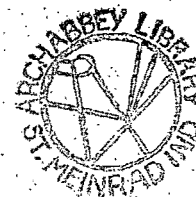


Abraham H. Maslow's Theory of Motivation:  
Summary, Critique, and Future Outlook

A Research Paper  
Submitted to the Faculty  
Of Saint Meinrad College of Liberal Arts  
In Partial Fulfillment of the Requirements  
For the Degree of Bachelor of Arts

James William Lasher  
May, 1974  
Saint Meinrad College  
St. Meinrad, Indiana



## Table of Contents

Chapter I. Maslow's Theory of Motivation . . . . .	1
Motivation as a Field of Study . . . . .	1
Maslow and Goldstein: Growth Motivation . . . . .	2
Deficiency Needs . . . . .	3
Self-Actualization and The Self Actualized Person . . . . .	6
Metamotivation and Metapathology . . . . .	8
Aesthetic and Cognitive Needs . . . . .	9
Summary: Essence of the Hierarchy . . . . .	11
Chapter II. Criticisms . . . . .	13
Comparison of Maslow to Other Humanists . . . . .	19
Evaluation of Maslow's Theory . . . . .	21
The Future of the Theory . . . . .	21
Conclusion . . . . .	24
BIBLIOGRAPHY . . . . .	25

## Abstract

In this paper the author sought to summarize Abraham H. Maslow's theory of motivation including his hierarchy of needs and cognitive and aesthetic needs. The hierarchy includes physiological needs, safety needs, belongingness and love needs, esteem needs, and the need for self-actualization.

The second chapter summarized the experiments and criticisms pertaining to Maslow's theory with some counter arguments by Maslow and other humanists.

In the closing section of chapter two, the status of this theory was reviewed and although the status is pessimistic, the theory is far from dead.

In the end, a list of questions is provided. The answers to these questions will determine the fate of Maslow's theory.

## I. Maslow's Theory of Motivation

### Motivation as a Field of Study

When we ask "why" about a behavior, we do not look only at observable processes but the covert reasons as well. This is what concerns the study of motivation. Direct observation cannot account for all the variability found in perception, habit, and personality structure. This explains why all psychological theories involve a motivation theory (Cofer and Appley, 1964).

Motivation is a field of psychological investigation concerned with certain types of phenomena and events. This statement is nearly unanimously accepted. However, the types of phenomena investigated are many and varied.

P. T. Young believes motivation to be "... the process of arousing action, sustaining the activity in progress, and regulating the pattern of activity." (Cofer and Appley, 1964, p. 8)

D. O. Hebb believes motivation not to be so much the arousal of activity but its patterning and direction. He believes it to be a state of an organism at all times.

Brown considers a specific variable motivational:

(1) if it tends to facilitate or energize several different responses, (2) if its termination or removal following a new response leads to the learning of that response, (3) if sudden increases

in the strength of the variable leads to the abandonment of responses, and (4) if its effects on behavior cannot be attributed to other processes such as learning, sensation, innate capacities, and sets (Brown, 1961, p. 55).

It appears that Brown nearly has a catch-all theory, i.e., anything that doesn't fit into learning, sensation, innate capacities, and sets is plugged into motivation much like Freud excused much under the term unconscious.

#### Maslow and Goldstein: Growth Motivation

Maslow's idea of motivation varies from most in that to him motivation is more than a homeostatic theory and more than a deficiency theory. Maslow agrees that if a person has a deficiency, he will be motivated to fulfill the lack. However, he adds a concept of self-actualization or growth theory which was initiated by Kurt Goldstein, who never explicitly defined it. Goldstein believed in one sovereign drive, rather than a plurality of drives, which he called self-actualization (Goldstein 1939, in Ruitenbeck, 1964). He believed all action to be growth motivated except for unhealthy people who are in need of biological needs such as sex, thirst, hunger, oxygen, and sleep. Goldstein added that personality is made by self-actualization, i.e., the actualization of potential (Allport 1961).

Maslow agrees with Goldstein on most of these points, but believes that this sovereign drive is divided into two areas, namely deficiency motivation and growth motivation

as discussed earlier (Maslow, 1968). These two divisions are further broken down into five subdivisions or stages of growth, or stages in the process of self-actualizing. These stages are considered in terms of a "hierarchy of needs" which are patterns for growth in which certain needs come to the individual's attention and until the needs in a given stage are met, the individual will not pass on to the next stage. There are some exceptions to the rule, but this is the general development. The five needs are physiological, safety, belongingness and love, esteem, and self-actualization.

#### Deficiency Needs

The first stage is the period where physiological needs, such as hunger and thirst, dominate the attention of the individual. If a man is in constant search for food or water, he will not be able, generally, to take care of the needs in the proceeding stages. In our culture, the physiological needs are rarely lacking. However, if a famine or drought were to occur, people would revert to this stage.

The second stage involves safety needs. Seldom in our culture are minds dominated by these needs, but war, disease, and catastrophes may make this the dominating thought. The safety needs are seen clearly in children, who are afraid of the dark or strangers. Adults safety needs are satisfied by such things as savings and insurance.

The third set of needs is belongingness and love needs which arise when the physiological and safety needs are relatively settled.

Now the person will feel keenly, as never before, the absence of friends, or a sweetheart, or a wife, or children. He will hunger for affectionate relations with people in general, namely, for a place in his group, and he will strive with great intensity to achieve this goal (Maslow, 1970, p. 89).

It should be noted that the love referred to here is a "D-love" or deficiency love or a selfish love. When I discuss the characteristics of a self-actualized person, the D-love will be contrasted to the unselfish love.

The esteem needs appear in the fourth stage of the hierarchy. There are two types of esteem. They could best be characterized as a) self-esteem -- the desire for achievement and self-confidence, and b) esteem from others -- a desire for reputation, status, or appreciation. This later esteem, the esteem from others, has two types. The first is deserved respect or earned esteem where the individual does something and is praised for his action. The second is an unwarranted respect, similar to Fromm's notion of motherly love, where the person is respected for just being, regardless of what he does.

If esteem is held from the individual, he will not have a positive image of himself and may turn inward toward depression or outward in the form of violence or other neurotic

trends. Either way, he cannot pass to the final stage of the hierarchy; self-actualization.

Before considering self-actualization in more detail, a word might be added about the preconditions to the deficiency needs. Just as the first four needs are required for one to achieve self-actualization, so too these four needs have preconditions for their satisfaction.

Danger to these preconditions is reacted to almost as if it were a direct danger to the basic needs themselves. Such conditions as freedom to speak, freedom to do what one wishes so long as no harm is done to others, freedom to express one's self, freedom to investigate and seek for information, freedom to defend one's self, justice, fairness, honesty, orderliness in the group are examples of such preconditions for basic need satisfactions. Thwarting in these will be reacted to with a threat of emergency response. These conditions are not ends in themselves but they are almost so since they are so closely related to the basic needs, which are apparently the only ends in themselves. These conditions are defended because without them the basic satisfactions are quite impossible, or at least, very severely endangered (Stacey and DeMartino, 1958, p. 38).

When fulfillment of these needs is impaired, the person would be considered fixated somewhere along their road to self-actualization. If a person lacks food or water or finds it hard to get, his mind will be preoccupied by these basic physiological needs. If a man lacks safety, he will be searching for security. If there is no group that makes him feel welcome, then that person is fixated in the third stage of the hierarchy. If the person lacks self-confidence or is not respected by others, this lack of esteem will keep him



preoccupied with himself, not others, and will leave him fixated. Maslow also wrote that if a child during its first year does not establish dependency on firm and natural foundations, his

whole life may manifest greediness, possessiveness, and similar efforts to obtain the condition of loving dependence that the individual was at first denied. In place of trust, the life is built on mistrust (Allport, 1961, p. 79).

### Self-Actualization and the Self-Actualized Person

Once the person has developed through these first four stages, he enters the fifth and final stage of growth: self-actualization. Basically this means that the person becomes what he potentially can become. Maslow gave the term an operational definition by listing some characteristics of the self-actualized person (Maslow, 1970).

Such a person is realistically oriented or able to see the world and the self accurately. He accepts himself, nature, and other people. He possesses spontaneity, independence, unhostile sense of humor, and what might be called a "natural gift" of creativity. He enjoys solitude or privacy and his close personal attachments are deeper and more profound than the average individual's. He is problem centered or task oriented rather than ego-centered and has a genuine desire to help the human race. He maintains a detachment from culture and is ruled more by inner laws than social laws. The self-actualized person rarely shows

confusion or inconsistency and is democratic as contrasted to authoritarian. He can freshly appreciate again and again a basic good in life regardless of how often he has experienced it. He has more mystic or peak experiences than most people.

These characteristics make a self-actualized person sound nearly perfect. However, his imperfections may include temper outbursts, pride, ruthlessness, absent-mindedness, and letting himself be taken for advantage.

The self-actualized person views love as a natural unselfish thing not to be learned but to do. This love is B-love or Being-love. It is the love given to an individual no matter what he has done. This is "true love" in contrast to D-love, deficiency-love, puppy love or possessive love. The self-actualized person possesses B-love. He has no need for defenses thus making him less likely to try to make a good impression. Being loved means to be understood and deeply accepted. The difference between D-love and B-love is the difference between 'eros' and 'agape'. The self-actualized person gets as much pleasure from seeing a loved one have pleasure as the loved one gets. The truly loving mother would rather cough than hear her child cough (Maslow, 1970).

A self-actualized couple has an absence of jealousy and respect each other as individuals who have their own lives to live. These people cannot be said in the ordinary sense of

the word to "need" each other as do "lovers" in the D-type sense of the word love.

Because of their uncanny sense of perceiving truth and reality, self-actualized people usually are capable of knowing their loved ones better than most people. In other words those people who are chosen by self-actualized people

... are soundly selected by either cognitive or conative criteria. That is, they are intuitively, sexually, impulsively attracted to people who are right for them by cold, intellectual, clinical calculation. Their appetites agree with their judgments, and are synergic rather than antagonistic (Maslow, 1970, p. 202).

#### Metamotivation and Metapathology

Once the person has developed into the self-actualized state, and he has a feeling of belongingness, is satisfied in love, has friends and respect, and is confident, he still lives and is motivated by what Maslow called metamotivation. His needs are metaneeds (Maslow, 1971).

Many metamotivations and gratifications are listed by Maslow (1971, pp. 308-309) and include delight in bringing about justice, stopping cruelty, happy endings, praising virtue and talent, doing a job till it's well done, etc. They do not do mean things but become angry when others do mean things. They enjoy watching and helping others to become self-actualized.

Maslow wrote,

These intrinsic values are instinctoid in nature, i.e., they are needed (a) to avoid illness and (b) to achieve fullest humanness or growth. The "illnesses" resulting from deprivation of intrinsic values (metaneeds) we may call metapathologies. The "highest" values; the spiritual life, the highest aspirations of mankind are therefore proper subjects for scientific study and research. They are in the world of nature (Maslow, 1971, p. 316).

If a person has satisfied their deficiency needs, he does not necessarily move into self-actualization. If he does not take this step, he is a victim of metapathology or gratification produced pathology. Maslow believed that the person had to take a conscious action in order to move into the self-actualized state. These metapathologies include alienation, anomie, meaninglessness, boredom, apathy, valuelessness, desacralization of life, death wishes, feelings of hopelessness and helplessness, joylessness, and cynicism (Maslow, 1971, p. 317).

Another way of defining metapathology or gratification produced pathology, is an absence of values, of meaningfulness and of fulfillment in life.

### Aesthetic and Cognitive Needs

Maslow's interest was in forming a motivation theory based on healthy people--self-actualized persons--not the mentally ill or fixated people. So, returning to the view of the healthy person, Maslow found justification in hypothesizing aesthetic needs. He believed that some individuals

have these needs:

They get sick (in special ways) from ugliness, and are cured by beautiful surroundings; they crave actively, and their cravings can be satisfied only by beauty . . . . The needs for order, for symmetry, for closure, for completion of the act, for system, and for structure may be indiscriminately assigned to either cognitive, conative, or aesthetic, or even to neurotic needs. What . . . does it mean when a man feels a strong conscious impulse to straighten the crookedly hung picture on the Wall? (Maslow, 1970, p. 51)

Maslow also hypothesized cognitive needs which are the needs to know and understand. Man is attracted to the unknown or unexplained, claims Maslow. As man learns, he desires to know more.

Maslow thought there were two types of learning: intrinsic and extrinsic. Extrinsic learning involves acquisition of a new skill. Intrinsic learning is a developing of one's potential. Thus, the process self-actualization is the process of intrinsic learning. Anything that does not foster learning will not foster self-actualization. This includes fear, threat, and anxiety and, to some degree, competition. Maslow called such a situation of no competition, synergic situation. A student competing with others for a grade will be less apt to help someone if it will hurt his own grade. Without competition, the student can be helpful to others without the risk.

Maslow believes extrinsic learning to be of secondary importance, maybe even expendable (Warren, 1968, p. 23). It

is argued that extrinsic learning becomes easier and more efficiently acquired as the degree of intrinsic learning increases. However, our present educational system tends to ignore intrinsic learning.

Maslow identified two goals of intrinsic learning. The learner must learn to be human and he must learn to be a particular human.

The two needs just mentioned, are not part of the hierarchy of needs. They are displayed at any of the five stages of development. Maslow sometimes placed cognitive needs as a sixth stage on the hierarchy but, in later writings, he separated them..

#### Summary: Essence of the Hierarchy

Maslow believed that there were clear distinctions between each of the needs and referred to them as higher and lower needs. (Many people do not believe this to be true and their argument will be reviewed in the next chapter.) Maslow (1970) listed sixteen reasons for hypothesizing the differences. Some of these reasons will be discussed in the next chapter.

Some repercussions might be noted before concluding this overview of the theory. These repercussions are from recognizing the distinction between higher and lower needs. These include:

- 1) Since man's best impulses are seen more intrinsic

than fortuitous, man himself will know what is good for himself from what his body tells him.

(2) Instincts in man are not strong but weak with the higher needs being instinctually weakest.

(3) The aim of psychotherapy is to break rather than erect controls and inhibitions because man's intrinsic impulses are now seen as good.

None of these repercussions agree with the traditional view of psychology. Tradition held man's basic nature to be one of conflict and evil. Maslow and the other humanistic psychologists are trying to show that man is basically good.

In this chapter, Abraham H. Maslow's theory of motivation was briefly presented as background for an understanding of the support and criticisms of his theory which will be discussed in chapter two.

## II. Criticisms

This chapter will include arguments and counterarguments pertaining to Maslow's theory. One of the major criticisms claims that Maslow presented a theory with little means of experimentation. It was all theory and no tests. If one knew Maslow, one would not be surprised for Maslow once said,

I'm someone who likes plowing new ground then walking away from it. I get bored. I like discovery, not proving. For me the big thrill comes with the discovering (Maslow, 1968a).

Salvatore R. Maddi (1968) noted Maslow's lack of experimentation, gave him a compliment, and ended with a criticism.

Although Maslow himself does not explore these implications of his position, I feel the necessity of at least recording the possibility that there would be personality types oriented toward the satisfaction of (1) physiological needs, (2) safety needs (3) needs for belongingness, and (4) needs for esteem. The potentiality for a typology of personality at the peripheral level of analysis is greater in Maslow than in Rogers, though at present Maslow must also be criticized for providing so little concrete basis for understanding different ways of life (pp. 277-278).

The criticism of experimentation did not end with such statements. John Sherwood (1970, found in Maddi and Costa, 1972) and many others have attacked the vagueness of terms such as "self-actualization." Many terms, it is argued, do not have suitable definitions and consequently, theories have not been readily translated into research operations.



These critics may be quite correct. This may indicate the reason so little experimentation has been found by myself or E. T. Warren (1968) concerning Maslow's theory.

On the other hand, Maslow (1971) offered twenty-eight hypothesis to be tested. Either Maslow was too vague or scientists won't conduct tests because of Maslow's unorthodox approach to science. Strict scientific approach does not account for subjective evidence, emotions, feelings, and other non-measurable variables. Maslow argues that some of the basic parts of man are feelings, emotions, and cognitive processes which are not measurable; and if we are to understand man, then the whole of man must be studied, not just part.

Most graduate training . . . turns away from (topics) like love hate, hope, fear. They are called fuzzy, unscientific, tenderminded, mystical. What is offered instead? Dry bones. Techniques. Precision. Huge mountains of itty-bitty facts, having little to do with the interests that brought the student into psychology. Even worse, they try, most often successfully, to make the student ashamed of his interests as if they were somehow unscientific. And so often the spark is lost, the fine impulses of youth are lost and they settle down to being members of the guild, with all its prejudices, its orthodoxies (Maslow, 1957, p. 229 as found in Maddi and Costa, 1972).

Humanists, including Maslow, allow for variables of values feelings, and emotions. When asked how he responds to his colleagues who don't allow for such variables, Maslow responded,

I have a secret. I talk over the heads of the people in front of me to my own private audience. I talk to

people I love and respect. To Socrates and Aristotle and Spinoza and Thomas Jefferson and Abraham Lincoln. And when I write, I write for them. This cuts out a lot of crap (Maslow, 1968(a), p. 55).

Each critic compares Maslow's theory to their own school of thought. Roy Dreistadt (1971) who follows in the footsteps of Kretschmer and Sheldon, tried to incorporate Maslow's theory. "(Dreistadt) will assume that an individual has genetic or hereditary personality predispositions that he tries to actualize." Maslow did not mean his theory to be one of combining physique with temperament. Dreistadt took literally what Maslow (1970) said analogously:

. . . man has an essential nature of his own, some skeleton of psychological structure that may be treated and discussed ANALOGOUSLY (capitals are mine) with his physical structure, that he has needs, capacities, and tendencies that are genetically based, some of which are characteristic of the whole species, cutting across all cultural lines, and some of which are unique to the individual (p. 340).

Another critic voiced strong caution to the use of this theory claiming a new fascism could result from it.

. . . note that parts of his writings can be interpreted as supporting the existence of superior people who remain apart from others, a philosophy that was employed, for example, by the Nazis (Lester, 1971, p. 777).

Lester does continue to point out an ambiguity in Maslow's theory. He quotes Maslow as saying "most" people are capable of self-actualization. "Why not all?" asks Lester. Is it due to experience or to an innate inferiority?

No conclusion is reached.

I found what appears to be a contradiction in Maslow's writings and speeches. He claims to want a theory of healthy people to be developed but he said,

Sex has to be considered against love, otherwise it's useless. What a person does, his overt sexual behavior by itself, is useless. Behavior is a defense, a way of hiding what you feel, particularly in regard to sex. The work I did with homosexuals was so revealing; there are lots of secrets there that haven't been touched. If I were beginning all over again, I'd study homosexuality . . . as a means to a profound understanding of humanity (Maslow, 1968a, p. 54).

It seems contradictory to postulate that a valid theory of growth motivation must be based upon the study of healthy people yet in fact to study a group of people considered unhealthy. However, this apparent discrepancy in no way attacks Maslow's theory of motivation. It only shows the interests of Maslow on understanding the various types of persons in this world.

Many people in this world, past and present, are very creative yet are far from self-actualization including Michelangelo and Galileo (Maddi, 1968). Yet, it is this author's opinion, according to the strictest interpretation of Maslow's hierarchy of needs, creativity should only be characteristic of the self-actualized person.

Some critics point that Maslow's experiment to discover the traits of the self-actualized man are invalid. Since he relied so heavily on subjective data, it is possible that

what he saw as tendencies in his subjects were really his own values.

The experiments conducted on various aspects of Maslow's theory hardly have merit in reviewing them because of the extremely small number of research tests. Many dissertations have to do with the rate of self-actualization or its comparison between groups of students on university campuses. These studies merely point out that freshman females are more self-actualized than freshman males (Schroeder, 1973) and sometimes subjects in training sessions for self-actualization tend to show greater self-actualization (Bird, 1973 and Frankenberg, 1972) and sometimes there is no growth (Hull, 1971). Some Scales of Shostrom's Personality Orientation Inventory (POI), the usual paper-and-pencil measure of self-actualization, change for students living in one-sex dormitories and others change for students living in co-ed dormitories (Schroeder, 1972).

In one study (Lindskoog, 1972) it was found that high actualizers and low actualizers differed in socio-economic level, mother's occupation, liberalness of political attitude on concrete issues, and birth order. This might suggest the possibility that self-actualization is culturally or environmentally influenced. Although Maslow saw negligible influence of external forces, he agreed that external variables can slow down gratification, which would in effect control

self-actualization.

In the area of higher and lower needs, Maslow is not criticized on some points because by definition he is right. For example, the higher need has more preconditions. This is undeniably true because of the definition of higher needs. Some points are supported by data and others have not been tested. Those that have not been tested include:

- 1) Higher needs require better external conditions to make them possible.
- 2) A greater value is usually placed upon the higher need than upon the lower by those who have been gratified in both.
- 3) The higher the need, the less imperative it is for survival, the longer gratification can be postponed, and the easier it is for the need to disappear permanently (Maslow, 1970).

There is little or no argument on most of these sixteen differences between higher and lower needs but some have questionable validity. Maslow wrote, "Satisfaction of higher needs is closer to self-actualization than is lower need satisfaction." Maslow gave this as a reason for stating there was a difference between the levels of needs. It seems that definitions are the criteria of "proof" for a difference between higher and lower needs.

Comparison of Maslow to Other Humanists

In their book on humanism, Maddi and Costa (1972) compared Maslow, Murray, and Allport. Although they agreed on basic humanism, there were some differences. Maslow saw only the least amount of external determinants influencing behavior. Maslow and Murray saw man as having both rational and irrational elements. Maslow and Murray agree that more than one person can have a need but Maslow says everybody has the same needs. Allport claimed that each individual had his own needs.

The validity of the hierarchy is an open question. Little research has been conducted to answer this important question. Allport agreed with Maslow on this point that there exists a hierarchy of needs. Many articles express criticism of this belief and a few are discussed on the following page. Maslow offers some evidence but Hall and Nougaim (1968, in Maddi and Costa, 1972) have conducted experiments which indicate a need to determine whether the status of lower level needs was coincident with the emergence of higher level needs within each subject. Their results indicated no support for the hierarchy.

Sometimes, Maslow talks like the hierarchy was law yet he believed in a modified hierarchy or "integrated hierarchy". This is a hierarchy in which elements are grouped in clear differing, ranked levels, but in which there are no absolute

lines between the levels; a hierarchy in which a change on one level produces changes on all levels.

H. Bonner (Warren, 1968, p. 63) is sympathetic to Maslow with the exception of the hierarchy. He believes the exceptions to the hierarchy will destroy the theory. For example, some prisoners refused to eat food not permitted by their religion and died.

Although J. A. Arlow (1955, found in Warren, 1968, page 60) felt that self-actualization as a concept was a lasting contribution to psychology, he felt that the theories regarding the hierarchy of needs and need gratification were not supported by data except in the case of physiological needs. He believed these theories to be advanced in terms of generalizations from clinical experience and not based on direct and reproducible data.

McClelland (Warren, 1968, pp. 60-61) is probably one of the fairest critics. He had praises and criticisms. He disliked Maslow's study of people past and present because his study left no replication possible. Maslow's subjects were not randomly selected. He made personal choices.

McClelland continued to argue the need for definition of terms. Maslow, he argues, left no means of determining the presence or absence of a need.

On the positive side, McClelland believes that because Maslow has challenged some of the traditions of psychology

the schools of psychology are going to look deep at their theories and reevaluate them.

Critics such as E. J. Shoben (Warren, 1968) criticized Maslow for not seeking techniques. Although techniques would be beneficial, Maslow did the job he intended to do--theorize, not learn technique.

#### Evaluation of Maslow's Theory

Hall and Lindzey (1970) wrote that good theories would have utility; i.e. 1) lead to the collection or observation of relevant empirical realizations not yet observed, and 2) permit the incorporation of known empirical findings within a logically consistent, reasonably simple framework. According to the majority of critics, Maslow's theory is useless because of its vagueness in defining terms and the inability to determine the presence or absence of need (Sherwood, 1970 as found in Maddi and Costa, 1972).

The theory is very tightly knit but Hall and Lindzey (1970) and Maddi (1968) insists that a theory must be capable of being verified. Since Maslow's theory is not testable at this time, according to the critics, the theory is useless except as an input of ideas or as a philosophy.

#### The Future of the Theory

Although the conclusions are pessimistic, the theory is not dead. Operational definitions must be found if the theory



is to survive. It could be that Maslow's ideas on learning have been influential in restructuring the classroom in the last five years. Experimentation with noncompetitive classrooms is underway.

Many questions have been left unanswered and the future of the theory lies in their being answered.

1) Is Maslow's motivation theory compatible with homeostasis? This author believes them to be compatible in the sense that homeostasis accounts for deficiency motivation and self-actualization accounts for growth motivation.

2) Is it compatible with the principles of reinforcement, stimulus-response, and tension reduction? Again this author believes them to be compatible in some ways, i.e., if these principles of behaviorism are merely for deficiency needs and not for growth motivation. Although Skinner believes freedom and dignity to be a myth, this author does not agree with him and if these behavioristic terms are to be used, then they must be put within their bounds. That is to say they must not encroach upon the freedom and dignity of man.

3) Is self-actualization learned or does it come naturally? There are studies which indicate some learning of the principles of self-actualization in living-learning situations but others have found no significant results. If self-actualization can be brought about more swiftly than

naturally by living with self-actualized people, then children of self-actualized parents should be more self-actualized than children of parents who are not self-actualized. Related to this question is the fourth question.

4) What conditions are prime for the increase in self-actualization? Maslow hypothesized what conditions were prerequisites for the basic needs, and he hypothesized that the basic needs were preconditions for self-actualization. It remains to be seen whether or not there are other conditions necessary or even helpful.

5) Is the difference between males and females POI scores real? Schroeder (1972 and 1973) found significant differences on 11 of 12 POI scales between freshman females and freshman males before they entered the academic year. Seven months later, both groups had improved on their scales, but the females improved more than the males. The males grew to the level of self-actualization which the women exhibited in the first test. Schroeder did not hypothesize of what this difference may be a result. He then asks question number six.

6) If the differences between scores is significant, at what level in college do the males catch up with the females?

7) Is everyone capable of becoming self-actualized (Lester, 1971)? This issue was discussed in chapter II.

8) As discussed earlier, is there really a hierarchy to the five needs Maslow presented?

### Conclusion

Maslow believed that a good motivation theory would hold several points. These included: An individual should be seen as an integrated whole that acts as an integrated whole most of the time; All men have the same needs but cultural factors influence how these needs are properly expressed; A valid theory will emphasize the motivations of healthy, not sick, people; Every state of being is a motivating state but not all behavior is motivated; There are deficiency and growth motivations; Theory must be anthropocentric rather than animal-centric; and a sound basis for classification of motives is the fundamental goals or needs (1970).

The theory as it is may not be much use to the scientist, but to the common man, it is a sign of hope, something pleasant to the ears. Abraham Maslow was a true leader in growth theory and growth theory is far from dead.

## References

- Allport, G. W., Pattern and growth in personality. New York: Holt, Rinehart and Winston, Inc., 1961.
- Bird, D. T. M. The relationship of self-actualization levels of counseled and non-counseled parents to perceptions of behavioral characteristics in their children previously diagnosed as disordered. Unpublished doctoral dissertation, University of Southern California, 1973.
- Brown, J. S. The motivation of behavior. New York: McGraw-Hill, 1961.
- Cofer, C. N. and Appley, M. H., Motivation: Theory and research. New York: John Wiley and Sons, Inc., 1964.
- Dreistadt, R. Self-actualization, types of personality, and neuroses and psychoses. Genetic Psychology Monography, 1971, 84, 73-108.
- Frankenberg, E. L. Self-actualization and environment: The personal orientation inventory as a measure of personal growth among undergraduates in a living-learning community. Unpublished doctoral dissertation, Ohio State University, 1972.
- Hall, C. S., and Lindzey, G. Theories of personality. (2nd ed.) New York: John Wiley and Sons, Inc., 1970.
- Hull, D. The effect of laboratory training on self concept and self actualization. Unpublished doctoral dissertation, University of Missouri, 1971.
- Lester, D. Maslow and the possibility of becoming healthy. Psychological Reports, 1971, 28, 777-778.
- Lindskoog, D. P. Some life history, attitudinal, and moral development correlates of self-actualization among evangelical seminary students. Unpublished doctoral dissertation, Baylor University, 1972.
- Maddi, S. R. Personality theories: A comparative analysis. Homewood, Illinois: Dorsey Press, 1968.

- Maddi, S. R., and Costa, P. T. Humanism in personology: Allport, Maslow, Murray. Chicago: Aldine Publishing Co., 1972.
- Maslow, A. H. A conversation with Abraham H. Maslow. Psychology Today, 1968, 2, no. 2, (a).
- Maslow, A. H. Toward a psychology of being. (2nd ed.) New York: D. Van Nostrand Company, 1968(b).
- Maslow, A. H. Motivation and personality. (2nd ed.) New York: Harper and Row, 1970.
- Maslow, A. H. The farther reaches of human nature. New York: Viking Press, 1971.
- Ruitenbeek, H. M. (Ed.) Varieties of personality theory. New York: E. P. Dutton and Co., Inc., 1964.
- Schroeder, C. C. An analysis of the impact of residential setting on the development of selected dimensions of self-actualization. Unpublished doctoral dissertation, Oregon State University, 1972.
- Schroeder, C. C. Sex differences and growth toward self-actualization during the freshman year. Psychological Reports, 1973, 32, no. 2, 416-418.
- Stacey, C. L., and DeMartino, M. F. Understanding human motivation. Cleveland: Howard Allen, Inc., 1958.
- Warren, E. T. The implications of A. H. Maslow's "hierarchy of needs" theory for adult education. Unpublished doctoral dissertation, Indiana University, 1968.

ARCHABEY LIBRARY



3 0764 1003 0108 9