

# Maslow Hierarchy Of Needs

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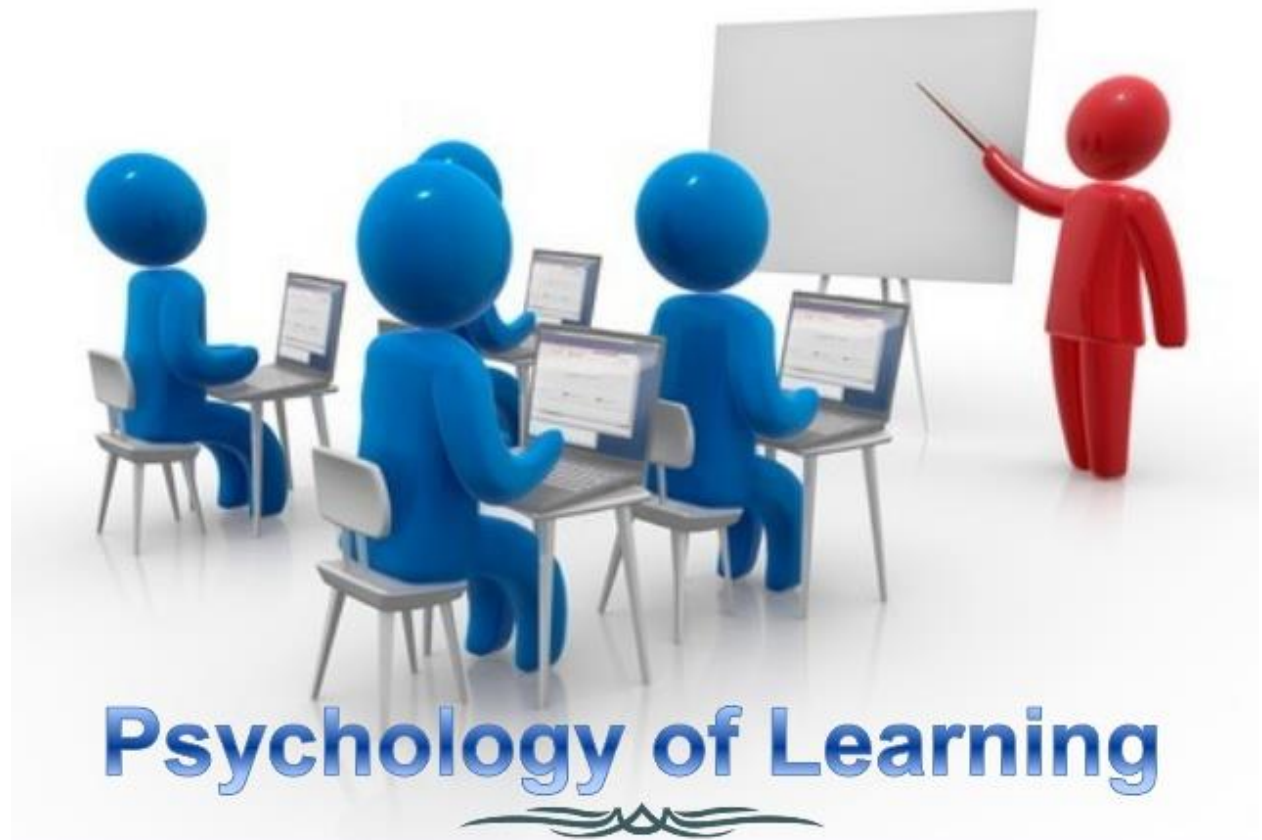
LEARNING AND MOTIVATION

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INTRODUCTION TO PSYCHOLOGY | IUB

# Learning and Motivation

## Learning

The process of learning is continuous which starts right from the time of birth of an individual and continues till the death. We all are engaged in the learning activities in order to develop our adaptive capabilities as per the requirements of the changing environment.



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## Essentials for learning

For a learning to occur, two things are important:

1. The presence of a stimulus in the environment.
2. The inborn temperaments like emotional and instinctual characters. A person keeps on learning across all the stages of life, by constructing or reconstructing experiences under the influence of emotional and instinctual dispositions.

## Elements of learning

Psychologists in general define Learning as relatively permanent behavioral modifications which take place as a result of experience. This definition of learning stresses on three important elements of learning:

- Learning involves a behavioral change which can be better or worse.
- This behavioral change should take place as a result of practice and experience. Changes resulting from maturity or growth cannot be considered as learning
- This behavioral change must be relatively permanent and last for a relatively long time enough.

### Learning according to some psychologist:

<b>John B Watson</b>	He is one amongst the first thinkers who has proven that behavioral changes occur as a result of learning. Watson is believed to be the founder of Behavioral school of thought, which gained its prominence or acceptability around the first half of the 20th century.
<b>Gales</b>	<b>Gales</b> defined Learning as the behavioral modification which occurs as a result of experience as well as training.
<b>Crow and Crow</b>	<b>Crow and Crow</b> defined learning as the process of acquisition of knowledge, habits and attitudes.
<b>E.A, Peel</b>	According to <b>E.A, Peel</b> , Learning can be described as a change in the

	individual which takes place as a result of the environmental change.
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**The key characteristics of the learning process are:**

1. When described in the simplest possible manner, learning is described as an experience gaining process.
2. In the complex form, learning can be described as process of acquisition, retention and modification of experience.
3. It is a method of problem solving and is concerned about making adjustments with the environment.
4. The process of learning is concerned about experience acquisition, retention of experiences, and experience development in a step by step manner, synthesis of both old and new experiences for creating a new pattern.

**Types of Learning**

**Motor Learning:** Our day to day activities like walking, running, driving, etc, must be learnt for ensuring a good life. These activities to a great extent involve muscular coordination.

**Verbal Learning:** It is related with the language which we use to communicate and various other forms of verbal communication such as symbols, words, languages, sounds, figures and signs.

**Concept Learning:** This form of learning is associated with higher order cognitive processes like intelligence, thinking, reasoning, etc, which we learn right from our childhood. Concept learning involves the processes of abstraction and generalization, which is very useful for identifying or recognizing things.

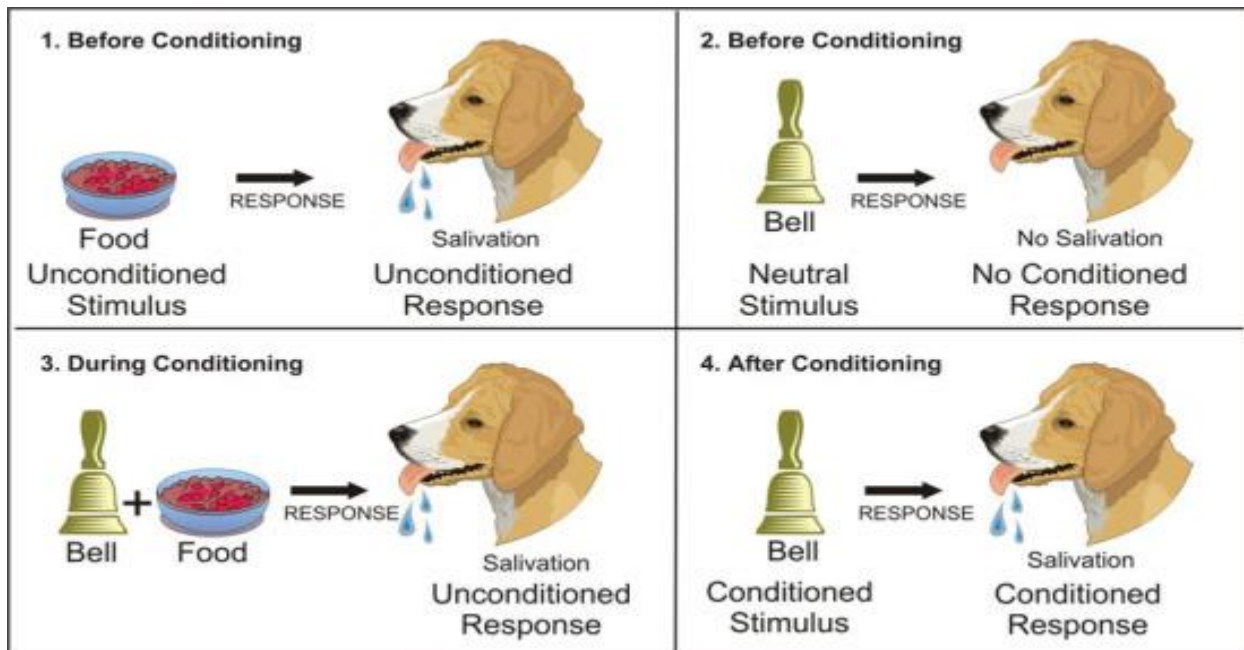
**Discrimination Learning:** Learning which distinguishes between various stimuli with its appropriate and different responses is regarded as discrimination stimuli.

**Learning of Principles:** Learning which is based on principles helps in managing the work most effectively. Principles based learning explains the relationship between various concepts.

### Three Types of Behavioral Learning

The behavioral psychology described three types of learning: **Classical Conditioning, Observational Learning and Operant Conditioning.**

**Classical Conditioning:** In case of Classical Conditioning, the process of learning is described as a Stimulus-Response connection or association. Classical Conditioning theory has been explained with the help of Pavlov's Classic Experiment, in which the food was used as the natural stimulus which was paired with the previously neutral stimuli that's a bell in this case. By establishing an association between the natural stimulus (food) and the neutral stimuli (sound of the bell), the desired response can be elicited. This theory will be discussed in detail in the next few articles.



**Classical Conditioning**

**Operant Conditioning:** Propounded by scholars like Edward Thorndike firstly and later by B.F. Skinner, this theory stresses on the fact that the consequences of actions shape the behavior. The theory explains that the intensity of a response is either increased or decreased as a result of punishment or reinforcement. Skinner explained how with the help of reinforcement one can strengthen behavior and with punishment reduce or curb behavior. It was also analyzed that the behavioral change strongly depends on the schedules of reinforcement with focus on timing and rate of reinforcement.

**Observational Learning:** The Observational Learning process was propounded by Albert Bandura in his Social Learning Theory, which focused on learning by imitation or observing people's behavior. For observational learning to take place effectively, four important elements will be essential: Motivation, Attention, Memory and Motor Skills.

According to **Woodworth**, “Motivation is the state of the individual which arranges him to certain behavior for seeking goal.”

1. Intrinsic Motivation
2. Extrinsic Motivation



Drives, needs, incentives, fears, goals, social pressure, self-confidence, interest, curiosity, beliefs, values, expectations are the energizers that direct our behavior.

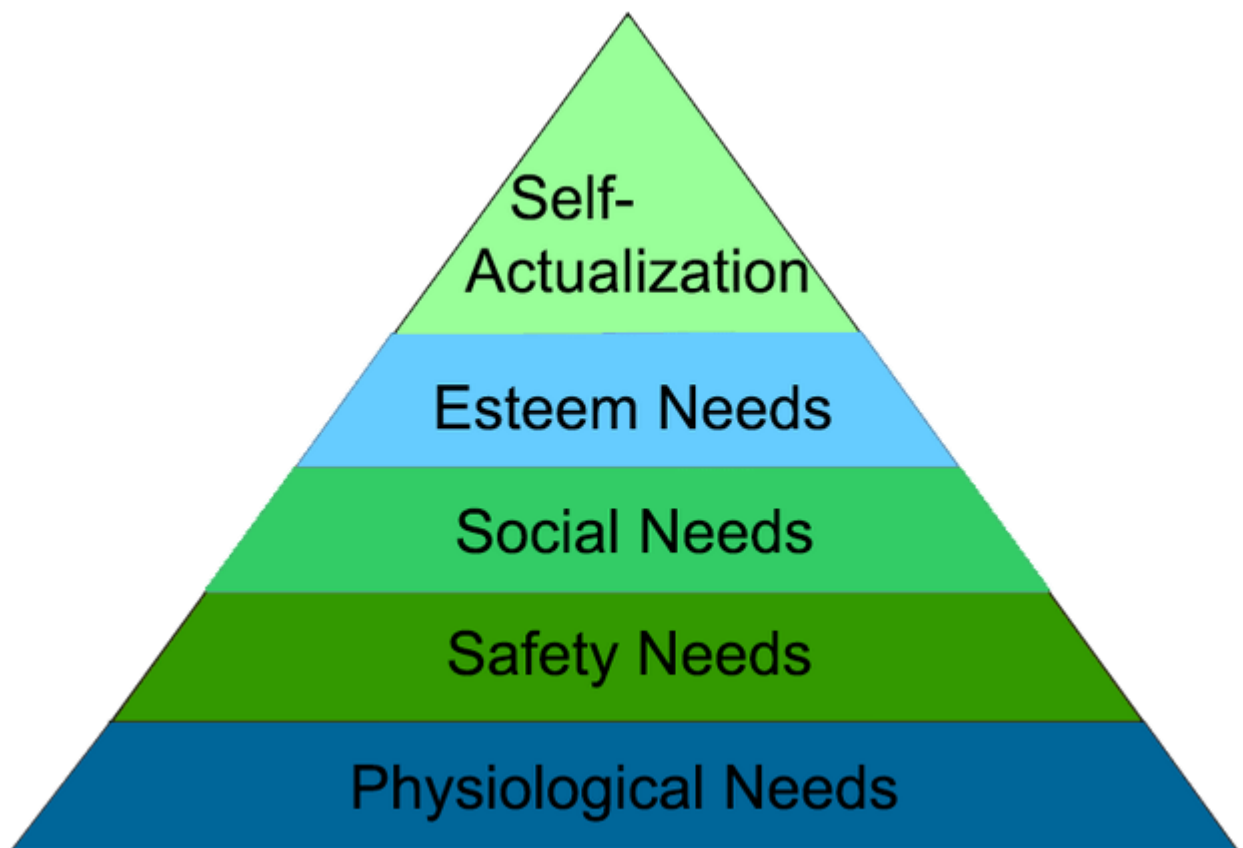
**Intrinsic motivation** is the natural tendency to seek out and conquer challenges as we pursue personal interests and exercise capabilities. When we are intrinsically motivated, we do not need incentives or punishments because the activity itself is rewarding.

On the other hand, if we do something in order to earn a grade, avoid punishment or for some other reason that has very little to do with the task itself, then it is known as **Extrinsic motivation**.

# Maslow's Hierarchy of Needs

Maslow first introduced his theory in a 1943 paper titled “A Theory of Human Motivation” published in the journal *Psychological review*. In it, he outlined the basic five stage model he believed people move through which he identified as “physiological,” “safety,” “belonging” / “love,” “esteem,” and “self-actualization.”

Maslow continued to refine his theory by studying people he considered exemplary including Albert Einstein, Frederick Douglass, and Eleanor Roosevelt. He further expanded upon and articulated his theory in his now classic 1954 book *Motivation and Personality*.



## **5 Levels of Maslow's Hierarchy of Needs**

Maslow's hierarchy of needs is most often depicted as a pyramid. This suggests that the base level needs must be met before an individual can move upwards in the hierarchy to higher-order needs.

According to the hierarchy of needs:

- People are motivated to fulfill certain needs
- Some needs take superiority over others
- Basic needs need to be fulfilled first
- Lower level needs arise from deprivation
- Needs become increasingly complex as you move up the hierarchy
- Higher level needs arise from a need to grow as a person

Maslow identified the first four levels of the hierarchy as deficiency needs, or d-needs. These needs arise due to deprivation. Not having food or water leads to a physiological urge to fulfill those unmet needs. When these needs are not fulfilled, the individual may be left with feelings of tension or anxiety. As a result of this deficiency, people are motivated to take actions that will relieve these negative feelings.

### **1. Physiological Needs**

At the base of Maslow's hierarchy of needs pyramid are the physiological needs, which include such things as the need for food, water, air, homeostasis, and sex. Maslow placed these needs at the base of the pyramid because they are essential for survival. These foundational needs must be fulfilled in order to give something for the rest of the pyramid to be built upon. Presence of these will motivate the individuals to work for accomplishment.

## **2. Safety Needs**

Once the physiological needs have been mostly fulfilled, the safety needs begin to take precedence. These safety needs include work security, protection from danger, health, and well-being.

The needs at this level of a hierarchy can include needs that encompass physical safety and economic safety. Physical safety needs can include being protected from things such as war, conflict, violence, and natural disasters. It can also mean maintaining health insurance and getting regular checkups.

Economic safety needs might involve maintaining a job, paying bills, adding money to a savings account, and purchasing life insurance. They will act as a stimulus for motivation.

## **Social Needs**

Once the needs at the first two levels of Maslow's hierarchy have been fulfilled, the social needs begin to take greater precedence. These needs are centered on belongingness, or a need to form and maintain lasting social connections. These can include relationships with family members, romantic partners, friends, and acquaintances.

In order to fulfill these social needs, you might seek out groups or activities where you are likely to find like-minded individuals. Religious groups, social clubs, sporting activities, and workplace associations are just a few places where you might forge social connections. They will work as Stimulus for motivation and motivation will lead towards hard work in order to gain satisfaction.

## **4. Esteem Needs**

After the social needs have been addressed, the need to gain esteem and recognition becomes more important. All people have a need to feel appreciated and respected. People like to be recognized for their work and accomplishments, whether these are related to work, school, hobbies, or some other area of life.

By gaining recognition for these accomplishments, people gain a sense that they are making important contributions to society.

Maslow believed that there was a lower level and a higher level of esteem. Lower level esteem involves a need to receive applause, accolades, or awards from other people. Higher level esteem is all about gaining inner self-respect. They will act as a stimulus for motivation.

## **5. Self-Actualization**

Maslow believed that self-actualization was at the peak of the hierarchy. Self-actualization involves the need to fulfill your total potential and to become the best that you can possibly be.

“What a man can be, he must be,” Maslow summarized. What this entails exactly depends upon what is important to the individual. For an athlete, self-actualization might involve reaching maximum physical condition and athletic ability. For a musician, it might involve achieving a high level of accomplishment with their instrument.

It is important to realize that self-actualization is not a destination or end-point. You don’t become self-actualized and suddenly just stop growing and changing as a person. Instead, self-actualization is characterized by the actualizing tendency, or the need to continue becoming better and more self-aware.

## **Beyond Self-Actualization**

In his later years, Maslow increasingly came to believe that another level existed beyond self-actualization, which you referred to as self-transcendence. Once a person becomes a self-actualized, the actualizing tendency doesn’t simply go away. Instead, people are always striving to do more to do better and to become more. The self-transcendence involves looking outside of oneself and getting a greater awareness and connection with human beings on a much wider level.

## **Criticisms**

While Maslow's hierarchy of needs has become incredibly popular, not only in psychology but also in areas such as education and business, the theory is lacking when it comes to empirical research and scientific support.

### **1. Needs are not necessarily hierarchical**

While research has supported the notion that these needs are important, most experts dispute the notion that these needs follow the order that Maslow described or that a hierarchy exists at all.

Even Maslow himself believed that the needs he described did not necessarily follow a strict hierarchy and that these needs could exist and interact in a dynamic and continually changing way.