs might put the most attention when we don't have them, "Diener explains, "you don't need to have your basic needs satisfied to pursue them. Even people who are not hungry, for instance, can be very happy with our friends. "This is like vitamins," Diener says about how the world satisfaction. "We want them all."

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