

BEHAVIOUR PROBLEMS

This section contains the following information.

- Maslow: An overview
- Maslow's Theory on Human Motivation
- An Overview of Child/Adolescent Behaviour

Additional information is available in the [Parenting section](#).

MASLOW: AN OVERVIEW

I have found the work of Maslow (1962, 1968) extremely helpful in explaining some of the behavioural/emotional challenges and problems experienced by children and adolescents.

Maslow (1962) proposed a theory of motivation based on a hierarchy of needs. He argued that the individual progresses through a series of stages/levels. Only when needs are gratified at a particular level is the individual motivated to move on to the next higher level. The progression begins with basic needs and moves towards the higher needs

The needs are as follows-

- the basic physiological needs (food, water, air, sleep)
- the safety needs (security, freedom from danger, stability)
- the love needs (intimacy, belonging, accepted by others)
- the self-esteem needs (knowledge, mastery, achievement, self-confidence)
- the self-actualisation needs (on-going realisation of potential, creative living, peak experiences)

Some people are so focussed trying to satisfy the basic needs of, say safety and love, that they have hardly any energy left to reach the higher level needs such as self-esteem and self-actualisation.

What are we doing in our schools and homes to make the attainment of higher level needs a reality?

For instance, today many children and adolescents do not feel safe and secure in their environment and hence are likely to experience the negative consequences as outlined below. Likewise, for some the social/love needs are not satisfied resulting in the negative consequences of rejection, worthlessness, loneliness and isolation.

Before such students can progress to the important higher self-esteem needs, satisfied through schooling, learning and achievement, the fulfilment of the basic needs must be addressed.

MASLOW'S THEORY OF HUMAN MOTIVATION: A HIERARCHY OF NEEDS

BASIC NEEDS

PHYSIOLOGICAL NEEDS

- OXYGEN
- FOOD
- WATER
- WARMTH
- SLEEP/REST

SAFETY NEEDS

- SHELTER
- SECURITY
- STABILITY

LOVE NEEDS

- ATTENTION
- AFFECTION
- BELONGING

HIGHER NEEDS

SELF-ESTEEM NEEDS

- KNOWLEDGE-UNDERSTANDING
- LEARNING-ACHIEVEMENT
- CAPABLE
- USEFUL
- SELF-WORTH
- SELF-RESPECT
- SELF-CONFIDENCE

SELF-ACTUALISATION NEEDS

- SELF-FULFILMENT
- BECOMING SELF
- FULLY FUNCTIONING

AN OVERVIEW OF CHILD/ADOLESCENT BEHAVIOUR UNDERSTANDING BASIC SOCIAL/EMOTIONAL NEEDS

DOMAINS	NEEDS	CONSEQUENCES		
		POSITIVES	NEGATIVES	
SOCIAL / EMOTIONAL	SAFETY	STABILITY	INSTABILITY	
		SECURITY	INSECURITY	
		POISE	STRESS	
		COMFORT	FEAR	
		CALM	OBSESSION	
	SOCIAL			COMPULSION
				ISOLATION
			IDENTITY	LONELINESS
			AFFILIATION	
			BELONGING	ANXIETY
	LOVE			DEPRESSION
			AFFECTION	ANXIETY

DEPRESSION

ATTENTION

INTIMACY

OUTSIDER

REJECTED

AGGRESSION

CONDUCT/

DISORDERS

WITHDRAWAL

EMPTINESS

HIGHER NEEDS

SELF-ESTEEM

KNOWLEDGE

UNDERSTANDING

LEARNING

ACHIEVEMENT

MASTERY

COMPETENCE

FAILURE

		CAPABLE	INFERIORITY
		USEFUL	DISCOURAGEMENT
		ENCOURAGED	USELESS
		SELF-WORTH	INCOMPETENCE
		SELF-RESPECT	LEARNED/
		CONFIDENT	HELPLESSNESS
SELF- ACTUALISATION			
	CURIOSITY		
	MASTERY		
	CREATIVE		
	FULFILMENT		
		REALISING POTENTIAL	ALIENATION
		PEAK EXPERIENCES	
		CREATIVE LIVING	

Relevant information is also included in the following **Sections-**

- **Categories of Exceptionality**
- **Parenting**

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