



MOTIVATION & EMOTION

Chapter 12

I Can...

- Describe four theories of motivation.
- Discuss the difference between intrinsic and extrinsic motivation.

- Why do people try to climb Mt. Everest?
- Why do they cross the Atlantic in hot air balloons?
- Why do some people memorize batting averages?
- Why do some do some people give so much more than others seem to?

Motivation

- Research on motivation includes the “whys” of behavior.
- Motivation: an internal state that activates behavior and directs it toward a goal.
- Includes the psychological and physiological factors that we act certain ways at certain times.

Motivation

- Motivation cannot be directly observed.
- Behavior is energized by motives that may originate inside or outside of us.
- Psychologists explain motivation in different ways:
 - Instinct
 - Drive-reduction
 - Incentive
 - Cognitive theories of motivation

Instinct Theory

- 1900's William McDougall proposed humans were motivated by a variety of instincts.
- Instinct: natural or inherited tendency to respond to certain stimuli in a certain way without reason.
- Occur in all species.
- William James proposed we have certain instincts: cleanliness, curiosity, parental love, sociability, sympathy.

Instinct Theory

- The flaw with instinct theory is that it describes behaviors, and does not explain why they occur.
- Some psychologists still study instinct, now called fixed action patterns, but they are no longer studied along with motivation.

Drive-Reduction Theory

- Something that motivates us moves us to action.
- The thing that motivates us starts with a need, and leads to a drive.
- We have physiological and psychological needs.
 - Physiological: oxygen, food, water, sleep
 - Psychological: self-esteem, social approval
- Psychological needs do not need to be filled for survival.

Drive-Reduction Theory

- A need produces a drive.
- A drive is a state of tension produced by a need that motivates an organism toward a goal.
- Hunger drives us to eat
- Curiosity drives us to discover
- Fatigue drives us to rest

Drive-Reduction Theory

- Theory comes from the work of Clark Hall
- He traced motivation back to physiological needs.
- When deprived of something we need or want we become tense and agitated.
- To relieve the tension, we engage in an activity to maintain homeostasis, or the tendency to correct imbalances and deviations from our norm.

Drive-Reduction Theory

- If the behavior reduces the drive, then the organism will continue to use that behavior to satisfy that drive.
- If the behavior continues to work to reduce the drive, then a habit can form.

Drive-Reduction Theory

- Hull suggested that all human motives, acceptance, affection, property, etc, all stem from basic biological needs.
- People develop extensions of physiological needs through conditioning and generalization.
- The need for approval becomes important in itself, so approval is a learned drive. Not all drives are natural.

Drive-Reduction Theory

- The results of some experiments show that Hull may have overlooked some important factors.
- According to drive-reduction theory, infants become attached to their mothers because their mothers relieve drives such as hunger and thirst.
- Harry Harlow, and others, doubted this was true.

Drive-Reduction Theory

- Harlow took baby monkeys away from their mothers and put them in a cage with 2 substitute mothers made of mostly wire.
- One of the wire moms had the sole bottle in the experiment, while the other was covered with soft cloth.
- The baby monkeys preferred the cloth mother, even though the other mother provided all the food.

Drive-Reduction Theory

- Some theorists overlooked that fact that some experiences are inherently pleasurable.
- Soft animals, cuddling a buddy, sometimes hugging...
- Although they do not reduce drives, they serve as incentives or goals for behavior.

Drive-Reduction Theory

- Sometimes we participate in activities that increase our tension.
 - Roller coasters
 - Scary movies
- Many psychologists conclude there can be no general theory of motivation, as Hall suggested.
- There are many behaviors that cannot be explained through deprivation.

Incentive Theory

- Incentive theory emphasizes the role of the environment in affecting behavior.
- An incentive is the external reward or reinforcer that motivates a behavior.
- Incentives are also known as goals, rewards, and achievements.
- Incentives pull us to obtain our needs.

Incentive Theory

- For example, hunger may cause us to walk to the cafeteria, but the sandwich is the incentive.
- Depending on how strong the drive is, we may not care how weak the incentive is. (bland sandwich)
- If the drive is weak, we may still eat, because the incentive is strong... our favorite sandwich.
- We are motivated to obtain incentives.

Cognitive Theory

- Cognitive psychologists look at forces both inside and outside of us that create our drives.
- They believe we act for either intrinsic or extrinsic motivations.
- Extrinsic motivation engages us in activities that either reduce biological needs or help us obtain external incentives.
- Intrinsic motivation comes from within. We do something because it is rewarding to us personally, or fulfills our beliefs or expectations.

Cognitive Theory

- For example, if you spend hours practicing basketball because you want to excel at the sport, that is an intrinsic motivator.
- If you practice because your parents want you to excel, that is an extrinsic.
- If you play just for the fun of playing, it is intrinsic.

Cognitive Theory

- Many times your motivation is both intrinsic and extrinsic.
- Many psychologists believe in the overjustification effect.
- When people are given a too much extrinsic motivation to complete a task, their intrinsic motivation declines.
 - Ex. You like to read, if someone started to pay you, you may enjoy reading less. You may ask yourself “why am I doing this? Its not to enjoy books, its for the money” And read less.

I Can...

- Describe the biological and social needs of humans.
- Explain Maslow's hierarchy of needs.

Biological and Social Motives

- People spend much of their lives trying to satisfy both biological and social needs.
- Ex. Eating. We eat for biological and social reasons.
- But why are some people motivated more than others to achieve success?

Biological motives

- Some behavior is determined by the internal, or physiological state of the organism.
- Biological needs are critical to survival and physical well-being.
- The nervous system is designed to change behavior to return a body to a condition of chemical balance when there are variations in some chemicals.

Biological motives

- All humans have built-in regulating systems to control things like temp., blood sugar, and hormones.
- The tendency of the body to correct imbalances and deviations from normal is called homeostasis.

Biological motives

- Hunger is one of the drives that is homeostatic.
- Sometimes you eat because you are in a habit of having lunch at a certain time, or because you are being sociable, or maybe because you are tempted by the sight or smell of a certain food.
- Other times you may eat because you have an aching sensation in your stomach, and you haven't eaten for hours.

Biological motives

- Your body requires food to repair itself and to store reserves of energy.
- If the lateral hypothalamus(LH) is stimulated, it provides signals for you to eat.
- If the ventromedial hypothalamus(VMH) is stimulated you will slow down or stop eating all together.
- These signals are also more responsive in certain temperatures. LH responds more in cold temps, while the VMH responds more in warmer temperatures.

Biological motives

- Other factors also influence your hunger.
- Blood sugar levels
- Weight set-point
 - Your day-to-day weight fluctuation point

Biological motives

- Other hunger factors that may cause you to feel hungry or eat.
- These factors are called psychosocial hunger factors
 - Smell and appearance of food
 - If other people are eating
 - Social pressures
 - Boredom or stress
 - Time of day
 - Situation

Biological motives

- There is growing evidence that biology affects a person's weight.
- Obesity is considered 30% over ideal body weight, while overweight is 20% over.
- Currently about 1/3 of Americans are obese.

Biological motives

- Studies show that obese people tend to eat by responding to external cues instead of internal cues, like hunger.
- Overweight people are more likely to eat because food is available than people of normal weight.
- Other factors like exercise also contribute to obesity.
- It has shown though, that anxiety and depression do not.

Social motives

- Social motives are learned from other people.
- The achievement motive is one example.
- Why do some people desire to set goals and persist in reaching them despite obstacles and frustrations?
- Achievement motive has been studied in depth by David McClelland.

Social Motives

- The TAT is a series of pictures that the participant is instructed to make up a story about what is occurring in each picture.
- There are no right or wrong answers because the answers are created from the participants beliefs, motives, and attitudes.
- Each story is “coded” for themes and the themes are scored according to their relevance to certain themes, such as setting goals, competing, and overcoming obstacles.

Social Motives

- Participants score a high need for achievement if they display persistence on tasks, or the ability to perform better on tasks, set challenging goals, compete to win, and are attracted to challenging tasks or careers.

Social Motives

- McClelland followed students at Wesleyan University and found that 83% of students in entrepreneurial work were high scorers in achievement, while only 21% of the nonentrepreneurial students were had scored highly in achievement.
- Studies show that high achievers prefer to be associated with people who will help them to achieve as opposed to more friendly people.
- They may be less likely to be artistically sensitive, value intimacy in a relationship, or be the most interesting people.

Social Motives

- Critics claim that the TAT is not a reliable way of testing achievement because stories are difficult to score due to people's thoughts and feelings being hard to analyze objectively.

Social Motives

- Some people may be motivated from a fear of failure.
- People who fear failure may give up on music lessons or trying out for a sports team if they do not feel they will be successful.
- People display fear of failure when they purposefully choose tasks that are unchallenging and unlikely to be difficult.
- For example, if given a choice of 3 tasks, easy, difficult yet manageable, and extremely difficult, most people choose the midrange difficulty. People afraid of failing will choose the easy task.

Social Motives

- People who are motivated by fear of failure often find excuses to explain their poor performances.
- They do this to save their self-image.
- Examples:
 - 1. slow in a running race due to sleeping poorly
 - 2. poor grade on the test due to a biased test
 - 3. couldn't fill out their weather sheet because they were sick

Although these excuses help you maintain good feelings about yourself, it prevents you from taking responsibility for your own actions.

Social Motives

- Matina Horner identified the side of achievement motivation called *motive to avoid success*.
- People who have a very real chance of being successful in some careers may fear success and choose to avoid it.
- Studies show that people who are average or slightly above are usually less fearful.
- Expecting success can at times make people more likely to avoid it, despite obvious advantages to being successful.

Social Motives

- Problems arose with Horner's findings when others began studying *avoidance of success*.
- It is difficult to define success
- It is difficult to tell whether a person is more afraid of success or failure.
- Fear of success, does show up almost equally in men and women.

Social Motives

- Other theories
 - Expectancy – value : expectancy is your likelihood of success and value is what it is worth to you.
 - Competency theory : if we choose too easy or difficult tasks we learn nothing, so we choose moderately difficult tasks, where failure and success are possible.

Maslow's Hierarchy of Needs

- Abraham Maslow, a pioneer of humanistic psychology, believed that all humans need to feel competent, to win approval and recognition and feel that they have achieved something.
- He felt there were needs that we all needed to fulfill, he placed them in a hierarchy, and stated that once we fulfill the most basic needs we move up to the next level.
- Maslow believed that humans move up and down the hierarchy based on what they need at the time.

Maslow's Hierarchy of Needs



Maslow's Hierarchy of Needs

- Maslow's scheme includes everything we have talked about so far.
- He starts with biological needs, or fundamental needs. Maslow thought that you cannot function without these needs being met.
- The second level is psychological needs, the urge to belong and give and receive love, and the urge to acquire esteem. These can only be filled by an outside source, and a lack of them may result in random, desperate, maladaptive activities to ease tension.

Maslow's Hierarchy of Needs

- The last level is self-actualization needs.
- Self – actualization includes the pursuit of knowledge and beauty and whatever else is required for someone to realize their unique potential.
- Maslow did not believe that many people reach this level in the hierarchy.
- To reach this level all fundamental and psychological needs must first be met.

Maslow's Hierarchy of Needs

- Other research does not support Maslow's.
- For example, Christopher Columbus risked safety to sail to China, but may have achieved self-actualization.
- Some people do not seem interested in fulfilling higher needs such as achievement.
- Researchers suggest that Maslow identified all needs people need to meet, but perhaps there is not an order they must be met.

Emotion

*No one can make you feel
inferior without your
consent*

~ Eleanor Roosevelt

Emotion

- *I can give examples of the physiological theories of emotion.*
- *I can explain cognitive theorists' approach to the study of emotions.*

Emotion

- Motives and emotions are intertwined.
- One describes the source of our behavior, while one describes the feelings associated with the behavior.
- Often we use our emotions to explain our motives.
- Emotions cause us to:
 - Make decisions and communicate
 - Give us incentive
 - Energize us to pursue goals

Emotion

- Emotional intelligence : is the ability to percieve, imagine and understand emotions and use that information in decision making.
- It helps us to gauge situations and determine appropriate actions.
- Testing emotional intelligence

Emotion

- Emotion is defined as a set of complex reactions to stimuli involving subjective feelings, physiological arousal, and observable behavior
- Emotions result from 4 occurrences:
 - Interpret a stimulus
 - You have a subjective feeling
 - You experience physiological responses
 - You display an observable behavior
- Emotions have 3 parts:
 - Physical
 - Behavioral
 - cognitive

Emotion

- The physical aspect of emotion has to do with how the emotion affects the physical arousal of an individual.
- The behavioral aspect is the outward expression of the body, such as body language, hand gestures, tone of voice, etc.
- The cognitive aspect is the way we interpret a situation.

Emotion

- Basic facial expressions are innate, that is a biologically inherited trait.
- All humans recognize the same facial expressions for anger, surprise, happiness, and sadness.
- Even children who were born without sight and hearing support this when they laugh when happy, pout and frown when upset, and clench teeth and fists when angry.

Emotion

- Carroll Izard and colleagues have identified 10 different emotional states in humans using eyebrows, eyes and mouth.
- These are universally recognized expressions.



Emotion

- James Averill believes that many of our everyday emotional reactions are the result of social expectations and consequences.
- Children are taught what emotions are appropriate from their parents, by how parents respond to the child.
- Children learn which emotions are appropriate in certain situations and to express them at the appropriate times.

Emotion

- There are several theories of emotions
- James – Lange theory – bodily changes form the basis of labeling and experiencing emotions. Information for emotions comes from signals from our bodies.
- Cannon – Bard theory – experiences activate the thalamus and the thalamus sends messages to the cortex and body organs. (Later it was shown that the thalamus is not involved.)

Emotion

- Cognitive theories – believe that the bodily changes and thinking work together to produce emotions.
- Schachter – Singer Experiment – participants were told they were being tested for vitamin C and its effect on eyesight. In truth, most participants were given an adrenalin injection.
- There were accomplices to sit and wait with the participants.
 - Some acted wild and crazy
 - Some became angry as they filled out an offensive questionnaire.
- The participants who had been told to expect side effects, or who had incorrect ideas about what would happen usually joined in with the accomplices.

Emotion

- This experiment demonstrated that internal components of emotion, such as adrenaline, affect a person differently depending on their interpretation or perception of the situation.
- People take cues from their environment.
- Perception and arousal interact to create emotions.

Emotion

- Opponent – Process Theory
- Remember the body has the sympathetic and the parasympathetic nervous systems.
 - The sympathetic energizes the body for activity
 - The parasympathetic calms and relaxes the body.
- The opponent – process theory states that these two systems act to regulate and manipulate our emotions.
- The external event is state A and the internal force is state B

Emotion

- So, imagine you meet someone that you really get along with. They are the bread to your butter.
- You find out they are moving away the next week.
- How upset are you? Likely not too upset. You were subject to state A, but no state B.
- What about if your spouse of 50 years dies?
- What about when your parents or a sibling dies?

Emotion

- Essentially, this theory states that when the stimulus for one emotion is removed, you feel the opposite emotion.
- If state A is a terrifying event, it predicts what state B will be – elation when you reach the ground.

Emotion

- Emotion researchers agree that emotions play an important role in our survival and ability to achieve goals.
- Emotion encourages us to act.
- And they agree that emotions and physical changes are connected.