

## Psychology 102: Motivation



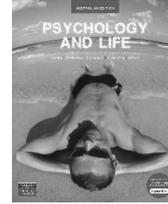
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10/25/10

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## Reading

Gerrig et al.  
(Chapter 11):  
Motivation



10/25/10

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## Overview



1. What is motivation?
2. Motivation theories
3. Eating motivation
4. Sexual motivation
5. Achievement motivation  
(personal achievement & workplace motivation)

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What is motivation?

## What is motivation?

What made you get out  
of bed this morning?



What is the **cause** of behaviour?

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## What is motivation?

- What makes us act the way we do?
- Theorised **cause** for starting, directing, and maintaining **behaviour**.

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## What is motivation?

- **Needs or desires** that **energise** and **direct** behaviour.
- Human behaviours are motivated by a variety of needs, including both biological and psychological needs.

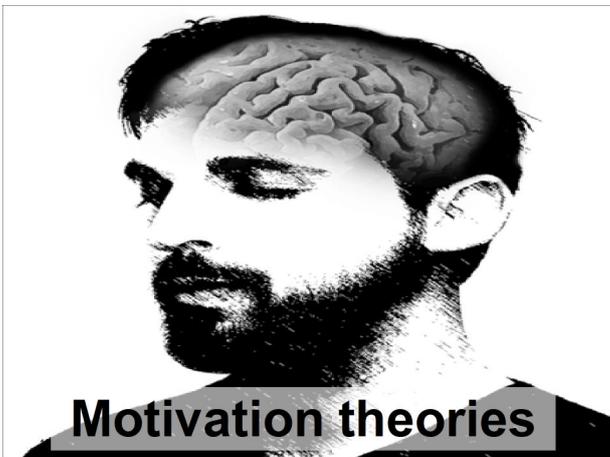
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## Five functions of motivational concepts

(Gerrig et al., 2008)

1. Relate biology to behaviour
2. Account for behavioural variability
3. Infer private states from public acts
4. Assign responsibility for actions
5. Explain perseverance despite adversity

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## Sources of motivation

- **Instincts & evolutionary theory**
  - Preprogrammed tendencies
- **Drives**
  - **Internal states** that arise in response to a disequilibrium
- **Incentives**
  - **External stimuli** or rewards that motivate behaviour

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## Sources of motivation

- **Homeostasis**
  - Desire for constancy, equilibrium, and balance
- **Maslow's hierarchy of needs**
- **Optimal arousal theory**
- **Reversal theory**

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## Instincts & evolutionary theory

### Instinct:

- A complex behaviour which must have a fixed pattern throughout a species that is not learned (Tinbergen, 1951)
- e.g., sexual arousal, aggression, sleep

### Evolutionary theory:

- Emphasises the influence of biology on human behaviour and deemphasises the importance of environmental and cultural factors.

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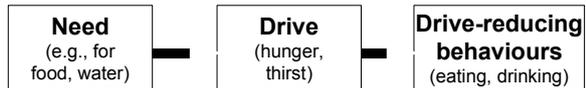
## To what extent is human behaviour instinctual?

- James (1890): humans are more reliant on “instinct” than other animals
- Freud (1915): human drive states, or psychic energy, arise from life and death instincts.
- Enormous variation in behaviour across cultures and between individuals, undermining argument that human behaviour results greatly from inborn instincts.

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## Drives and incentives

- **Physiological needs** create aroused state of **tension** (drive).
- This **drive** motivates an organism to satisfy the need (Hull, 1951).



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## Drives and incentives

- The aim of **drive reduction** is to restore equilibrium or homeostasis.
- **Homeostasis**: tendency to maintain a balanced or constant internal state.



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## Incentives

- Positive or negative environmental stimuli that motivate behaviour.
- We are **pushed by internal drives**, whereas we are **pulled by incentives**.
- What if we experience both an internal push and an external pull?
  - We are **driven** more strongly.

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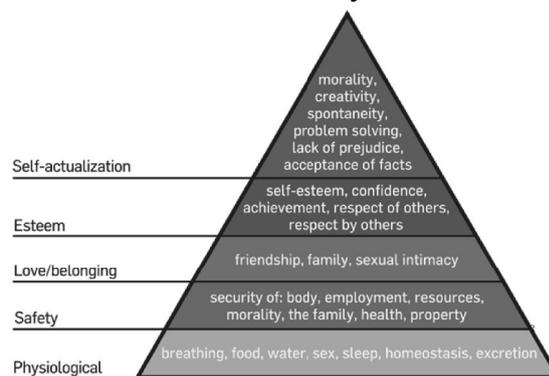
## Maslow's hierarchy of needs

- Abraham Maslow (1970) suggested that human needs can be organised hierarchically.
- **Physiological needs** (e.g., breathing, hunger) come first
- Then **psychological needs** (e.g., self-esteem) are pursued.



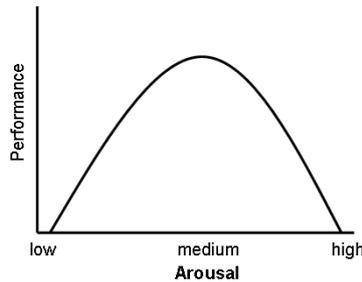
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## Maslow's hierarchy of needs



## Optimal arousal theory

- Human motivation aims to seek optimum levels of arousal, not to eliminate it.



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## The concept of 'flow'

- A state of being completely involved
- Diminished awareness of self and time.
- Boosts self-esteem, competence and well-being.



## Reversal theory

Four pairs of metamotivational states:

- **Telic–paratelic:**
  - serious versus playful
- **Conformist–negativistic:**
  - compliant versus rebellious
- **Mastery–sympathy:**
  - power-oriented versus care-oriented
- **Autic–alloic:**
  - concern for self versus concern for others
- Reversal between opposite states explains motivation.

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## Expectations and cognitive approaches

- **Expectation:** An idea about the future likelihood of getting something that is wanted.
- Significant human motivation derives from the individual's subjective interpretation of reality.

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## Social learning theory

Rotter and others hypothesised that the probability of engaging in a given behaviour is determined by:

- Expectation of goal attainment following the activity
- Personal value of that goal to the individual
- A discrepancy between expectations and reality can motivate the individual to perform corrective behaviour.

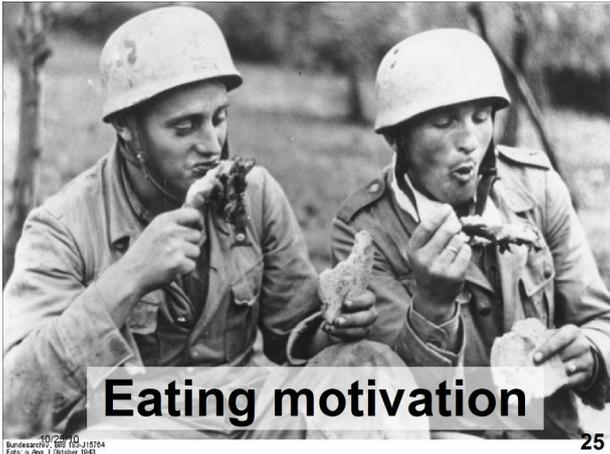
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## Attributions (Fritz Heider)

Posited that behavioural outcome can be attributed to:

- **Dispositional forces**, such as lack of effort or low intelligence
- **Situational forces**, such as a biased exam or instructor

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## Regulation of food intake

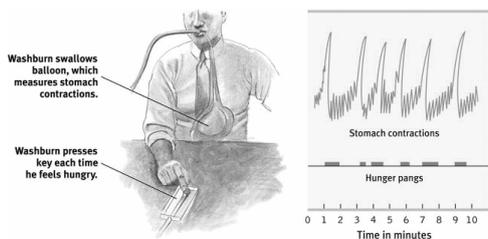
Requires that organisms be equipped with mechanisms that:

- Detect internal food need
- Initiate & organise eating behaviour
- Monitor quantity & quality of food eaten
- Detect when sufficient food has been eaten & stop eating

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## Peripheral responses

Cannon & Washburn (1912) found stomach pangs occurred when hungry.



## Peripheral responses

- Walter Cannon (1934) proposed that gastric activity in an empty stomach was the basis for hunger, an unsupported position on discovery that stomach contractions are not a necessary condition for hunger.
- **Gastric distension** caused by ingestion of food causes the individual to stop eating.

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## Central responses

Early theories focused on the lateral hypothalamus and the ventromedial hypothalamus, leading to the **dual-centre model** of response which was discredited after research showed two basic signals that initiate eating come from receptors monitoring levels of **sugar and fat in the blood**.

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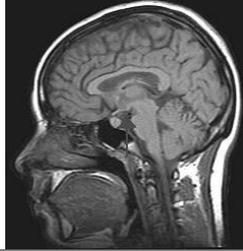
## Body chemistry and hunger

- Levels of glucose (blood sugar) play a role in hunger.
- When glucose levels are low, we feel hungry.

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## The brain and hunger

- The brain monitors the body's internal state.
- Experience of hunger is controlled in the brain (in the hypothalamus).



## The brain and hunger

There are two important hypothalamic centres which help control eating:

- Lateral hypothalamus (stimulates hunger)
- Ventromedial hypothalamus (depresses hunger)

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## The physiology of hunger

- What we eat and when we eat is influenced by body chemistry and environmental factors.

Carbohydrates — | Serotonin — Calming

- Food aversions may develop via classical conditioning.

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## Set point theory

- A weight that the body seeks to maintain by influencing an individual's basal metabolic rate (body's resting rate of energy expenditure) and desire to eat.
- Individuals differ in their set points

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## The psychology of hunger

- There are other influences on hunger. These include the memory of our last meal
- Due to difficulties with retention, amnesia patients eat frequently if given food (Rozin et al., 1998).

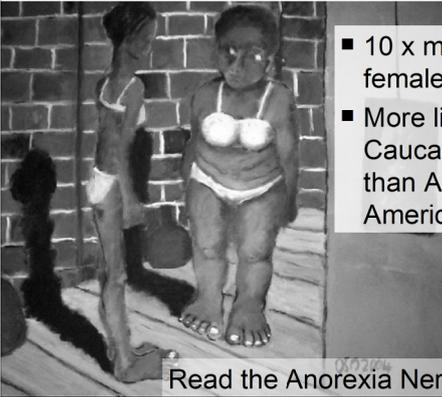
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## The psychology of eating

- Cultural impact
- Obesity and dieting
  - Body Mass Index (BMI)
- Restrained vs. unrestrained eating
  - Janet Polivy & Peter Herman

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## Eating disorders & body image



- 10 x more likely in females
- More likely in Caucasians more than African Americans.

Read the Anorexia Nervosa poem 37

## Eating disorders & body image

- **Anorexia Nervosa:** weighs less than 85% of expected weight however stills feel fat and continues to starve.
- **Bulimia Nervosa:** binges - periods of intense, out-of-control eating - followed by excessive exercise, vomiting, fasting or laxative use.
- Various contributing factors have been identified for both disorders (genes, familial influences, low self-esteem, societal pressures).

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## Summary of motivational influences on eating behaviour

- **Biological:** appetite hormones, stomach pangs, blood glucose/fat, role of the hypothalamus, set point
- **Psychological:** memory of last meal, mood, sight and smell of food
- **Social-cultural:** taste preferences, cultural ideals of thinness

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## Non-human sexual behaviours

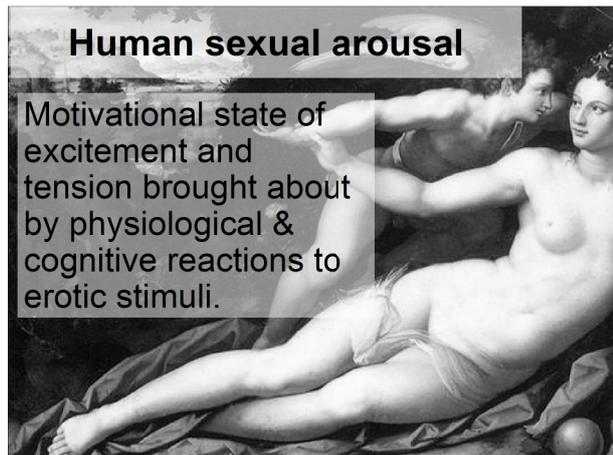
- Androgens
- Estrogen
- Pheromones



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## Human sexual arousal

Motivational state of excitement and tension brought about by physiological & cognitive reactions to erotic stimuli.



## The psychology of sex

- **External stimuli**, such as sexually explicit materials, can trigger sexual arousal in both men and women.
- **Imagined stimuli** can influence sexual arousal and desire. People who have a spinal cord injury and experience no genital stimulation can still experience sexual desire (Willmuth, 1987).
- Dreams are also associated with sexual arousal.

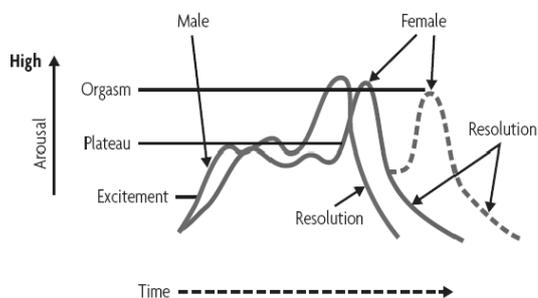
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## Masters and Johnson

- Men and women have similar patterns of sexual response.
- Women are more variable, tending to respond more slowly but often remaining aroused longer.
- Many women can have multiple orgasms, while men rarely do so in a comparable time period.
- Penis size is generally unrelated to sexual performance

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## Human sexual response cycle



Masters and Johnson  
Excitement – Plateau – Orgasm - Resolution

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## The physiology of sex

Masters and Johnson (1966) described the human sexual response to consist of four phases:

Phase	Physiological Response
Excitement	Genitals become engorged with blood. Vagina expands, secretes lubricant. Penis enlarges.
Plateau	Excitement peaks as breathing, pulse and blood pressure continue to increase.
Orgasm	Contractions all over the body. Further increase in breathing, pulse and blood pressure. Sexual release.
Resolution	Body returns to its unaroused state. Male goes through refractory period.

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## Evolution of sexual behaviours & norms

- Evolution of sexual behaviours
  - Parental investment
  - David Buss
- Sexual norms
  - Alfred Kinsey
  - Sexual scripts
  - Date rape

Sexual Behaviour  
in the Human  
Male  
Alfred Kinsey  
Wardell Pomeroy  
Clyde Martin  
1948

Sexual Behaviour  
in the Human  
Female  
Alfred Kinsey  
Wardell Pomeroy  
Clyde Martin  
1953

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## Sexual disorders and therapy

- Problems which consistently impair sexual functioning, e.g.,
  - Erectile dysfunction (men)
  - Premature ejaculation
  - Orgasmic disorders.
- Treatment for sexual disorders includes behaviour therapy which assumes that people learn and can modify their sexual responses.

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## Adolescence & sexuality

- Great variability across cultures (and across time) in terms of sexual activity during adolescence.
- Factors that reduce sexual activity during adolescence include high intelligence and religiosity (among others).

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## Sexual orientation

- Sexual orientation refers to a person's preference for emotional and sexual relationships with individuals of the same sex, the other sex, and/or either sex.

Homosexuall      Heterosexual      Bisexual      50

## Homosexuality

- Nature and nurture of homosexuality
  - Daryl Bem
- Society and homosexuality
  - Homophobia

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## Homosexuality & biological factors

- Homosexuality is more likely based on biological factors like differing brain centers, genetics, and parental hormone exposure rather than environmental factors.

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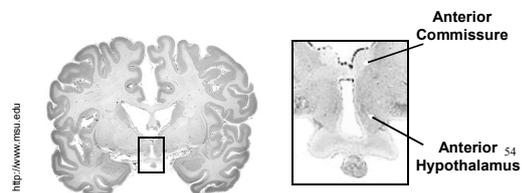
## Homosexuality & biological factors

- Prenatal hormones may affect sexual orientation during critical stages of fetal development (between the 2nd and 5th months after conception).
- Evidence suggesting a genetic influence stems from family and twin studies and from fruit fly research where sexual attraction can be genetically manipulated.

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## Homosexuality & biological factors

Brain structures: in homosexual men, the size of the anterior hypothalamus is smaller (LeVay, 1991) and the anterior commissure is larger (Allen & Gorski, 1992).



## Summary of influences on sexual motivation

- **Biological:** i.e. sexual maturation, sex hormones, sexual orientation
- **Psychological:** i.e. exposure to stimulating conditions, sexual fantasies
- **Social-cultural:** i.e. family, societal and personal values, religion, cultural expectations

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## Achievement motivation, locus of control, & attributions

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## Achievement motivation

- Desire for significant accomplishment, mastery of things, people or ideas, attaining a high standard.
- **Henry Murray:** Basic need to strive for achievement of goals
- **David McClelland:** nAch
  - Thematic Apperception Test (TAT)

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## Thematic Apperception Test

Tell a dramatic story including what:

1. led up to the event shown
2. is happening at the moment
3. the characters are feeling & thinking, &
4. the outcome of the story was



## Attributions for success & failure

- **Attributions**
  - Judgments about the *causes* of outcomes
- **Locus of control orientations**
  - Internal vs External
- **Stability versus instability**
- **Global versus specific**

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## Locus of control

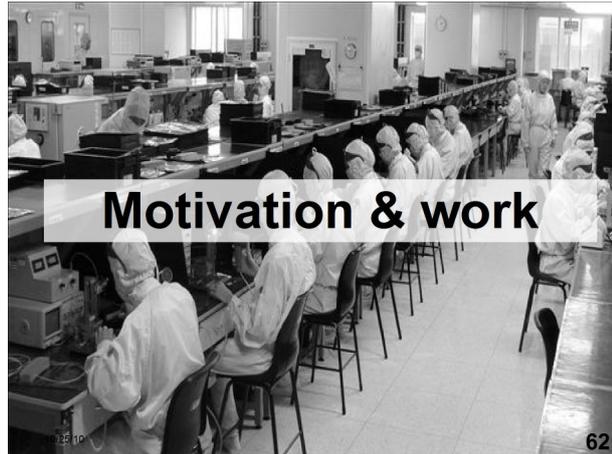
		Locus of control	
		Internal	External
Stability	Stable	Ability	Task difficulty
	Unstable	Effort	Luck

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## Seligman's attributional styles

- **Pessimistic attributional style:** causes of failure viewed as internal and stable.
- **Optimistic attributional style:** causes of failure viewed as external, unstable or modifiable and specific.

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## Industrial-organisational psychology

- Applies psychological principles to the workplace.
- Aims to optimise human behaviour in the workplace.

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## Sub-fields of industrial-organisational psychology

- **Personnel psychology** applies psychological methods to select, train and evaluate workers.
- **Organisational psychology** considers how work environments and management styles influence worker motivation, satisfaction and productivity.

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## Personnel psychology

- Interviewers may be overconfident about their ability to predict an individual's success. Nisbett (1987) labeled this the **interviewer illusion**.
- Structured interviews pinpoint job-relevant strengths and enhance interview reliability and validity.
- Performance appraisals may include checklists, graphic rating scales and behaviour rating scales.

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## Equity theory

- **Workers**
  - Note their own inputs and outcomes, and compare them with other workers' inputs / outcomes.
  - Motivated to maintain fair and equitable relationships

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## Equity theory

- If two employees receive equal compensation for similar performance levels, they will tend to continue to exert the same effort.
- If two employees who exert the same effort and show comparable levels of performance receive unequal compensation, the employee who receives the lower reward is likely to exert less effort.

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## Expectancy theory

Workers are motivated when they expect their efforts and job performance to result in desired outcomes

- *Expectancy*: the perceived likelihood that a worker's efforts will result in successful performance
- *Valence*: the perceived attractiveness of particular outcomes
- *Instrumentality*: the perception that performance will be rewarded

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## Attitudes towards work

People have different attitudes toward work. Some take it as a:

- **Job**: Necessary way to make money.
- **Career**: Opportunity to advance from one position to another.
- **Calling**: Fulfilling a socially useful activity.

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## Worker satisfaction & engagement

- Evidence suggests that satisfied workers are likely to be more productive.
- Engagement refers to the extent of workers' involvement, satisfaction and enthusiasm. Engaged workers perform better.

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## Effective leadership

- Effective leaders need to select the right people, determine their employees' talents, adjust their work roles to their talents, and develop their talents and strengths.
- The establishment of specific, challenging goals is related to higher achievement.

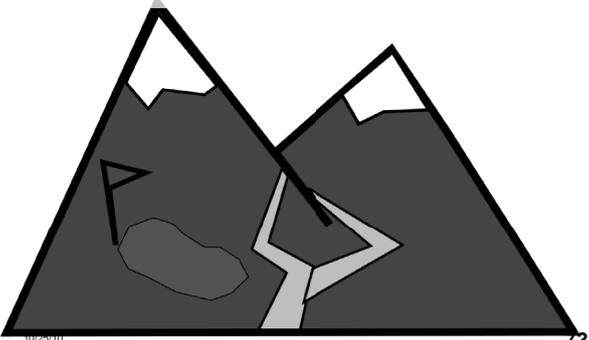
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## Leadership style

- **Task leadership**: Goal-oriented leadership that sets standards, organises work and focuses attention on goals.
- **Social leadership**: Group-oriented leadership that builds teamwork, mediates conflict and offers support.

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## Summary & Conclusion



## Conclusion

- We have considered **motives** underlying hunger, sexual behaviour and personal achievement.
- While they are all different, each is unified by their effect: the **energising and directing of behaviour**.

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### You should now be able to...

1. Describe the five functions of motivational concepts
2. Explain various sources of motivation, including drives and incentives, instinct, expectations, and cognitive
3. Compare and contrast James' and Freud's conceptions of instinctual behaviours

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### You should now be able to...

4. Explain Maslow's hierarchy of needs.
5. Identify the two major eating disorders;
6. Explain the different reproductive strategies that may be employed by males and females

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### You should now be able to...

7. Describe the four phases of human sexual response for males and females;
8. Explain the evolution of sexual behaviours and sexual norms
9. Identify the nature and nurture of homosexuality

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### You should now be able to...

10. Explain the concept of need for achievement and discuss how it relates to motivation
11. Describe social learning theory and its relationship to internal and external sources of attributions
12. Describe the concept of locus of control and its relationship to motivation

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## You should now be able to...

13. Explain how motivational psychology applies in the workplace.

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## Next unit on this topic: Motivation & Emotion (7124/6665)

- 3<sup>rd</sup> yr psych unit
- Prereqs: Psy 101 & Psy 102
- ~6 weeks each on Motivation and Emotion
- Assessment uses open wiki authoring



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## References

- Gerrig, R. J., Zimbardo, P. G., Campbell, A. J., Cumming, S. R., & Wilkes, F. J. (2008). *Psychology and life* (Australian edition). Sydney: Pearson Education Australia.

Note: Image credits are in the slide notes

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