



# THEORIES OF BASIC HUMAN NEEDS

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# What Human Needs Are ?

- Humans need a number of essentials to survive
- According to the renowned psychologist Abraham Maslow and the conflict scholar John Burton, these essentials go beyond just food, water, and shelter.
- They include both physical and non-physical elements needed for human growth and development, as well as all those things humans are innately driven to attain.

# Defining Human Needs

**"[H]uman needs are a powerful source of explanation of human behavior and social interaction. All individuals have needs that they strive to satisfy, either by using the system[,] 'acting on the fringes[,]'** or acting as a reformist or revolutionary. Given this condition, social systems must be responsive to individual needs, or be subject to instability and forced change (possibly through violence or conflict)." -- *Coate and Rosati, "Preface," in The Power of Human Needs in World Society, ed. Roger A. Coate and Jerel A. Rosati, ix. Boulder, CO: Lynne Rienner Publishers, 1988.*

# Basic Needs Theory



- **Basic needs theory elaborates the concept of basic needs and its relation to psychological health and well-being;**
- **Basic psychological needs are a natural aspect of human beings that apply to all people, regardless of gender, group, or culture ;**

# Maslows's Hierarchy Of Needs

- Abraham Maslow developed a theory of personality that has influenced a number of different fields.
- This theory accurately describes many realities of personal experiences .
- Maslow as a humanistic psychologist believe that human beings are not pushed and pulled by mechanical forces, either of stimuli and reinforcements (behaviorism) or of unconscious instinctual impulses (psychoanalysis).

# Maslow's Hierarchic Theory of Needs

- Maslow has set up a hierarchy of five levels of basic needs.
- Beyond these needs, higher levels of needs exist.
- In the levels of the five basic needs, the person does not feel the second need until the demands of the first have been satisfied, nor the third until the second has been satisfied, and so on.

# Physiological Needs



- These are biological needs.
- They consist of needs for oxygen, food, water, and a relatively constant body temperature.
- They are the strongest needs because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction.

# Safety Needs



- When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active.
- Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure (such as widespread rioting).
- Children often display the signs of insecurity and the need to be safe.



# Needs of Love, Affection and Belongingness

- When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge.
- Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

# Needs for Esteem

- When the first three classes of needs are satisfied, the needs for esteem can become dominant.
- These involve needs for both self-esteem and for the esteem a person gets from others.
- Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world.
- When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

# Needs for Self-Actualization

- When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated.
- Maslow describes self-actualization as a person's need to be and do that which the person was "born to do." "A musician must make music, an artist must paint, and a poet must write."
- These needs make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. It is not always clear what a person wants when there is a need for self-actualization.

# Maslow's Hierarchic Theory

- The hierarchic theory is often represented as a pyramid, with the larger, lower levels representing the lower needs, and the upper point representing the need for self-actualization.
- Maslow believes that the only reason that people would not move well in direction of self-actualization is because of hindrances placed in their way by society.
- He states that education is one of these hindrances. He recommends ways education can switch from its usual person-stunting tactics to person-growing approaches.
- Maslow states that educators should respond to the potential an individual has for growing into a self-actualizing person of his/her own kind

# Ten Points that Educators should Address are Listed

- teach people to be *authentic*, to be aware of their inner selves and to hear their inner-feeling voices.
- teach people to *transcend their cultural conditioning* and become world citizens.
- help people *discover their vocation in life*, their calling, fate or destiny. teach people that *life is precious*, that there is joy to be experienced in life, and if people are open to seeing the good and joyous in all kinds of situations, it makes life worth living.

# Ten points that educators should address

- must *accept the person* as he or she is and help the person learn their inner nature. From real knowledge of aptitudes and limitations we can know what to build upon, what potentials are really there.
- must see that the person's *basic needs are satisfied*. This includes safety, belongingness, and esteem needs.
- should *refreshen consciousness*, teaching the person to appreciate beauty and the other good things in nature and in living.
- should teach people that *controls are good*, and complete abandon is bad. It takes control to improve the quality of life in all areas.
- teach people to transcend the trifling problems and *grapple with the serious problems in life*. These include the problems of injustice, of pain, suffering, and death.

# Why the Concept of Human Needs Matters

- Human needs theorists argue that one of the primary causes of protracted or intractable conflict is people's unyielding drive to meet their unmet needs on the individual, group, and societal level.
- For example, the Palestinian conflict involves the unmet needs of identity and security.

# Arguments for the Human Needs Approach

- The human needs approach supports collaborative and multifaceted problem-solving models and related techniques, such as an analytical problem-solving process.
- These models take into account the complexity of human life and the insistent nature of human needs.
- Problem-solving approaches also analyze the fundamental sources of conflicts, while maintaining a focus on fulfilling peoples' unmet needs.
- In addition, they involve the interested parties in finding and developing acceptable ways to meet the needs of all concerned.
- Human needs theorists further understand that although needs cannot be compromised, they can be addressed in a generally win-win or positive-sum way



## Arguments against the Human Needs Approach

- many questions and uncertainties surround the human needs approach.
- For instance, how can one define human needs?
- How can one know what needs are involved?
- How can one know what human needs are being met and unmet?
- Are human needs cultural or universal in nature? If they are cultural, is the analysis of human needs beneficial?
- Are some needs inherently more important than others?
- If some needs are more important, should these be pursued first?

# Meeting the Basic Needs



- to give all people the highest possible quality of life at the least cost in labor, resources and environmental impact
- Proceed directly and immediately with the task of developing what is most needed
- Very simple material living standards must be accepted. Affluence and rich world living standards must be rejected because they are impossible for all

# Meeting the Basic Needs



- Centrally important in appropriate development is building local social and economic self-sufficiency
- Capital and sophisticated technology are of little importance for appropriate development
- Social and ecological goals must take priority over economic goals.

# Meeting the Basic Needs



- There must therefore be basic social control over development
- The most important elements in appropriate development are organizational and social
- Priority must be put on cooperation, participation and people power
- Very little heavy industry is needed

# Meeting the Basic Needs

- Basic social services such as health must be organized collectively (not necessarily by a centralized state, but, for example, via community cooperatives).
- No attention should be paid to the GDP
- Minimise economic connections with the rich countries and the global economy.
- Preserve culture and ecosystems
- Appropriate development is not a path to rich world living standards or "prosperity"

# Example of Kerala

- Kerala illustrates some of these themes. Despite a GNP per capita that is about 1.6 % of that in the USA, Kerala's literacy rate and life expectancy are almost the same as in the US, and its infant mortality is 17/1000 compared with 91/1000 for India as a whole. (Franke and Chassan, 1989) .
- The basic explanation is simply that developing what is best for people has been taken as the development goal, and doing whatever will most increase the GNP has been rejected as the development goal.

# Example of Ladakh

- **Ladakh. Despite a GNP per capita of almost zero, the extremes of a 14,000 ft location, meager and fragile ecosystems, and no modern technology, the people of Ladakh enjoy a rich and admirable society, with strong community and spiritual values and a high quality of life.**
- **They have no poverty or crime, they look after their old people, they work at a relaxed pace and have much time for festivals. They do not waste.**

# Example of Ladakh

- They live in ecologically sustainable ways.
- There is no social breakdown.
- Above all they are notoriously happy.
- It can be argued that their culture is far superior to that of the West, and that traditional Ladakh has almost no need for further development.
- Apart from better health and infant care, it is difficult to imagine many developments that would improve the quality of life.
- They certainly do not need cars, imported products, supermarkets or TV, yet it is the coming of these things which is now destroying traditional Ladakh society. (Norberg-Hodge, 1991.)



# Conclusions.

- The difference between the conventional conception of development and this appropriate/alternative conception is extreme.
- the relationship is basically contradictory with respect to means (e.g., growth, markets, development by the rich and determined by what will maximize profits) and ends (e.g., affluent living standards, heavy industrialization, trade, a consumer society.)

# Conclusions.



**Appropriate development devotes Third World resources and productive capacity to the benefit of Third World people, whereas conventional/capitalist development devotes them mostly to the benefit of the transnational corporations and those who shop in rich world supermarkets.**

# World-System Theory (WST)

- a macrosociological theory of international dependence (Marxist theories, Annales school of historical research, emphasis on economy)
- developing unit: world as an organism
- research interest: origins and dynamics of the capitalist world economy as a total social system, ongoing transition to socialism
- model of explanation: historical stages of development, but different than those of modernisation theory
- criticism to modernisation theory: nation-state level, single path evolution, ahistorical research,
- Immanuel Wallerstein

# World Systems



## Mini Systems

- in hunter and gathering or extremely simple agricultural societies
- complete division of labor
- single, uniform cultural framework
- kinship as a structuring factor
- exchange economy (barter)

## World Empires

- universal homogenization of division of labor
- payment of tribute as 'protection cost' (mini system → part of world empire)
- politically united systems
- examples: Rome, Egypt, China

## World Economies

- the present capitalist system is the first world economy
- plurality of political systems support the world economy
- production mainly for markets

# Core/ Semiperiphery /Periphery



**World economy develops a flourishing core**

**For its economic expansion the core needs surplus from the peripheries**

**Semiperiphery**

- **a buffer zone that deflects the revolutionary activity of peripheries**
- **although world class struggle do not operate within state boundaries, semiperipheries are states**

**Class interests are clearer in the peripheries → revolution has to come from the peripheries**

**Semiperipheral state is the area where a conscious state activity can produce world revolutionary elements**

# Indicators of Development/Exploitation



## Division of labor

- transition from intrasocietal and intra-empire to international
- classes indicating transition to capitalist world economy

## Technology

- as hegemony factor (c.f. Habermas: Technik als Ideologie)

## Expansion of production

- expansion, overproduction, redistribution of surplus, recovery (40-60 years)
- crisis of overproduction

# World Hegemony Cycles



**Hegemony: a period in which one core power can simultaneously manifest productive, commercial, financial, and military superiority over all other core powers**

**Period of hegemonic decline: hegemonic power has lost its superiority in one realm while retaining it in others**

# World System Hegemony Cycles



## European expansion:

1. **Portugal: late 15th – c. 1600**
  - pugnacity, military technology (naval matters), population hardened to variety of diseases
2. **Holland: c. 1600 – late 17th**
  - Protestantism, capable *fluyt* focused on trade, stock exchange
3. **Commercial England: late 17th – late 18th**
  - internal social stability, mobile labor power
4. **Industrial Britain: late 18th – early 20th**
  - industrialization, coal
5. **United States: early 20th –**
  - adoption of new technologies (electricity, petroleum)



# Present World System



**USA hegemon after the WW II, now (1980's) declining**

**Resemblances with two previous (capitalist) hegemonies:**

- **from agro-industry to commerce then finance**
- **liberal trade policy**
- **hegemony based on sea or sea/air power**
- **extended wars for securing hegemony**
- **assumptions of world responsibilities of protecting and preserving the liberal order**
- **liberal trade arrangements allows technology to spread → new technology to non-hegemon states**
- **rise of income for the hegemon state working class → competitive advantage to non-hegemon states**

# Present Hegemonic Rivalry Period



- **USA: loss of competitive edge of productivity, maintaining and presenting competitive edge on military power**
- **Emergence of new loci of power on the margins of the declining hegemon's radius of action (East Asia, Europe?)**
- **the possible rise of a new region causes a relative decline of another (not only the present hegemon)**

# Critique of WST



## **Eurocentrism**

- **A.G.Frank: capitalist system 5000 years old; few centuries ago Europe a periphery of world trade, hegemony in South and East Asia**

## **Reversed causality**

- **no proof on process of economic underdevelopment (case of Poland)**

## **No sensibility for cultural factors**

- **materialist approach limits the explanative force**

## **Methodological problems of macrosociology**

- **no systematic line in choosing of data, base on disconnected secondary sources**

# Alternative Development



## Inadequacy of developmentalist thought

- modernisation and dependency based on economism
- grand narratives of world-system theories
- failures of modernisationist practices (Green revolution)

## Stagnation of the international structure

- distrust on linear democratisation and economic growth
- vanishing global control

## Awakening to ecological limits

- environmental tolerance is incompatible with limitless economic growth
- Club of Rome (1972)

# Demodernisation



- **Renunciation of blinkered growth and dismantlement of ecologically destructing industry**
- **Relocation of power**
  - distrust towards the state
- **Protectionism revisited**
  - away with CocaColonialism, McDonaldization and Disneyfication
  - emphasis on plurality and diversity
- **Subsidiarity**
  - development decision-making as close to recipients as possible
  - state-level too remote

# New Indicators for Development

- **Gross Domestic Product (GDP) numb for human development**
  - nature and distribution of income ignored
- **Human centered indicators**
  - from standards of living to quality of life
  - Human Development Index (HDI): GDP plus life expectancy and education ratios
  - Green GDP: GDP minus direct costs of environmental degradation
  - Ecological Footprint (EF): land/capita needed to support consumption of resources

# Basic Needs

**Structuring the core values of development with the hierarchy of needs →**

- **basic goods and services necessary for a *minimum* standard of living**
- **primacy, sufficient conditions: satisfaction of basic individual needs for everybody**
- **secondary aim, necessary conditions: global economic equality, rising per capita incomes**

**WB 1972: 'redistribution of growth' and 'meeting basic needs'**

- **development cooperation and money distribution to small projects**
- **International Labor Organisation (1976):**
- **Employment, Growth and Basic Needs**

# Sustainable Development



Promotion of commodity exports has led to overuse of natural resource base →

Development which meets the present day needs without compromising the abilities of future generations to meet their needs

Primacy of environmental awareness in development thought (especially including to values of trade)

- damage limitation and sustainability maximation

Integration of economic growth to social equity and environmental management

UN World Commission on Environment and Development (Brundtland Commission) 1987: Our Common Future

Earth Summit - the United Nations Conference on Environment and Development (UNCED) in Rio de Janeiro 1992



# Emphasis on Culture

- **protection of local culture from cultural homogenisation**
- **emphasis on studying endogenous characteristics and influence of characteristics coming from outside**
- **new (paradigmatic) interests**
  - **religion and language structuring culture**
  - **gender in development practices**
  - **power, knowledge and empowerment**
  - **otherness**
- **a challenge to Western development model**
- **a challenge to universalist development theories**
- **distrust on state as a development coordinator**
- **new definitions of poverty from local perspectives**

# Development from Below



## Empowerment

- capacitation
- participation

## Indigenous knowledge

- populism
- critique of science

## Trickle-up

- grass-root development agency

## Voluntarism

- creativist idea of individuals (contra consumerism)

## Avoidance of bureaucracy

## Self-reliance as objective (contra as means for modernisation)

- aims and values from within
- no forerunners to follow

”Modernisation from outside causes decay of natural societies”