

GENERAL PSYCHOLOGY II

Unit I

MOTIVATION

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Motives play a vital role in human behavior. A motivated organism will engage in an activity more vigorously and more efficiently than an unmotivated one. Behavior is driven and pulled towards goal. Such goal seeking behaviour tends to persist.

DEFINITION OF MOTIVATION

The term motivation refers to the driving and pulling forces which results in persistent behaviour directed toward particular goals.

CHARACTERISTICS OF MOTIVES

1. Motives cannot be observed directly. We infer their existence from what people say about the way they feel and from observing that people and animals work toward certain goals. Motives are inferences from behaviour.
2. Motives are helpful in explaining behaviour most of our everyday explanations of human behaviour are given in terms of motives.
3. Motives help us to make predictions about behaviour. We infer motives from sample of person's behaviour and our inferences are correct. We can predict then future behaviour of a person.
4. We need not be conscious, or aware of our motives. Behaviour can be driven by unconscious motivation.

SOME THEORIES OF MOTIVATION

DRIVE THEORIES OF MOTIVATION

Drive theories of motivation also might be described as the "PUSH THEORIES OF MOTIVATION". Behaviour is pushed toward goals by driving states within the person or animal.

In general drive theories assumes that when an internal driving state is aroused the individual is pushed to engage in behaviour which will lead to a goal that reduces the intensity of the driving state.

In human beings and animals reaching the appropriate goal which reduces the driving state is pleasurable and satisfying.

According to drive theories motivation is said to consist of

1. a driving state.
2. goal directed initiated by the driving state
3. the attachment of appropriate goal, and
4. the reduction of the driving state and subjective satisfaction and relief when the goal is attained. After a time, the driving state builds up again to push behaviour toward the appropriate goal.

Drive theories differ on the source of the driving state. Some theories conceived of the driving state as being inborn or instinctive. Students of animal behaviour have proposed an elaborate set of inborn driving mechanisms.

Other drive theorists have emphasized the role of learning in the origin of the driving states.

INCENTIVE THEORIES

The basic idea behind theories of incentive motivation is that the stimulus characteristics of the goal can sometimes motivate behaviour.

Thus in contrast with the push of drive theories, INCENTIVE THEORIES are PULL THEORIES of motivation.

Because of certain characteristics they have, the goal objects pull behaviour toward them. The goal objects which motivate behaviour are known as INCENTIVES.

An important part of many incentive theories is that individuals expect pleasures from the attainment of what are called POSITIVE INCENTIVES and from the avoidance of what known as negative incentives.

OPPONENT – PROCESS THEORY

The observation that many emotional- motivating states are followed by opposing or opposite states is basic to this theory.

Starting from the baseline the peak point of the state A occur. (emotional or an unpleasant state). State A can be a pleasant or an unpleasant emotional state.

Next with the emotional provoking stimulus still present, the intensity of the emotional – motivational state adapts and declines to a steady state.

When the emotion- provoking situation terminates an after –reaction occurs in which the emotional- motivational state (state B) is the opposite of the state A.

State B gradually declines until baseline is again reached.

The sequence of emotional – motivational changes goes like this-

BASELINE- PEAK OF STATE “A” -DECLINE OF STATE ‘A’ TO A STEADY STATE - STATE “B” -DECLINE OF STATE B TO BASELINE.

If the same emotion- providing situation has happened many times, the subject will experience less pleasure, while the intensity of the unpleasant often response will increase.

This theory gives us a way of thinking about the basis of some learned motives.

The heroin addict acquires a need for the drug in order to prevent the unpleasant consequences of withdrawal.

Some people acquire a need to seek thrills in order to experience elation after the danger over.

OPTIMAL – LEVEL THEORIES

The basic assumption of optimal level theories is that there is a certain optimal or best level of arousal that is pleasurable.

Optimal level theories might be called “just – right theories”.

The individual is motivated to behave such a way as to maintain the optimal level of arousal. For example, if the arousal is too low, a person will seek situations or stimuli to increase arousal. If the arousal is too high, behaviour will be directed to decrease it.

Our body has a tendency to maintain its internal physiological processes at optimal levels. This is called HOMEOSTASIS. Departures from such level can initiate motivated behaviour directed to ward restoring the state of equilibrium.

PSYCHOANALYTIC THEORY OF MOTIVATION

FREUD believed that all behaviour stemmed from two opposing groups of instincts. They are

1. EROS or LIFE INSTINCT that enhances life and growth
2. THANATOS OR DEATH INSTINCTS that push toward destruction.

The energy of the life instincts is LIBIDO which involves mainly sex and related activities.

The death instinct can be directed inward in the form of suicide or in the form of self destructive behaviour or outward in the form of aggression toward others.

For Freud the two basic human motives are sex and aggression.

Freud believed that when the free expression of sex and aggression becomes repressed they remain active as UNCONSCIOUS MOTIVES. This concept is the cornerstone of the psychoanalytic theory. He pointed out that unconscious motives are expressed in

1. Dreams
2. Mannerisms and slips of speech, and
3. Symptoms of illness.

MASLOW'S THEORY OF MOTIVATION

Abraham Maslow proposed a hierarchy of need or motives.

The needs in the hierarchy are

1. Psychological needs such as hunger thirst and sex.
2. Safety needs such as needs for security stability and order.
3. Love and belongingness needs, such as needs for affection affiliation and identification.
4. Esteem needs such as for prestige, success, and self-respect.
5. Need for self- actualization an individuals need to develop his or her potentials.

During a person's normal development the needs appear in this order, from lowest to highest with physiological needs first and self- actualization needs last.

From lowest to highest this is the order in which they must be satisfied. Physiological needs must be satisfied before any of the others can be met. Safety needs before those higher on the list and so on.

BIOLOGICAL MOTIVES

The biological motives are rooted in the physiological state of the body.

Many biological motives are triggered by departures from balanced physiological conditions of the body. This state of equilibrium is called HOMEOSTASIS, which is crucial for life.

There are some automatic mechanism that maintained this balanced condition and these mechanisms are supplemented by motivated behaviour.

Certain "Hormones" or "chemical messengers" circulating in the blood are also important in the arousal of some biological motive states. "sensory stimuli" or "incentives" also play a role in the arousal of other drive states.

HUNGER MOTIVATION

Hunger is a primary basic motive necessary for life. The hunger drive and eating behaviour are influenced by many factors.

ACTIVATION OF HUNGER MOTIVATION

Levels or rates of use of dissolved nutritive substances circulating in the blood are crucial for activation of feeling. The homeostatic mechanism in feeding seems to be geared to keeping levels of nutritive substances within certain limits. If the levels or rates of use fall below a certain point, called the set point, hunger drive is initiated.

Blood sugar level of glucose is believed to be an important substance involved in the initiation of hunger motivation and feeding.

Besides free fatty acids from the breakdown of fat stores and KETONES from the metabolism of free fatty acids are involved in hunger motivation.

A part of the brain, called the HYPOTHALAMUS is critically involved in hunger motivation and in number of other biological motives.

Some others proposed that the receptors for glucose and other fuels are in the liver and that the information about the blood nutrients is carried to the brain along the nerve pathways connecting liver and brain.

CESSATION OF EATING

The stomach contains nutrient receptors which provide "SATIETY" or stop eating signals.

Another satiety signal may be provided by a hormone called CHOLECYSTOKININ (CCK).

This is released when the food reaches the part of the intestine immediately below the stomach.

BRAIN AND HUNGER MOTIVATION

The regions of hypothalamus considered to be important in the regulation of the hunger motivation.

The LATERAL HYPOTHALAMUS (LH) is excitatory region for hunger motivation.

The VENTROMEDIAL HYPOTHALAMUS (VMH) is involved in cessation of eating.

THIRST MOTIVATION

Maintaining water level in the body is essential for life.

The body has a set of complicated internal homeostatic mechanisms to regulate its fluid level and drinking behaviour.

Several hormones play a vital role in this process. One of these is ANTIDIURETIC HORMONE (ADH) which regulates the loss of water through the kidneys.

Thirst motivation is mainly triggered by two conditions of the body. They are

1. Loss of water from cells, and
2. Reduction of blood volume.

When water is lost from the body fluids, it leaves the interior of the cells, thus dehydrating them. In the anterior, or front of the hypothalamus there are cells called OSMORECEPTORS. These generate nerve impulses when they are dehydrated. These nerve impulses act as a signal for thirst and drinking

Loss of water from the body also results in HYPOVOLEMIA, or decrease in the volume of the blood. When blood volume goes down, so does blood pressure. The drop in blood pressure stimulates the kidneys to release an enzyme called RENIN. Renin is involved in the

formation of a substance known as ANGIOTENSION II that circulate in the blood and may trigger drinking.

SEX

Sex is a powerful motive. It differs in many respects from hunger and thirst.

Sex is not vital to the survival of the organism but it is essential to the survival of the species.

Sexual behaviour depends upon a combination of internal factors (hormones and brain mechanisms) and external factors. (learned and unlearned environmental stimuli)

PHYSIOLOGICAL BASIS OF SEXUAL BEHAVIOR

SEX HORMONES THEIR ORGANISATIONAL ROLE

Estrogens, the female sex hormones come in large part from ovaries but they also come from adrenal glands. ESTRADIOL is one of the most important estrogens.

ANDROGENS, the male sex hormones are secreted into blood from both the testes and the adrenal glands. TESTESTERONE is the major androgen. Both male and female sex hormones are present in both men and women, it is the relative amount which differs.

SOCIAL MOTIVES

Social Motives are the complex motive states or needs that are wellsprings of many human actions.

They are learned in social groups, especially in the family as children grow up, and because they usually involve other people. These human motives can be looked upon as general states that lead to many particular behaviours. Thus social motives are general, persisting characteristics of a person and since they are learned their strength differs greatly from one individual to another, consequently social motives are important components of personality.

Many social motives has been proposed. Of these the most studied social motives are

1. Need for achievement.
2. Need for affiliation.
3. Need for power.

ACHIEVEMENT MOTIVATION

Definition

Achievement motivation is a task oriented behaviour that allows the individuals' performance to be evaluated according to some internally or externally imposed criterion, that involves the individual in competing with others, and involves some standard of excellence.

Motive to behave in the above said way is known as achievement motivation.

Need for achievement was one of the first social motives to be studied in detail and research into this motive continues today.

People in whom the need for achievement is strong seek to become accomplished and to improve their task performance. They are task oriented and prefer work on tasks that are challenging and on which their performance can be evaluated in some way, either by comparing it with other people's performance or in terms of some other standard.

Achievement motivation can be seen in many areas of human endeavor, On the job, in school, in home making or in athletic competition, for example.

THE SOURCE OF ACHIEVEMENT MOTIVATION

The social motives including the need for achievement are largely learned. (1) Differences in early life experiences lead to variation in the amount of achievement motivation. More specifically children learn by copying the behaviour of their parents, and other important people, who serve as models. Through observational learning. Children take on or adopt many characteristics of the model including the need for achievement if the model possesses this motive to a marked degree. The expectations parents have for their children are also said to be important in the development of achievement motivation. Parents who expect their children to work hard and to strive for success will encourage them to do so and praise them for achievement directed behaviour.

ACHIEVEMENT MOTIVATION AND BEHAVIOR

The degree to which people with strong underlying achievement motivation show achievement oriented behaviour depends on many factors

One of these is another motive - fear of failure-which is said to inhibit the expression of achievement motivation.

People higher in achievement are likely to be realistic on the tasks, jobs and vocations they select. That is they are likely to make a good match between their activities and what will be demanded of them.

High achievement people like tasks in which their performance can be compared with that of others, they like feedback on how they are doing.

High-n achievement people are successful. They tend to be persistent in working on tasks, they perceive as career- related or as reflecting those personal characteristics. [such as intelligence] which are involved in getting ahead.

When high n-achievement people are successful, they tend to raise their levels of aspiration in a realistic way so that they will move on to slightly more challenging and difficult tasks.

High n-achievement people like to work in tasks in which they have some control over the outcome.

These achievement-related behaviors tend to be present in many men and some women who are successful in business and in certain professions. But many high-achievement women do not show the achievement behavior characteristics of men. Many women who are high on achievement do not, for example, like to work on moderately risky tasks. Thus a gender difference exists in the expression of the need for achievement. Another motive—fear of success—was proposed for women.

In business, in school and in many professions one would expect achievement motivation to be an important predictor of success.

ACHIEVEMENT MOTIVATION AND SOCIETY

It has been suggested that the need for achievement is related to a society's economic and business growth. Thus, if investigators find evidence of strong achievement motivation in a particular society, they may be able to make predictions about economic growth in that society.

POWER MOTIVATION

Winter has defined social power as the ability or capacity of a person to produce intended effect on the behavior or emotions of another person.

The goals of power motivation are to influence, control, cajole, persuade, lead, charm others and to enhance one's own reputation in the eyes of other people. People with strong power motivation derive satisfaction from achieving these goals.

Power motivation [Need for power or n power as it is termed] varies in strength from person to person and can be measured from the stories told in the picture projection technique. The degree of power in a person is reflected in story themes about direct control of other people, in stories concerning emotional impact one person has on another and by the concern of the people on the stories for their reputations.

POWER MOTIVATION AND BEHAVIOUR

Power motivation can be expressed in many ways. The manner of expression depends greatly on the persons' socioeconomic status, sex, level of maturity, and the degree to which the individual fears his or her own power motivation. Nevertheless, a number of behavioural clusters have been related to high n power. The following are some of the ways in which people with high-power motivation express themselves.

- (1) By impulsive and aggressive action, especially men in lower socioeconomic brackets.
- (2) By participation in competitive sports. Such as hockey, foot-ball, base-ball, tennis and basket ball, especially by men in lower socioeconomic brackets and by college men.
- (3) By joining organizations and holding office in these organizations.
- (4) Among men by drinking and sexually dominating women.

(5)By obtaining and collecting possession, such as fancy cars, guns, elaborate stereo sets, numerous credit cards and the like.

(6)By associating with people who are not particularly popular with others and by who perhaps, are more easily controlled by the high power person because they depends on him or her for friendship.

(7)By choosing occupations. Such as teaching, diplomacy, business and the clergy occupations in which high n power people believe they have a chance to have an impact on others.

(8)By building and discipline their bodies, this seems especially characteristics of women with strong power needs.

MACHIAVELLIANISM

The term Machiavellianism is used to describe people who express their power motivation by manipulating and exploiting others in a deceptive and unscrupulous fashion.

People of this type secretly use craft and deceitful practices to maintain themselves in power.

MOTIVES TO KNOW & MOTIVES TO BE EFFECTIVE

Motives to seek variety in stimulation, motives to process information about the world around us, motives to explore and motives to be effective in mastering challenges from the environment are some of the most persistent and powerful motives among human beings.

Needs to know and to be effective persists throughout our life and are difficult to satisfy. Even when our biological and social needs have been met, we continue to seek contact within the environment and to engage in restless and relentless activity.

Because they are so persistent and seem to exist to one degree or another in everyone these needs to know and to be effective are often considered innate. These needs are behind our greatest accomplishment and also our fiascoes.

STIMULUS AND EXPLORATION NEEDS

Much of human activities like looking of things, traveling, watching television movies and sports contests are results of stimulus needs and the need to explore.

Experiments with animals shows that they are attached to unusual novel stimulus.

Experiments on curiosity motivation showed that monkeys would work and learn when the incentive was merely being allowed to look out of an enclosed cage into a rich varied visual environment.

Human beings seek situation too. Some people are prone to search for especially exciting stimuli and situations. They are “sensation seekers”.

According to one theory all of us and each of us has an optimal level of arousal. Being at or near the optimal level of arousal is pleasurable. Too high or low level of arousal results in displeasure. Moderately novel and complex stimuli are good at increasing the arousal level toward the optimal pleasure level. A novel stimulus is one that is somewhat different from

what we expect. A complex stimulus contains great amount of information. To be aroused we need stimuli that are both novel and complex.

EFFECTANCE MOTIVATION

Effectance motivation is a general motive to act competently and effectively when interacting with the environment. Effectance motivation plays an important role in human behaviour. Goals are reached, but effectance motivation is not satisfied, it remains to urge behaviour toward new competencies and masteries.