



HUMAN DEVELOPMENT

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AI has not been used in this assignment.

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Who is Maslow?

Abraham Maslow was an American psychologist who developed a hierarchy of needs to explain human emotions. Cherry (2023) states that Maslow suggested humans have several basic needs they must achieve before moving up a level in the hierarchy. These levels from bottom to top are psychological, safety, love/belonging, esteem and self-actualisation. Jones (2023) states that Maslow proposed the idea that motivation is the result of a person’s attempt at fulfilling these 5 basic needs. Cherry (2024) continues to reveal that Maslow believed that if some needs aren’t met then humans may be unable to process and have the feeling of being ‘stuck’ and ‘unmotivated’. West (2022) goes on to suggest that Maslow believed that the unmet needs of an individual would occupy the mind and preventing the pursuit of needs the higher needs that he demonstrated on his pyramid.

Physiological

Physiological needs are the most basic and simple needs that humans must have to operate. These are physiological al needs like breathing, food, water, shelter and sleep. These needs serve as the baseline and foundations of our needs and allows people to spring up to the next level of needs in the Maslow hierarchy. Maslow considered physiological needs the most important of all the needs on his hierarchy. Humans most basic need it the need for survival which lands in the physiological level. Maslow believed that our physiological needs are the first thing that motivates our behaviour. Maslow highlighted that the human body cannot function to its best of its ability if these physiological needs are not met. Once the individuals’ physiological needs are met, the need for security and safety becomes the primary needs as stated by McLeod (2024).

Safety

Safety and security are the next level in the Maslow hierarchy of needs, it refers to the health, employment, property, family and social skills pf an individual. Safety is used broadly in this theory as safety could mean literally, how safe one is from potential threat and danger, for example illness, disease, violence, or it could be how safe they are from debt or how safe they are in their job positions. Safety is still essential, and our human instincts are still wired to look out for any potential danger. McKay (2010) gave an example of this by stating that when we are buying a car, if we read reviews that the air bag fails to deploy during a crash or that the seatbelts are faulty, we will be cautious and would likely avoid purchasing it. Zheng *et al.*, (2021) states that safety needs are the most fundamental needs for the humankind.



Maslow's hierarchy of needs

Self-actualisation

Komninos (2020) explains that self-actualisation is the final stage of the needs of an individual. Maslow believed that to achieve this state of personal fulfilment, an individual must first achieve all the other needs of a person, physiological, safety and security, social and esteem, before reaching self-actualisation. The concept of self-actualisation, explained by Selva (2017), can generally be thought of as the full realization of an individual’s creative, intellectual, and social potential through internal drive. Vinney (2024) states that Maslow believed self-actualisation is the ability to become the best, the most optimal and the most complete version of oneself. The potential to achieve self-actualisation is becoming a more and more difficult and rare achievement for humans, as stated by Wilks (n.d). This is because most people have been raised with a very low expectation of what they can do and accomplish in life. Eddens (2023) states that only when you have achieved self-actualisation you will feel that you have “Lived” and have a meaning and purpose in life. Unacademy (n.d) notes that Maslow admitted that self-actualisation needs may vary from different individuals. To further this Maslow also states that each level on the needs pyramid differ from individuals and one person may achieve certain needs quicker with fewer needs met.

Esteem

Esteem is the concept of how someone is seen, typically in a positive and admirable way. Esteem is defined as the admiration, regard and respect a person has from others. Byron-Cox (2023) states Maslow believed that there are 2 levels of esteem, Higher-level esteem and lower-level esteem. The higher-level esteem comes from the needs of self-praise and internal feelings of accomplishment. Lower-level esteem needs is based off praise from others and external feelings of accomplishment and an awareness of one’s achievements. Maslow believes esteem is important for human motivation. Vanta (2024) supports this by stating that individuals with a good level of self-esteem can manage stressful situations better as they see them as manageable challenges instead of overwhelming obstacles. This positive attitude helps fuel the motivation and drive of a person, pushing them to achieve their goals with enthusiasm and persistence. One these needs are achieved and a person has a good level of esteem they may be able to progress to the next level of the Maslow pyramid hierarchy of needs.

Love and belonging

Love and belonging are the next level in the Maslow hierarchy of needs. Pinkus (2020) defines love as the emotional and physiological bond we feel toward others, influenced by various aspects such as attraction, affection, intimacy, and commitment. (BLANK) also defines belonging as the desire to feel accepted by others and to feel a sense of belonging to a group or person. Love is important for individuals as it could serve as a driving factor to our motivation, to get a good job, to behave appropriately and to strive to achieve to make that love stronger. Jolley (2024) explains that love is a force which motivates us to overcome the difficulties of everyday life. A sense of belonging can help individuals fight against stress, this is because a bigger sense of belonging makes individuals more resilient and improves our well-being. Having a group of people or a person that allows humans to feel like they belong helps provide emotional stability and support during challenging times as stated by Calm (2023).

Human development:

The concept of Holistic child development

This essay will discuss the meaning and effects of holistic child development and why it is important in the early years of a child. This essay will also investigate what some theorists say about the holistic concept of child development and how it links to Maslow. It will also explore any connections with Maslow's hierarchy of needs.

Holistic development in early years is defined by Scottish social services council (2024) as when early years workers' give attention to the children's physical, emotional, social and personal well-being. Holistic development is vital in early years when planning and assessing the specific needs of a child. This concept allows early years worker to access the child as an individual and assess what they have or haven't achieved, and what they can achieve.

Tuition (2024) suggests that there are 5 aspects of the holistic development approach.

Physical, social, emotional, intellectual and spiritual development of the child. The physical development can be defined as the focus on fine motor skills and the gross motor skills. For example, walking, running and building. The social and emotional development of a child involves many different things including thoughts and feelings about who the child is as a person and a learner. They are also taught how to deal with the feelings they have and how to work through it. They are taught how to interact with others and begin developing the ability to form deep and meaningful relationships, starting with parents and teachers, their primary and secondary educators. These developmental areas are linked together because they both contribute to the child's wellbeing as a whole and their ability to guide them through relationships. The child's intellectual development is the child's ability to think for themselves and reason. The intellectual development is made up of different aspects such as language skills, memory and their ability to problem solve. It is also the development of their moral compass which Gupta (2023) believes if it is strong, you will be happier, have better relationships and have greater success in life. Intellectual development allows children to understand the relationship between ideas. The development of the child's spiritual wellbeing is vital as it relates to the important inner questions that we ask ourselves.

Spiritual wellbeing relates to how the child feels and where they think their place in the world is. The development of this aspect of the holistic approach has a massive impact on what kind of person and adult the child will grow up to be.

Many theorists have various opinions and theories about the Holistic approach. Early Years TV (n.d) states that Bowlby argued that early attachment experiences lead to the development of the internal working models of an individual. Bowlby developed a theory called the attachment theory. Bowlby developed a model of the relationship between children and their main parent/carer. Structural learning (2024) goes on to say that Bowlby believed infants from birth were capable and were wired to be able to form attachments, believing this served as a survival strategy. These early attachments play a crucial role in shaping the child's future in many ways, whether it be their emotional health and their ability to form and sustain relationships.

Bowlby's theory introduced the concept of individual differences in attachment patterns. Bowlby provided three types of attachment styles, secure, avoidant and anxious. Secure attachment is described by Cherry (2023) as when the child can depend on their carer, is distressed when separated and joyful when reunited. However, a key difference between the types of attachment is that with secure attachment the child, although is upset, are confident that their carer will return. Brennan (2023) describes avoidant attachment as an attachment style that children develop when their carer doesn't show care and hasn't previously provided essentials like food or shelter or safety. Due to this the child would disregard and hide these feelings of sadness, anxiety and struggle to maintain peace and keep their carer close by. The child denies and does not value the importance of these feelings. This could stay with them until adulthood which would affect their ability to have and retain relationships successfully. The causes of this could be from an avoidance of physical contact from the carer, making fun of the child's problems and discouraging the child to express their emotions, instead hiding their emotions and not acknowledging them. Schuster (2023) states that people with an anxious attachment style struggle to feel secure in relationships and constantly have an overwhelming fear of being abandoned by the people they love and care for. This is due to carers not giving the child attention or affection when they need it, it can affect them throughout childhood and even affect their adulthood.

A sign of anxious attachment to a partner is the constant need for reassurance and obsessively looking for potential signs that their partner is trying to pull away from them, whether that be a slight change of mood or tone of voice, they will assume the worst. Those who grow up with this anxious attachment style can still recover according to The Attachment Project (2024) who state that after they have processed their distress, the individual can feel capable of rebounding into another relationship.

Bowlby's theory of attachment can be linked to Maslow's theory of the hierarchy of needs as a child with a secure attachment is likely to view themselves in a positive way and have a good self-esteem. This makes them eligible to progress up Maslow's pyramid of needs. If these children do not have a secure attachment, then they may have a negative view of themselves with a low self-esteem, meaning they cannot progress up Maslow's pyramid as they have not had their needs met which requires them to move up. This is further suggested by Otway *et al.*, (2013) as they state that there are parallels between Bowlby's attachment needs Maslow's love and esteem-needs which he identified in his theory of self-actualization.

In conclusion the Holistic development style helps aid the planning and development of a child with specific needs. There are 5 aspects that the holistic approach develops. Physical, social, emotional, intellectual and spiritual development. Bowlby developed a theory about the different attachment styles children have when growing up, secure attachment, anxious attachment and avoidance attachment. Bowlby's theory of attachment can be linked to Maslow's theory of the hierarchy of needs as the type of attachment style a child has can affect the needs that they must have before moving up the pyramid, for example esteem, love and belonging.

Word count:1,096

Maslow's significance in understanding child development

This essay will discuss the significance of Maslow in child development, how and why his work has affected the approach to child's development in early years. This essay will also discuss the issues of early years practice and how it relates back to Maslow.

Transition is a period of change from one significant stage to another and is an important part in a child's development. Birthto5matters (2024) states transition doesn't just include movements between one setting and another in a linear way but also 'horizontally' from one room to another within the same setting. Transition can also be the movement of a structured part of a day such as a lunchtime or going from home to nursery and then back home again, within the same day. Queensland government (2024) states transition in early years is a time of change and adaption for children, their families, educators and teachers. Transition is a concept that has been particularly in childhood. Parent (2024) gives an example of transition in childhood by suggesting events like stopping one activity and beginning another. Moving house and starting and finishing potty training are key transitions in early childhood. Clarke (2024) states that as children develop, they will experience different transitions and significant events which may impact them in different ways, suggesting that the transitions children experience in their childhood could potentially impact on their adulthood and even their teenage years. By using the term 'teenage years' X maybe suggests there is a difference between a child and a teenager. StudySmarter (n.d) explains that the concept of childhood is created by society and isn't determined by biological age, hence the difference in approach towards a newborn, a toddler and a teenager. Children who experience negative or damaging transitions during their childhood may struggle with abuse and violence according to Vital Signs (2021). They may also grow up with a poor self-esteem and may not have a sense of belonging or love. This relates back to Maslow as esteem and love and belonging are key aspects of his need's hierarchy pyramid, without love and belonging they won't be able to have a good esteem and therefore would never be able to make their way up the pyramid.

Safety is important for children's development as Shields (2022) suggests that it helps children feel emotionally and mentally healthy. de Mello (2014) states that the need for physical protection and safety strive to guarantee favourable conditions and help develop the child's physical and physiological integrity, for example the access to food, good hygiene, sleep, shelter and support. Ron (2023) believe that a safe environment serves as a backbone for human well-being as it covers physical, emotional and psychological aspects. It is an essential requirement for healthy development in children for their overall mental and emotional health when transitioning from child to adult. The importance of safety for a child's development can be linked back to Maslow and his theory of the hierarchy of needs. In Maslow's theory the need for Safety is right at the base of the pyramid of needs. Safety is the first basic need of a human with it being made of up of several different aspects such as shelter and food. NSPCC (2024) states that without the basic need of safety the child might be exposed to more risks, have a lack of supervision and guidance and, they may develop a low self-esteem. This links to Maslow's theory as esteem is a vital need. A low level of esteem in children would cause them to not be able to face challenges head on and they will struggle to develop emotionally. They would also be unable to form new and sustainable relationships according to raisingchildren.net.au (2023).

Relationships are vital in aiding the development of children. Shonkoff (2009) relationships engage children in human community in ways that help them define who they are and what they can become. Parent-Infant Foundation (2024) states that a child's early relationships shape how they perceive themselves and others. This also influences how they deal with emotions and impulses. This can have a negative impact on them in education as they may struggle with expressing their frustrations and difficulties, resulting in poor behaviour, expressiveness and effort. The relationship the child has with their mother/primary carer is important for development. Tierney *et al.*, (2009) suggests that while pregnant a mother can influence the development of their child's brain development if there is a lack of nutrition and if there is a presence of toxins like alcohol. The child's development can be stunted if their parent/carers shows them neglect. A child's intelligence can be affected by neglect as a lack of rules, failure to monitor and inconsistent punishment for bad behaviour can result in

low scores in tests in school, according to Spratt *et al.*, (2012). According to NSPCC (n.d) children who suffer with neglect can have problems with brain development and could lead to the abuse of drugs and alcohol. This links to Maslow's theory of needs as Love and belonging is a key component in the Maslow pyramid of needs. According to Seewald (2021) with these unmet needs it can lead them to feel resentful, anger, confusion, disappointment, frustration, hopelessness and loneliness.

To ensure the safety and protection of children and to help protect their development the UNCRC introduced the 54 rights of a child. The UNCRC has many articles that serve to protect children and their development. according to Scottish Government (2024) the most important principles of the UNCRC are non-discrimination (article 2), best interest of a child (article 3), right to life, survival and development (article 6) and the right to express view (article 12).

To conclude, Maslow is significant in early years practice as a lot of a child's development can be linked back to his theory of the hierarchy of needs. Maslow is important in understanding how transitioning can affect child development as a poor experience of transitioning can affect the way a child feels safe. Maslow understands how relationships can affect child development as a poor relationship with primary educators or carers can cause the child to feel a lack of love and belonging which are key components in Maslow's theory of needs. A lack of love and belonging can make a child feel insecure and lonely. Maslow understood safety is important for a child's development as Maslow believed that safety was the baseline of an individual's basic needs. Without safety a child might be exposed to risks and have a low self-esteem.

Word count: 1,089

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