Development a Humanistic Learning Theory: Following Maslow’s Theory

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Abstract

Learning theories impact the instructional systems. Many recent researches indicate the lack of efficiency in educational systems. Humanistic psychology as the third force is apparently the upcoming paradigm in most fields amongst educational psychology. Despite this fact, lack of a humanistic learning theory is obvious. Although the root of most recent and pioneer approaches in education is in humanistic psychology, there is not a comprehensive humanistic learning theory.

This manuscript is an endeavor to develop a humanistic learning theory on the base of known and some unknown Maslow’s ideas regarding education. Although many scholars currently are working and developing the humanistic psychology era, it seems that the water from source is more limpid.

Keywords: Maslow – Intrinsic Learning – Humanistic Education – Motivation – Basic Needs

1. Introduction

It is now the beginning of the 21st century. Choosing a theory from 1970s for research might be questionable. However, many recent researchers (Charles, 1989; Dick, 2001; Griffith, 1999; Norwood, 2004; Rivero, 2002a, 2002b; Zimmerman, 2002a, 2002b) have done scientific works either directly about Maslow’s theory.
Furthermore, it seems that Maslow has intended to put forth his own educational theory (Maslow, 1971); the intention which according to this study seems not has been materialized yet. In spite of the fact that Maslow’s theory affected many areas of educational psychology (Lyon, 1971); apparently there is not a known theory in education which was claimed that it is a Maslowian educational theory. Therefore, although perhaps Maslow’s heart shock did not permit him to complete his intention, his ideas about learning and education are accessible through his writings. Despite the fact some researchers have tried to elaborate Maslow’s theory, yet more effort is necessary to find out the essence of his theory and its application in education (Wlodkowski, 1984).

Recent advances have revealed the need for changes and developments in education (Gibbons, 2004a). On the other hand it seems that humanism is probably an upcoming paradigm in most fields. Education needs to follow this predominant paradigm as well. Maslow’s theory is the most appropriate one to underlie this movement (Charles, 1989). It seems that there is a gap between the Maslow’s ideas in education and the researches in humanistic education. Perhaps if a scholar had aimed at developing a humanistic theory in learning and education followed the exact way that Maslow had, now the world would have had a more advanced educational system. According to Maslow (1968) the most significant component for human to grow healthy and happy is to remove external forces from our life.

Maslow’s theory is an influential theory which has affected majority of psychology fields among education (Lyon, 1971). While critics have decried the absence of empirical support for his theory, Maslow’s ideas have led to studies which reflect the higher-order needs of human beings (Romig & Cleland, 1972; Huitt, 2001). His work underlies most humanistic educational movements and provides philosophical and physiological frameworks for new paradigms in education (Lyon, 1971). Maslow’s motivation theory has the most capability to apply in education through motivating students. Wlodkowski (1984) believed that Maslow’s theory is the most holistic and dynamic one which offers the best guidelines to explain student motivation. According to Charles (1989) Maslow’s theory is holistic and relevant to many current educational issues. Maslow, himself, also was quite keen to find out his own theory in education. He stated: “I am now very busily occupied in trying to
According to these descriptions, it is natural to expect applying Maslow’s theory vastly in education. However, even though resources’ investigation indicates the application of Maslow’s hierarchy in management (Altman & Pratt, 1999; Herrington, 2004; Hoffman, 1988; Leideker & Hall, 1974; Lefkowitz, Somers, & Weinberg, 1984; Zemke, 1998), applying Maslow’s theory in education is quite rare.

Perhaps the most adjustable work to Maslow’s theory in instruction is that of Zimmerman (2002a, 2002b). He is running an online course which includes his basic ideas in education, however his theory, probably needs some reconstruction in order to apply in instruction.

Maslow is the first and the best in humanistic psychology. Following the real roots of humanism, which is accessible in Maslow’s ideas, will result in the more fruitful consequences, especially in education. Maslow’s ideas in this realm have not been revealed completely.

In brief, disclosing the educational implications of Maslow’s theory is a gap that emerges through review of literature. This study tried to find out the most significant elements of Maslow’s writings regarding education. Elaborating and synthesizing these findings resulted in a new insight in learning and education which is brought as "Intrinsic learning".

### 2. Maslow’s Theory

#### 2.1. Motivation
Motivation is one of the fundamental concepts of psychology. There are at least ten models of motivation in the literature, each emphasizing different aspects, some of which are interrelated (see Waugh, 2002 for details). While it is claimed that motivation is composed of a number of dimensions, there is disagreement about the specific composition of those dimensions (Donohue & Wong, 1997 cited in Waugh, 2002).

Motivation involves the internal processes that give behavior its energy and direction. Reeve (1996, cited in Waugh, 2002) suggested: “Motivation originates from a variety of sources (needs, cognitions and emotions) and these internal processes energize behavior in multiple ways such as starting, sustaining, intensifying, focusing, and stopping it” (p. 2). While still not widespread in terms of introductory psychology textbooks, many researchers are now beginning to acknowledge that the factors that energize behavior are likely different from the factors that provide for its persistence (Huitt, 2001). While orthodox definitions of motivation insist and emphasize in energizing, directing, and activate behavior (see P., Jr. Kleinginna & A. Kleinginna, 1981a), Maslow's definition of needs presents something deeper than motivation, that is, needs either motivate behavior or persist it. The rational is the needs are the intrinsic motives. Extrinsic motives though have the specifications such as: energizing, directing, and activating; persistence of behavior depends on final organism goals, which are basic needs.

Maslow (1977) was the first who differentiate between derives and fundamental needs. While an unlimited of desires or needs are accountable, there are limited sets of basic needs that organism pursues them. To Maslow, these basic needs are the intrinsic motivators, even though others may believe to other things as intrinsic motivators (e.g., Deci & Ryan, 2000; Gawel, 1997; Reiss, 2004). Although Reiss (2004) believes in 16 sets of basic needs in contrast to Maslow who believed to fewer sets, he accepts the difference between ultimate goals of organism and instrumental motives which was suggested by Maslow.

Investigating Maslow’s most famous book – Motivation and Personality (2nd ed.) (1970) -- shows certainly he has introduced five classified basic needs for human. These 5 sets -- as appeared in original text -- are:
1. The physiological needs
2. The safety needs
3. The belongingness and love needs
4. The esteem needs
5. The need for self-actualization

In addition, whole sources that have referred to these 5 levels, have explained the nature of pre-potency of lower needs.

Although different writers explain the particulars of Maslow's work in different ways, the basic components of his theory are that all individuals have specific needs that are sequential, and lower level needs must be at least partially met before the individual may begin to satisfy the needs at higher levels (Daresh, 2001).

2.2. Nature of Human

Maslow’s interpretation of human nature was one which caused his renown as father of humanistic psychology. He preferred to choose his image through health and pioneer people rather sick people. He accepted some component of Freudian definition of human, and modified and completed it. He claimed:

His (Freud) one big mistake, which we are correcting now, is that he thought of the unconscious merely as undesirable evil. But unconsciousness carries in it also the roots of creativeness, of joy, of happiness, of goodness, of its own human ethics and values. (Maslow, 1971, p. 173)
One of the most beauties of human nature in Maslow's interpretation is his belief of a dichotomy, that is, belief in humanism and at the same time, in an instinctoid self. He believed that human has an essential biological based inner nature. Although this inner nature is natural and intrinsic, it is not strong and unmistakable like the instinct of animals. He assumed that this instinctoid is subtle and easily overcome by cultural pressure and habits (Maslow, 1968b). He called it as self, however a different conception of the self. To Maslow, it is an intrinsic nature, a specie hood, an instinctoid, and a kind of animal nature (Maslow, 1968a). Self is something exists, and just should to be sustained. It is very subtle, and is not necessarily conscious. It has to be uncovered and built upon, actualized, taught, and educated (Maslow, 1968a).

Basic needs are what this self needs in order to grow healthy and to become a complete and actualized human. Satisfaction of basic needs results in happiness, healthy, growth, and will take human being to his or her destination. In contrast any deficiency in satisfaction of them results in disease and illness. Abraham Maslow believed in looking at mental problems as the result of what he called “deficiency needs” (1968a, p. 28).

Following this inner nature, which is in spite of being instinctoid especially belongs to human, generates educational consequences. For instance, learning would be performed through intrinsic motivation; learner would be able to recognize his educational needs; and an autonomous learning would be expected. Maslow looks to basic needs as built-in values which means basic needs are either what our organism wants and seeks or they are good and necessary for the organism (1966).

In brief, Maslow found psychoanalytic theory lacking because it viewed humans as victims of animal instincts and of conflicts caused by culture and behaviorism lacking because it viewed humans as creatures whose behavior is entirely molded by the environment (Hergenhahn & Olson, 1999). Rather, Maslow’s image of human shows a self-governing, self-regulating, and autonomous organism which deserves a good deal of trust (Maslow, 1959).
2.3. Learning

Learning and motivation are tied together. Mellan (n. d.) explained that in relation to learning in education, motivation is used to describe those processes that (a) arouse and give rise to certain behavior, (b) give direction or purpose to behavior, and (c) influence behavior to persist and lead to preferred behaviors. Therefore, Maslow’s idea in learning may affect strongly from his theory of human’s motivation, which is the most important section of his theory.

Maslow explicitly has rejected behaviouristic and Gestalt view in learning. To Maslow, any definition of learning is insufficient if it stresses simply changes in the connection between stimuli and response. The essence of this critique is that associative learning “deals with the manipulation of means to unstated [sic] ends. In contrast, the theory of basic needs presented here is a theory of the ends and ultimate values of the organism” (Maslow, 1970, p. 63). He expressed that when his first baby was born, by looking at him he felt foolish and claimed that anyone who had a baby couldn’t be a behaviorist (1968). In the same way, Maslow claimed that there is serious doubt in efficiency of Gestalt approach to express learning (1970, p. 63).

Then, Maslow has put his own idea in learning as follow: “We need a stronger tie to the co-native and affective process within the person than is affordable either by associative or Gestalt learning” (Maslow, 1970, p. 64). As Merriam and Caffarella (1998) stated, learning in humanistic and Maslow’s view can be seen as a form of self-actualization. Burleson (2005) has an exceptional research which shows: (a) Self-actualization is equivalent to the goals for education; (b) self-awareness, intrinsic motivation, and self-actualization are fundamental to learning and creativity; and (c) learning is enhanced when it is pursued as a self-actualization and creative passion. Maslow (1971) believes that learning is a process of becoming grown up. “To be creative as a trait of growing might be self-actual, creativity and self-actualization may perhaps turn out to be the same thing” (p. 57).
Zimmerman (2002d) who has a series of online lectures – mostly based on Maslow – has explained the learning in Maslow’s view as clear as possible as follow: “Self-actualization is a function of the cortex which the writer (Maslow) calls the Learning Neurological Network. Self-actualization is the process of growing neurological connections in the Learning Network of the brain, which results in the creation of specialized functions” (Para 1). This statement shows clearly Maslow’s dichotomous view, meaning humanistic as well as instinctoid view. Comparing these findings and Maslow’s suggestions in learning, it would be seen that individuals, at least, nowadays are mostly acting in about end of level 3 and beginning of level 4 of Maslow’s hierarchy, that is, most of people looking for affection and self-esteem. This interpretation is in agreement with finding of kunc (1992) who showed that students need to belong more than self-esteem.

2.4. Education

As mentioned before, Maslow had intended to put forth his own theory in education. He called his theory as intrinsic education and blamed his contemporary educational system by describing it “mighty sick” (1971, p. 164). He tried to introduce his explicit ideas about education in his article (1968a) entitled as Some Educational Implications of Humanistic Psychologies. Al Proffit (n. d.) says: “While I saw many theories come to life as a public school teacher, none were more immediately relevant than the work of Abraham Maslow” (Para 1). Maslow is one of Zimmerman’s most important references in his lectures. He has constructed a theory in education based on Maslow and would like to call it Ortho-education. He says: “Ortho-education holds to Maslow’s theory that mental diseases result from various deficiency needs, Ortho-education teaches children and adults skills that show them how to better satisfy their needs” (2002a, Para. 14).

3. Intrinsic Learning
3.1. Intrinsic and Extrinsic Motivation

As long as scholars distinguished between two general types of motivational orientations (e.g., Rotter, 1966; deCharms, 1968; Deci, 1975), there were emerged many questions with regard to their characteristics, relations, and effects in learning as well as many other fields. Huitt (2001) described the characteristics of these two categories. Intrinsic learning: (a) Creates and/or maintains curiosity, (b) sets goals for learning, and (c) relates learning to student needs; and extrinsic motivation (a) provides clear expectations, (b) provides valuable rewards, and (c) makes rewards available.

While the definition of extrinsic motivation might be obvious due to the ancient usage of it in behaviorism, scholars have different perceptions from intrinsic motivation. Taetle and Ryan (2003) defined it as anything we do to motivate ourselves without rewards from an outside source.

Regarding how these two kinds of motivation affect learning, scholars have gone to three ways. Some claim that extrinsic motivations are essential for learning (e.g. behaviorists) and intrinsic motivations does not exist at all (e.g. Reiss, 2005). Some believe that intrinsic motivations are eligible for learning and extrinsic motivations undermine motivation (Amabile, 1993). Last part of scholars believe to a kind of synergy of them, that is, intrinsic motivations are the original motivations for learning that make learning deep and stable and make the learner health and complete, yet extrinsic motivation “can combine synergistically with intrinsic motivation, particularly when initial levels of intrinsic motivation are high” (Amabile, 1993, from abstract).

Maslow had a similar opinion. Actually to Maslow (1970), there is not any actual extrinsic motivation. That is, human acts in order to achieve a basic need otherwise he will not act at all, because there is not any reason to do it. As long as external stimulus provides satisfaction of
some basic needs, it is effective to hold the behavior, otherwise it will be null. In fact, basically rewards from outside cannot produce learning unless they contribute to satisfy some origin basic needs which motivate person to learn something (Maslow, 1970). Yet, Maslow and others who believe in intrinsic learning have different ideas in what are the intrinsic motivators? While others believe in different things (e.g. Reiss, 2004), Maslow has indicated to limited number of intrinsic motivators in his hierarchy of basic needs. He (1970) has indicated that the task of need gratification is almost entirely limited to intrinsically appropriate satisfiers.

3.2. New insight in intrinsic learning

The fact that Maslow has believed to limited number of basic needs as intrinsic motivators and he has faith to intrinsic learning as the unique procedure which helps human being in order to approach his actual essence, provides a new insight in intrinsic learning. Maslow (1968a) proposed his idea so as to be in contrast to most of the brands of learning theories. He stated that for the sake of contrast and confrontation, he wants to call those kinds of learning as extrinsic learning and explained it like this:

In this kind of learning, most often it’s not the person himself, who decides, but rather a teacher or an experimenter who says …. In this sense the learning is extrinsic to the learner, extrinsic to the personality…. I would maintain that a good 90 percent of ‘learning theory’ deals with learning that have nothing to do with the intrinsic self that I’ve been talking about. (p. 309)

Then Maslow introduced another kind of learning that “is actually going on, but is usually unconscious and unfortunately happens more outside the classroom than inside” (p. 309).
Foundation of this new brand of learning theory that Maslow has proposed is based on humanistic psychology. The essence of humanistic psychology is its perception from human being. Humanistic scientists believe in human as a species that seeks growth. Human being has an inner which is trustable. It is a good chooser and spontaneous. Roming and Cleland (1972) mentioned: “Davis (1928) showed, in a dietary selection study, that weaned infants are satisfactory choosers that reflected normal health and growth” (p. 292). These foundations are applicable in education and learning. Intrinsic learning that emphasizes in freedom, autonomy, basic needs satisfaction, volition, and spontaneous is the fruit of humanistic view to human being. For example, Mistretta maintained that an autonomy system is in agreed with humanistic psychology (1987).

Intrinsic learning is a process that behavior appears by intrinsic motivation. Intrinsic motivation is based on basic needs. Activities in this process are the ends and no reward is necessary. Deci expressed that “intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. The activities are ends in themselves rather than means to ends” (1975, p. 23). “Doing” in intrinsic learning is the primary reason. Wlodkowski explained that “In intrinsic motivation the ‘doing’ of the behavior is considered to be the primary reason for the performance of that behavior (1984, p. 153).

As a human, we have some basic needs and almost any attempts of human is to satisfy some need (Dick, 2001) and everything we do is run by emotion (Given, 2002). Lack of satisfaction of needs produce motivation. Motivation produce an especial behave in order to satisfy that need. Learning would be a natural process to achieve basic needs. Learning will occur during satisfying basic needs and it would be favorite and spontaneous (e.g., how to use spoon for eating).

If basic needs have been used in appropriate way so as to cause and effect be related, an intrinsic learning process will create. Wlodkowski (1984) has explained an example as follow: A child whose safety is threatened will be motivated to learn verbal skills if she believes that these skills will enable her to escape from or avoid the dangers that lurk in her environment. Within these attempts, diversity of changes will take place:
1. Seeking and finding information (change in knowledge). Norwood (2006) proposes that Maslow’s hierarchy can be used to describe the kinds of information that individuals seek at different levels. For example, individuals at the lowest level seek coping information in order to meet their basic needs. Information that is not directly connected to helping a person meet his or her needs in a very short time span is simply left unattended.

2. Ability to doing something (change in skill). For instance, children need to eat. So they need to be able to apply spoon. They will try and fail until be skill to use spoon.

3. Finding new attitudes. Pleasure is consequence of satisfaction of needs and individual’s attitude will change toward the things that cause pleasure. Obviously these attitudes depends on the level that individual operate in it and consequently will differ when the level change.

Even though within satisfying first levels of basic needs learner would learn many things which cover some educational goals, we may expect more official goals (curriculum). Many of these learning goals will occur in the level of the needs to know and to understand, because it is in this level that learning is only for the sake of itself.

Even, Maslow (1970) points out to a closer relation between the concepts of learning and “character formation”, until ultimately he believes that “it’s fruitful to define learning as change in personal development ... toward self-actualization and beyond” (p. 64). Therefore, Learning is a process like change and movement. This change is toward satisfying basic needs which ultimately achieve self-actualization and beyond. Ultimate purpose of human being is embracing growth needs and completion of highest needs. Learning is the process of satisfying needs in which cause changes in manifest behave as well as knowledge, capability and ultimately character traits.

During the last years of his life, Maslow discovered a new human being experiences that he called it peak-experience. He believed that peak-experiences occur for most people among children: “We know that children are capable of peak-experiences and they happen frequently during childhood” (Maslow, 1971, p. 188). It seems that one the most important misunderstandings in Maslow’s theory is that to be thought he has limited the growth and reach to upper levels to adults. Indeed, it is
strongly appears to not be correct. When Maslow talks about basic needs, he refers that the need to know is more observable practically in young child or refers that about self-actualization, genius also may has to wait until 4 which means normal people may reach to it few years later. Here also Maslow refers to peak-experience about child. Also he recommends it for education: “Using peak-experiences or fascination or wonder experiences as an intrinsic reward or goal at many points in education is a very real possibility” (Maslow, 1968a, p. 312).

To recognize intrinsic learning better, it would be useful to compare this notion of intrinsic learning with common branches of learning theories. However because the different between intrinsic learning and other theories was discussed before, it is tried here to distinguish between it and the closest learning theory which is constructivism. Table 1 shows some aspects of constructivism and their correspondence in intrinsic learning:

<table>
<thead>
<tr>
<th>Constructivism</th>
<th>Intrinsic learning</th>
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<tbody>
<tr>
<td>Emphasis in agency and prior knowledge of learner</td>
<td>Emphasis in common, basic, and instinctoid needs</td>
</tr>
<tr>
<td>Determinants of behaviour are almost society and culture</td>
<td>Determinant of behaviour are the level which individual operates in it</td>
</tr>
<tr>
<td>Emphasis in social interactions</td>
<td>Emphasis in inner and co-native interaction</td>
</tr>
<tr>
<td>Spawned “cognitive apprenticeship” approach in teaching</td>
<td>Spawned “teacher as a facilitator into satisfaction basic needs by learner” approach in teaching</td>
</tr>
<tr>
<td>Teachers are coordinator, facilitator, resource advisors, tutors or coaches</td>
<td>Peak-experiences and awareness help individual to find himself</td>
</tr>
</tbody>
</table>
Discussion, collaboration, negotiation, and shared meaning are pedagogical emphasis. Learner will choose his own strategy in learning based on his convenience.

Curriculum is not objective oriented. Main goal of learning is self-actualization.

Note. This comparison is the result of reviewing the literature of constructivism and the new suggestion (intrinsic learning) that has been suggested based on educational implication of Maslow's theory.

There are some components in constructivism in which are acceptable in intrinsic learning among them:

1. Learning requires self-regulation and the building of conceptual structures.
2. Learning emphasis the process and not the product.
3. There is no knowledge independent of the meaning attributed to experience (constructed) by the learner.
4. Children construct meaning in their own path.
5. Motivation is a key component in learning.
6. Learning is an active process, contextual, and is a take time process.

Constructivism emphasizes that knowledge is constructed by individual interpret of learner. This is in agreeing with humanistic views particularly Rogers. Yet, instructional strategies which constructivism recommends are not inspiring the essence of human being whereas intrinsic learning more than and before seeking for discovery the mechanism of learning process, seeks for the ends, goals, and values of human being.

In brief, the characteristic of intrinsic learning are as follow:

1. Changing in trait: Intrinsic learning would result in changing in trait "rather than lifeless, sterile, futile, quickly forgotten stuff that is crammed in to the mind of the poor helpless individual tied into his seat by ironclad bonds of conformity" (Rogers, 1980, p. 18-19).
2. Autonomy: Intrinsic learning drives through basic needs, so there is not any necessity to predetermined curriculum or discipline.

3. Holistic: Maslow’s first preposition in his motivation theory is that the individual is as integrated, organized whole. Learning as satisfying basic needs affects the whole individual.

4. Intrinsic: Intrinsic learning is the result of intrinsic motivations rather than trivial or silly procedure between irrelative stimuli and response. The procedure of intrinsic learning was not elaborated so far. Following phrases until the end of this section are an effort to disclose so called procedure.

4. Process of Learning in Intrinsic Learning

Main and simple principle of intrinsic learning is the relation between three components: Behaviour, motivation, and need. Simply, this relation -- as has been concluded -- can be shown as a chain as follow: (figure 1)

![Figure 1. The chain of the intrinsic learning procedure (a conclusion from educational implication of Maslow's theory)](image)

This chain may work in some combination of three states: (a) normal chain (in contrast of abnormal), (b) direct chain (in contrast of indirect), and (c) pure chain (in contrast of impure). It is useful to define these states first.

Normal chain: When behaviour appears so that is directly appropriate with need and it satisfies origin need, this chain has been called normal chain (Figure 2). This name is adequate because in intrinsic learning the task of need gratification is almost entirely limited to intrinsically appropriate satisfiers (Maslow, 1970).
Figure 2. The chain of a normal intrinsic learning procedure

Direct chain: Some behaviour directly satisfies the origin need. However, sometime two or more behaviour should come together consequently to satisfy a certain need.

Pure chain: some behaviour purely satisfies one basic need, however most often any behaviour relate to two or more needs. In this case, the subsequent chain will be called as impure.

Normal chains -- no matter pure or impure, direct or indirect -- are the foundation of a valuable, permanent, practical and sound learning. Pushing human to learn through abnormal chains either cause unstable and trivial learning or cause illness and lack in growing. Here is a common example of abnormal chain (Figure 3):

Figure 3. Abnormal intrinsic learning procedure

Figure 4 and 5 present examples of diverse combination of normal chains:

Figure 4. Chain of behavior (normal, pure, and indirect)
Figure 5. Chain of behavior (normal, impure, and indirect)

And Figures 6 and 7 shows some complex abnormal chains:

Figure 6. Chain of behavior (abnormal, indirect, and pure)
Finding the ways to satisfy basic needs resulted in learning. During this effort learner doesn’t need any reward, reinforce, or encourage, because he has intrinsic desire to satisfy himself, to fulfil himself. These efforts initially are toward deficiency needs because individual is operating in lower levels. In fact the consequence of any force to push him toward other upper levels of needs will result is failure, because all of organism concentrates toward pre-potent need. Once one need relatively satisfied, individual will turn to new and upper and pre-potent need, where new matters are waiting to be learnt.

Based on past premise, it is relatively cleared that it is very real possible that a child passes first needs, at least in some degrees, and reaches to the need to know level. Then there is in this level that we expect child to experience enjoying of explore and discover and to learn many subjects which is not directly related to his daily life, but satisfies his curiosity, which is an intrinsic motivation. Peak-experiences will occur repeatedly in this state.

Passing this level will cause more growth and health for individual as well as finding self and emerging self-actualization. There is in this level in which individual even don’t learn so as to satisfy his curiosity, rather doing to actualize himself, which is the primary goal of intrinsic learning.
5. References


Sources offer simple use of hierarchy as precondition