

# Chapter 12

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## Motivation

All processes involved in starting, directing and maintaining physical and psychological activities.

Latin movere=to move

### Five reasons why we have motivational concepts

To relate biology to behaviour: your body needs to eat, sleep, warm up which motivates you to take certain actions to restore body's balance

To account for behavioural variability: One day you might do well, the next day not so well, on the same task--and this is due to differences in motivation

To infer private states from public acts: what motivates a person to sit alone and start chuckling

To assign responsibility for actions: Did the person commit a crime because of financial hardship, they were on drugs, did not intend for negative consequences?

To explain perseverance despite adversity: When someone continues with an action although it may be easier to just give up

### Sources of motivation

Drives and incentives:

Drives are internal states that arise in response to an animal's physiological needs

- Humans need to maintain homeostasis i.e. blood pressure, body temperature and drives arise when this balance is out of whack
- Tension reduction: what we seek in order to release tension and bring back homeostasis

Incentives are external stimuli that motivate behaviour (but do not relate directly to biological needs)

- Example: staying up watching Arrow forgoing a good night's sleep

Instinctual behaviours and learning:

Instincts are pre-programmed behaviours that are essential for the survival of the species e.g. bird nest building

- William James compiled a list of 10,000 human 'instincts' including sympathy, modesty, sociability and love, however it is hard to prove these are instinctual

Expectations and cognitive approaches to motivation

- Julian Rotter's Social Learning Theory: Your motivation to study (over attending a party) is driven by the expectation that you can achieve a good mark and also by your personal values of that goal
- Fritz Heider's Dispositional/Situational forces: Dispositional-lack of effort, insufficient intelligence. Situational-unfair test, bias teacher. Those who see their dispositional forces at play when they get a bad mark will likely try harder next time

## Maslow's Hierarchy of Needs

Maslow (humanist)

- Self-actualisation or realising one's potential = health
- Hierarchy of needs (physiological, safety, belongingness, esteem, cognitive, aesthetic, self-actualisation, peak experiences)
- Criticised the psychoanalytic approach in which humans try and untwist the twisted and get rid of the negative
- Humanistic approach brings to light what is good and admirable about us



## Motivation for Personal Achievement

Need for achievement: measured with nAch according to how an individual responds to a Thematic Apperception Test (TAT)

- Need for achievement in later life can also be determined from parenting styles. Those who had strict regulated parenting meant a higher need for achievement and earned on average \$10,000 more than their lesser nAch peers

Attributions for success and failure: Attributions are the way we explain outcomes e.g. a pass mark was due to my poor memory

- Pessimistic attribution: internal attributes cause poor mark, and are *stable and global*, meaning it won't change and it will affect everything
- Optimistic attribution: failure is due to external attributes such as an unfair test which means they are unstable and specific to that one time, and it is possible to do better next time