



FIGURE 13.1. The Hierarchy of Human Needs (Maslow).

The Hierarchy of Human Needs

The Physiological Needs. If some unfortunate individual were unable to satisfy any of the basic human needs, he or she would be exclusively concerned with the bottom level of the hierarchy: the **physiological needs**, including hunger, thirst, sex, oxygen, sleep, and the elimination of bodily wastes. For example, a starving person cares very little about writing majestic poetry, buying an impressive-looking car, finding a sweetheart, or carefully avoiding the possibility of injury—or anything other than the overriding goal of obtaining food. Many of the physiological needs are deficiencies, but not all; among the exceptions are sexual arousal, elimination, and sleep. (See Maslow, 1968, p. 27; 1970b, pp. 35–38.)

The Safety Needs. As one's physiological needs become increasingly satisfied, the next level in the hierarchy gradually emerges as a motivator. These **safety needs** involve the quest for an environment that is stable, predictable, and free from anxiety and chaos.

For example, a young child may seek reassurance and protection after being frightened by a sudden loud noise (or an injury, illness, or parental

P402-404

quarrel). Or an adult in the grip of safety needs may pursue a tenured professorship, amass a substantial savings account, purchase extensive insurance against various potential disasters, or constantly prefer the familiar and routine to the unknown. **Knowledge is often an effective way to satisfy these needs**, as with the child who overcomes a fear of lightning by learning how unlikely it is to strike (and how to guard against it).

The safety needs help us avoid catastrophic pain and injury. But they can also become so powerful as to preclude further personal development, as when people willingly submit to dictatorial rule during periods of war or rampant crime in order to gain a measure of security. "In the choice between giving up safety or giving up growth, safety will ordinarily win out" (Maslow, 1968, p. 49; see also Maslow, 1968, pp. 46-47, 54; 1970b, pp. 39-43).

The Belongingness and Love Needs. Once the physiological and safety needs have been more or less satisfied, the **belongingness and love needs** come to the forefront as motivators. Thus the individual now **hungers for affectionate relationships with friends, a sweetheart or spouse, and/or offspring.**

To Maslow, love consists of feelings of tenderness, affection, and elation; yearnings for the loved one; and (often) intense sexual arousal. Our hunger to receive such love from others is a relatively selfish deficiency need (**D-love**), one that often involves anxious and manipulative efforts to win the loved one's affection. Yet this need must be satisfied in order for us to develop growth-oriented or "being" love (**B-love**), which is nonpossessive, unconditional, giving, and richer and more enjoyable than D-love. B-love is also denoted by honesty and naturalness, including a willingness to reveal one's weaknesses as well as strengths, and by cooperation and respect for the loved one's needs and individuality. (See Maslow, 1968, pp. 41-43; 1970b, pp. 43-45, 182-183, 250, 275-276.) Like Rogers, Maslow concludes that the common inability to satisfy the love and belongingness needs in our impersonal society is largely responsible for the widespread interest in encounter groups.

The Esteem Needs. In accordance with such theorists as Adler, Rogers, Fromm, and Erikson, Maslow attributes considerable importance to our need for superiority and respect. Virtually everyone strives for self-confidence and mastery, and to obtain recognition and appreciation from others. However, these **esteem needs** normally act as motivators only if the three lower types have been satisfied to some degree. Maslow cautions that true self-esteem is based on real competence and significant achievement, rather than external fame and unwarranted adulation (a theme well illustrated by Ayn Rand's classic novel *The Fountainhead*).

The Need for Self-Actualization. The highest form of need is **self-actualization**, which consists of discovering and fulfilling one's own innate potentials and capacities:

Self-actualization is idiosyncratic, since every person is different. . . . The individual [must do] what *he*, individually, is fitted for. A musician must make music, an artist must paint, a poet must write, if he is to be ultimately at peace with himself. What a man *can* be, *he must* be. (Maslow, 1968, p. 33; 1970b, p. 46. See also Maslow, 1968, pp. 7, 25; 1970b, pp. 47, 150.)

Thus self-actualization is a growth motive similar to actualization in Rogerian theory, except that it does not become important (or even noticeable) until the physiological, safety, love, and esteem needs have been at least partially satisfied. Like Jungian individuation, therefore, self-actualization is prominent only in older people. The young are more concerned with issues like education, identity, love, and work, which Maslow regards as only "preparing to live." In fact, the specific needs of those rare individuals who achieve this highest level differ considerably in quality from the lower needs. "It seems probable that we must construct a profoundly different psychology of motivation for self-actualizing people" (Maslow, 1970b, p. 159; see also Maslow, 1964/1970a, pp. 91-96; 1970b, pp. xx, 134-135; 1971, pp. 43-44, 192-195, 299-340).

Maslow therefore refers to the needs of self-actualizing individuals as *metaneeds* (*metamotives*, B-values), among which are a love of beauty, truth, goodness, justice, and usefulness. And he devotes considerable attention to the characteristics of self-actualizing individuals, as we will see in a subsequent section.

Characteristics of Higher and Lower Needs. Maslow views the higher needs as distinctively human. "We share the need for food with all living things, the need for love with (perhaps) the higher apes, [and] the need for self-actualization with [no other species]" (Maslow, 1970b, p. 98; see also Maslow, 1968, p. 31; 1970b, pp. 67, 97-104).

The emergence of a higher need reflects a greater degree of psychological health, somewhat like reaching a more advanced developmental stage in Eriksonian or Freudian theory, and its satisfaction is valued far more highly by the individual than fulfilling a lower need. Yet the higher needs are also less urgent and tangible, they are not necessary for survival, and they are more easily blocked by a pathogenic environment. For these reasons, even recognizing the existence of these needs represents a considerable achievement. Maslow estimates that the average American citizen has satisfied perhaps 85 percent of the physiological needs and 70 percent of the safety needs, but only 50 percent of the love needs, 40 percent of the esteem needs, and 10 percent of the need for self-actualization (1970b, p. 54). Thus to Maslow, as to most personality theorists, achieving true self-knowledge is a difficult—albeit essential—undertaking.

The hierarchy of needs is presumed to apply to most people, though the specific form of satisfaction often varies in different cultures. Members of a primitive tribe may gain esteem by becoming great hunters, whereas those in a technological society are more likely to gratify these needs by

advancing to an executive position. However, Maslow does allow for a variety of exceptions. Some people regard esteem as more important than love, while others accord creativity the highest status of all. Or the higher needs may sometimes emerge after the lower ones have been severely frustrated, rather than gratified (e.g., the displacement of sexual needs onto artistic endeavors). Nevertheless, the easiest way to release us from the dominance of our lower and more selfish needs (and to promote healthy psychological development) is by satisfying them. (See Maslow, 1970b, pp. 51-53, 59-60.)

TABLE 9.1 *Taxonomy of Educational Objectives: Cognitive Domain*

<i>Area of Taxonomy</i>	<i>Definition</i>	<i>What Teacher Does</i>	<i>What Student Does</i>	<i>Process Verbs</i>	
Knowledge	Recall or recognition of specific information	Directs Tells Shows Examines	Responds Absorbs Remembers Recognizes	define repeat list name label	memorize record recall relate
Comprehension	Understanding of information given	Demonstrates Listens Questions Compares Contrasts Examines	Explains Translates Demonstrates Interprets	restate describe explain identify report tell	discuss recognize express locate review
Application	Using methods, concepts, principles, and theories in new situations	Shows Facilitates Observes Criticizes	Solves problems Demonstrates use of knowledge Constructs	translate apply employ use practice shop	interpret demonstrate dramatize illustrate operate schedule
Analysis	Breaking information down into its constituent elements	Probes Guides Observes Acts as a resource	Discusses Uncovers Lists Dissects	distinguish calculate test contract criticize debate question solve analyze	appraise differentiate experiment compare diagram inspect inventory relate examine
Synthesis	Putting together constituent elements or parts to form a whole requiring original, creative thinking	Reflects Extends Analyzes Evaluates	Discusses Generalizes Relates Compares Contrasts Abstracts	compose propose formulate assemble construct set up manage	plan design arrange collect create organize prepare
Evaluation	Judging the values of ideas, materials, and methods by developing and applying standards and criteria	Clarifies Accepts Harmonizes Guides	Judges Disputes Develops criteria	judge evaluate compare score choose estimate predict	appraise rate value select assess measure

Source: Adapted from *Taxonomy of Educational Objectives: Handbook 1: Cognitive Domain*, B. S. Bloom (Ed.). Copyright © 1956, renewed 1984. Reprinted by permission of Addison Wesley Longman.

Clark, B. (1997) (5th ed.). *Growing up gifted*.
NJ: Merrill.