

# Theories of Motivation -

ψ-physiology  
ψcal-Psychologi-

~~no physiological base (eg) curiosity.~~

## Theories of Motivation / - LEWIN'S - FIELD THEORY.

Lewin & his associates emphasized the study of behaviour as a function of total physical & social situation. He favoured idiographic psychology in which the focus is on the individual. Behaviour (i.e. B) according to Lewin is a function of person 'P' & total environmental situation 'E'. Mathematically, it can be represented as  $B = f(P, E)$

In light of his emphasis on the study of individual as a factor in the total situation, Lewin devoted a great deal of effort in devising a theoretical schema for representing environmental variables as they impinge upon ψcal individual. As a result, his system leans heavily on concepts derived from topology (- a branch of higher mathematics that deals with the transformations in space), mathematics, chemistry & physics. In fact he invented a new system of geometry, called hodological space, which consists of qualitative geometry emphasizing locomotion along ψcal paths, the dynamic interaction of the individuals in their environment & their behaviour at borders & barriers.

The fundamental concepts in the motivational system are as follows. 1) Need 2) Tension 3) Valence 4) Vector 5) Barrier & 6) Equilibrium.

1) Need is Lewin's concept for any motivated state that can be brought about by a physiological condition, the desire for environmental objects, or intention to achieve a goal.

2) Tension are emotional states that accompany needs. The infant needs food, he or she is in a state of tension, which is reduced by food. Tension may also be induced by environmental objects that have potential need significance for the individual. Thus, the child who is apparently playing <sup>contentedly</sup> may experience need arousal & the accompanying state of tension by the sight of an apple that is brought into room.

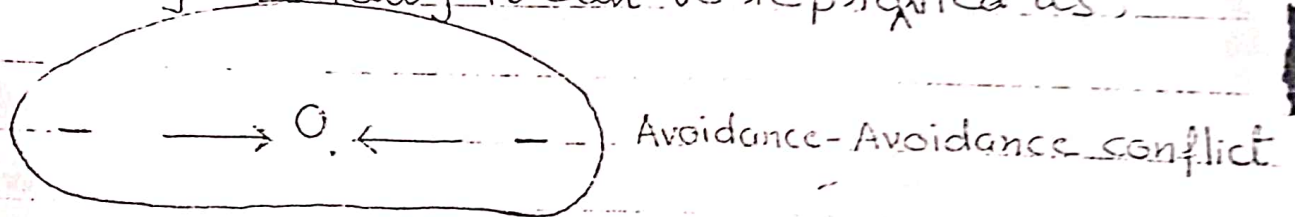
3) Valence is a conceptual property of the objects. Objects may have either +ve or -ve valence. Objects that satisfy needs or are attractive have positive valence, whereas objects that threaten the individual or are repellent have negative valence.

4) Vector, mathematically speaking is a directed line. Lewin utilized the concept to represent the strength & direction of object attraction of objects. If there is only <sup>one</sup> vector the individual will move in the direction indicated by <sup>the</sup> vector. Two or more vectors impel the individual in different directions effective movement will be the resultant of all these forces. Two are equally balanced the result would be conflict. Lewin's analysis of conflict situation is one of his best known conceptual schemes. According to Lewin 3 fundamental types of conflicts. These are



obnoxious. A second important behavioural feature of this kind of conflict is an attempt to leave the conflict situation. Theoretically, a person can escape from an avoidance-avoidance conflict by running away - but in practice, however there are often additional negative forces in the periphery of the situation that prevent them from leaving. For instance, the child who does not want to do his homework or get a spanking might think of running away from home. But consequences of running away are even worse so he doesn't do it.

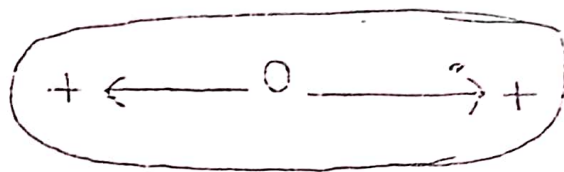
People in Avd-Avd conflicts may try a different means of running away. They may indulge in "day dreaming" or resort to "regression" thus trying to leave the conflict situation. Diagrammatically it can be represented as:



Many intense emotions are generated by avoidance-avoidance conflicts. If the two -ve goals are fear producing & threatening, a person caught between them will experience fear or the individual may feel resentful at being trapped in a situation where goals are -ve.

3) Approach-Avoidance Conflict - This type of conflict is most difficult to resolve because, in this type of conflict a person is both attracted & repelled by the same goal object. Because of the +ve valence of the goal, the person

(1) Approach-Approach conflict - This exists between two goal objects of approximately equal attractiveness. Such a situation is illustrated by an individual who receives two attractive job offers simultaneously. The choice of one object clearly implies the rejection of the other. A state of indecision exists. Such conflicts are usually resolved either by satisfying first one goal & then the other or by choosing one of the goals & giving up the other. Compared with other conflict situations, app-app conflicts are usually resolved with little emotional behaviour.



The Approach-Approach

(2) Avoidance-Avoidance conflict - In this conflict the individual is compelled to choose between two negative alternatives. Such conflicts are encapsulated in the saying "caught between the devil & the deep blue sea". Two kinds of behaviour are likely to be conspicuous in avoidance-avoidance conflicts. One is the vacillation of behaviour & thought, meaning people are ~~can~~ <sup>inconsistent</sup> in what they think & do. Vacillation occurs because the strength of a goal increases as a person nears it. As one -ve goal is approached, the person finds it increasingly repellent & consequently retreats from it. But when this is done, the person, the person is closer to the other -ve goal & finds it, in turn,



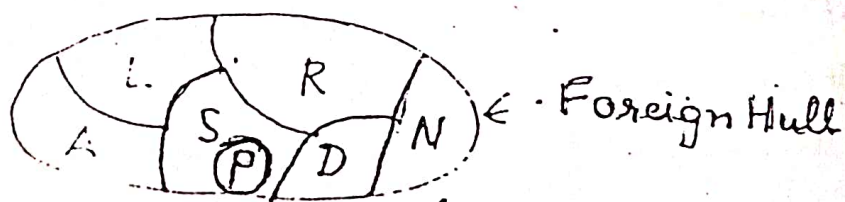
Within the life space are the person (P) & various regions toward or away from which the person might move. For example, as you sit at home studying you might consider leaving the region of life space in which you are located (S). You might choose to take a nap, thereby moving toward region (N) of your life space. Instead, you might choose to raid the refrigerator (R), go to Library (L) or enter some other region in your life space. Psychological space is different from physical space & do not perfectly coincide. A primary reason for this is that a person is unaware of many aspects of the surrounding physical space. Those aspects that cannot influence his choice of behavior are not included in his life-space. In defining life-space, Lewin mentions only contemporaneous factors, aspects of the person's internal & external environment that are present now. Lewin like most Gestalt psychologists is ahistorical.

The fundamental concepts in Lewin's motivational system are

- 1) Need
- 2) Tension
- 3) Valence
- 4) Vector
- 5) Barriers
- 6) Equilibrium.

# LEWIN'S FIELD THEORY

Lewin has given a totally new outlook to the study of human behavior by introducing a scientific approach in the discipline of Social Science. He borrowed the concepts from mathematics, Physics, & Chemistry ~~to give~~ it in his Field Theory of Motivation. Lewin's system is Gestalt like in its orientation yet it differs from orthodox Gestalt  $\Psi$ . Lewin favors a psychology in which focus is on the individual as opposed to the system where emphasis is on statistical averages. Lewin proposed that behavior was a function of both the person & the environment. His famous equation  $B = f(P, E)$  reflects his belief. Lewin used the term 'life space' to denote all the contemporaneous factors both internal & external that can influence the person's behavior. All irrelevant factors - those that do not influence behavior - lie outside what Lewin termed 'the foreign hull'. Lewin represented life-space as a closed geometric figure.



Lewin's representation of life-space



(2) Different forms of behaviours are sometimes similarly motivated for eg, desire to be outstanding can lead to the various behaviours like writing a book, dressing well etc.

(3) Different motives may sometimes result from in one form of behaviour for eg writing a book may be motivated by desire to acquire wealth, gain prestige etc.

(4) The state of motivated behaviour is characterized by high energy concentration. This state is characterized by a person is likely to be activated.

(5) The motivated behaviour has specific direction & the direction is towards goal.

(6) Motivated behaviour has adaptive value.

(7) Drives & motives may vary in strength not only from one individual to another but also within the same individual.

Types of motives:-

According to Luthans there are 3 types of motives

a) Primary motives / These are unlearned & physiologically based for eg hunger, sleep etc.

b) Secondary motives / These are learned & not physiologically based (eg) Achievement motivation, Affiliation motives etc.

c) General motives / These are unlearned & but have no physiological base eg - Curiosity.



# "MOTIVATION"

The term motivation is derived from the Latin word 'movere' which means to move. Motivation can be defined as driving or pulling forces which lead to persistent behaviour directed toward particular goals. Motivation is therefore an energizer of behaviour. It cannot be directly observed or measured but can be inferred from behaviour. It addresses why behaviour is initiated, persists & stops as well as what choices are made. The <sup>phenomena</sup> concept of motivation consists of 3 interlinked concepts & these are

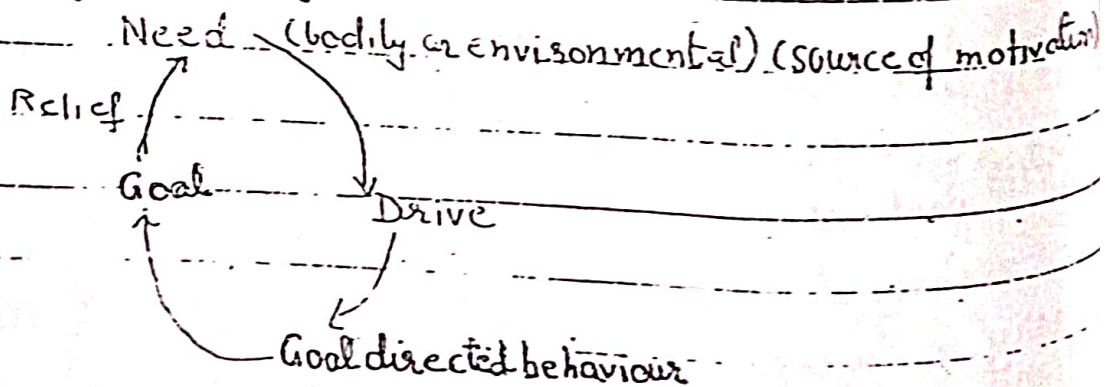
(1) Need (2) Drive (3) Goal

Need refers to deficiency physiological &/or psychological

Drive is the <sup>deficiency</sup> deficiency with a direction, eg hunger, thirst etc. It is an aroused condition of the organism that results from deficit.

Goal is anything which alleviates the need & reduces the drive.

These three concepts <sup>are</sup> can be arranged in following cyclic way

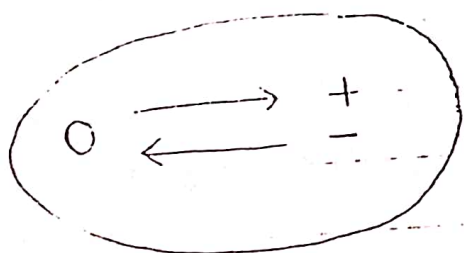


## Characteristics of motivated behaviour

(1) Motivation (or motives) cannot be directly observed. It needs to be inferred from behaviour.



approaches it but as it approached, the negative valence becomes stronger. If, at some point during the approach to the goal, its repellent aspects become stronger than its +ve aspects, the person will stop before reaching the goal. As with avd-avd conflicts, "vacillation" is common in app-avd conflicts. People in these conflicts approach the goal until the -ve valence becomes too strong, & then back away from it. Often, however, the -ve element is not repellent enough to stop the approach behaviour. In such cases, people reach the goal, but much more slowly & until the goal is reached there is frustration. Even after the goal is reached the individual may feel uneasy because of the -ve valence attached to it. Whether a person is frustrated by reaching a goal slowly or by not reaching it at all, emotional reactions such as fear, anger & resentment commonly accompany app-avd conflicts.



The approach-avoidance conflict.

Lewin's analyses of conflicts also admits the possibility of more complex types of situations, with two or more goals & several alternative courses of actions. The value of Lewin's analysis doesn't lie in the inclusiveness with which all possible situations are treated but in the provision of the model of basic pattern of conflict.



that have led to the experimental analyses of approach-avoidance gradients.

Barriers/ - Barriers may be objects, people, social codes, anything that thwarts the motivated individual as he/she is moving toward a goal. As the barrier is approached it takes on -ve valence. Barriers typically give rise to 'exploratory' behaviours in which the individual tests the strength of the barrier. Exploration may also lead the individual to get around the barrier or if it is impassable; the individual may launch an "attack" on the barrier.

2.) Disequilibrium - In Lewin's system, arousal of needs is accompanied by a state of disequilibrium. It can be defined as a state of unequal tension throughout the individual. The ultimate goal of all motivated behaviour is to return the individual to a state of equilibrium which relief from tension is obtained. For example, needs such as hunger, ~~se~~ thirst etc <sup>create</sup> states of disequilibrium accompanied by strong tensions. When the needs are satisfied, the tension disappears & equilibrium is once again restored.

Lewin's motivational theory no doubt <sup>cons</sup> ~~is~~ of strange terms but it carries practical significance & ~~is~~ <sup>can</sup> explain motivational behaviour in real life situations. This is shown by following studies

simple task like Zeigarnik gave the subjects the completing the Zigsaw puzzle



When the subjects had completed about  $\frac{1}{2}$  the task they were asked to switch on to the next task. When this task was over the subjects were asked to recall the task. The results showed that overall recall was 50% but for the completed task it was 43% & for the incomplete task. Moreover the tasks in which the subjects were <sup>strongly</sup> engaged were more often recalled than those in which the subject showed moderate interest. This experiment clearly demonstrated ~~be~~ that because the tensions aroused by the task remain undischarged until the task is completed the uncompleted task is recalled well - a point that was illustrated in Lewin's theory as well.

Dembo & their associates conducted an expt. that demonstrated the application of Field theory to one of Freud's concepts. They studied the effects of experimentally induced frustration on the constructiveness of children's play. In this expt. that subjects (who were children between 2-5 yrs) were first allowed to play with a set of toys, some of which had <sup>supplied in</sup> a part missing. However most children ~~supplied~~ ~~in~~ their imagination what they lacked in reality & played happily. Observers rated these children in the terms of the constructiveness of play. Following the briefest session, the children

were permitted to play with highly attractive & costly toys in an experimental room that was normally inaccessible. They were then returned to the less desirable toys but could still see the more fascinating toys via a wire screen. Again constructiveness of play was rated by the observers. In the average the children's play regressed. 25 out of 30 children exhibited destructive behavior in their play. It was also possible to study behaviour at the barrier since the wire screen <sup>interposed</sup> between the children & desirable toys functioned as barrier. Some children approached the screen & attempted to reach in order to the toys beyond. Some even tried to escape the room. Typically those children who demonstrated greater disturbance at the barrier also showed higher degree of regression in their play.

## Merits & Demerits Of The Theory (Critical Appraisal)

1) Lewins vector-valence theory explains intricately the process of motivation. With his accurate descriptions & adequate analysis Lewins could <sup>graphically</sup> denote the existing situation & under what condition will the situation change & why all change.

2) His theory & work involved real life situations. It generated considerable research & contribute



a lot to group dynamics.

Demerits:-

- (1) Lewin is often ~~accused~~ accused of misusing the scientific symbols, schemas & terms
- (2) Lewin has not focused or discussed the nature, type & growth of human motives.
- (3) Lewin has described a process but not in a long term perspective.

## DRIVE THEORIES

Drive theories are described as push theories of motivation. Behaviour is pushed towards goals by driving states within a person or animal. In general drive theories say 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 driving state.

The basis of drive theory is the principle of homeostasis. According to this principle, the body tries to keep a constant internal state. When changes occur, the homeostatic mechanism "turns on" the organism to act in a way that will return the internal state to what it was. The mechanism works much ~~is~~ <sup>like</sup> a thermostat in a house. The thermostat is said to maintain a certain temp. When the temp. in the house is too high, the thermostat will turn off the heater. With this mechanism the temp. in the house can be kept at a certain level. Likewise when the temp. of body drops below normal limits our homeostatic mechanism may stimulate our body to shiver & warm our body. On the other hand if the body becomes too hot the homeostatic mechanism causes body to sweat & cause cooling.

Drive theories differ on the source of the driving force which impels people & animal into action. Some theorists (like Lorenz, Tinbergen, Freud etc) conceived of the driving force as being inborn & instinctive. Other drive theories have emphasized the role of learning in the origin of driving force. Such learned drives originate in the persons or animals.



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training or past experience & thus differ from one individual to another. Excretory behaviour is an inborn drive. When urinary bladder is full child urinates. However after socialization & toilet training child learns to withhold the urine for some time & so he can find proper place for urination. This behaviour is learned & is therefore secondary drive. Likewise Hunger is an inborn drive but hunger at 7:00 AM is an example of secondary drive. Thus primary needs when socially conditioned become secondary drives.

Among the major contributors to drive theories have been the psychologists like Hull, Spence, Miller. Hull's system rests on the evolutionary problems of organismic survival. Bodily need was, for Hull, the ultimate basis of motivation & it arose from deficiencies of substances necessary to survival or from excess of substances inimical to individual or species survival. Bodily or tissue need said Hull gave rise to drives like hunger, thirst, sex, pain etc. These primary or biological drives are conceived to act like stimuli & when the drive stimulus is reduced by ingestion of food water etc we have a condition of primary reinforcement which strengthens the association between stimulus situation & the responses which have preceded the reduction of drive stimulus. <sup>motivational mechanisms</sup> ~~biological drives are conceived to act like stimuli~~ <sup>are supplemented</sup> and by the notions of secondary reinforcement, ~~which~~ a conception of acquired on secondary drives (like fear) and by the notions of secondary reinforcement, ~~which~~



Hull specified that drive is a non specific energizer of behavior. All drives pool into one & this aggregate drive energizes the organism. The associative or stimulus-response linkages provided the direction but not energy for action. In order for prior associations to be displayed, there must be some unsatisfied need. Furthermore because drive is non-directional energizer of behavior, any extant need would activate whatever associative linkage was most probable of evocation or highest in the organism's habit structure. Hull specified a mathematical relationship between the drive (energy) & habits (direction) determinants of behavior.

$$\text{Behavior} = \text{Drive} \times \text{Habit} \text{ or } B = H \times D$$

The statement  $\text{Behavior} = \text{Habit} \times \text{Drive}$  generated a vast amount of research. Empirical studies were taken to support the following assertions

- (i) Drive energizes behavior.
- (ii) Drive & habit relate multiplicatively.
- (iii) Drive is a pooled energy source.

Perhaps Perin (1942) & Williams (1938) in their respective studies showed that drive energizes behavior & relationship between drive & habit is multiplicative. ~~Meryman~~ Meryman (1952) showed that the drive is <sup>a</sup> pooled energy source.

It is evident that humans engage in behaviors that are not energized by the absence of water, & food.

or the presence of pain inducing stimulus. That is, behaviors occur when primary drives are lacking. But given the logic of Hull's conception of motivation there must exist a drive in these situations that activating the behavior. Thus Hull et al increasingly emphasized the importance of learned or secondary drives. Attempts to account for approach or appetitive behaviors in terms of learned drives have not been very successful. Research in avoidance behavior demonstrates it...

Miller investigated fear as an acquired drive & found that rats initially escape shock & thereafter learn to avoid shock. That is they ~~escape~~ avoid the shock by running <sup>away</sup> from white compartment through the door into the black compartment where the shock was not given. Thus when rats are subsequently placed in the white compartment their escape response rises in their response hierarchy & response latency become shorter & shorter until the rats avoid shock.

The experimental procedure then in slightly modified the door between Black & White sides remains closed when animal attempt to escape. A new response, such as turning the wheel that opens the door is required for escape. Further shock in white compartment is not turned on. In this situation animals again initially



exhibit signs of fear when they discover that their previous avenue of escape is no longer available. They then engage in what appears to be random activities. But eventually some of the animals discover the response that enables them to escape. Again over trials, this response is made with a shorter & shorter latency. This expt had tremendous impact on Hull's conception of motivation. According to Hull a tissue needs acts as a drive & goods organism into activity. Given no deficits, Hull argued, it would be maladaptive for the organism to continue to expend energy. Yet in the second phase of Miller's expt. a new response is learned when the shock is off. In that condition question is what motivates the organism or energizes the behavior. Within the framework of Hull's 1943 conception of behavior it is impossible to explain activation of avoidance responses. Hull corrected this deficit in 1951 book 'Essentials of Behaviorism' in which he distinguished between primary & secondary sources of drive. Hull stated "It is the matter of common observation that situations which are associated with drives themselves become drives. Such acquired associations have motivational powers".

In Miller's investigation the cues in the white compartment were contiguously associated with drive state induced by shock. Therefore cues acquired the character of drive itself. That is they become

a secondary drives or secondary motivators of behaviours. Although it seems reasonable to presume that fear is a response to cues associated with shock, attempts at independent verification of this reaction, such as evidence of an increase in heart rate have been inconclusive. Though Hull tried to explain Secondary drive but was ~~not~~ not much successful. However, investigations of learned fear changed the 1943 Hullian conception of motivation. Source of drive were no longer limited to tissue deficit. Rather any internal stimulus could acquire drive properties if they had sufficient intensity.

Hullian theory went further expansion in the light of Tolman & Honzige's expt & Crespi's expt which showed that incentive has a role in motivation & is a major determinant in performance. This forced Hull to accept the independent role of incentives in motivation. Hull also altered his equation & it became

$$B = D \times H \times K$$

where K stands for incentive & drive be added together as they both energize behavior. The main difference between these two determinants is that while incentives drive, corresponding to push, the incentives pull the organism. Spence also stated that anticipatory goal response is the mechanism that underlies Incentive Construct.



Hullian equation of behaviour = drive  $\times$  habit generated a vast amount of research. Many empirical studies were undertaken to support the following assertions;

- (1) Drive energises behaviour
- (2) Drive & habit relate multiplicatively
- (3) Drive is a pooled energy source

Most of these studies fully supported above assertions. Peirce & Williams for instance in their study using rats concluded that relation between drive & habit is multiplicative.

## CRITICAL ANALYSIS

The main contribution of drive theory has been the systematic & precise exploration of motivated behaviour from a mechanistic position. Drive theorists provided for the scientific & experimental study of motivation. The theories have satisfactorily explained biological motives. Drive theories generated lot of research & thus <sup>has</sup> aided our understanding of motivation. Drive theories conform with Freudian psychology although it accepts Freudian principle of homeostasis. The major limitations of Drive Theories are

- (1) Man's behaviour is not always oriented to self survival as contended by Drive Theories. Dying for one's nation & other altruistic behaviours involving self sacrifice thus cannot be explained by drive theories.
- (2) The theory is unable to account for various psychological motives like love, curiosity etc.
- (3) It views individual as passive reacting to stimulus & response. Doesn't focus on growth oriented behaviours.
- (4) Certain needs are satisfied with heightened excitation which militates against homeostatic concept advanced by drive theories. For eg. Sexual needs & behaviours are satisfied with increased arousal.



## Motivation

Freud's Psychoanalytic theory offers the most general and well known conceptions of the dynamics of motivation. Freud based his theory on survival model - a concept he borrowed from Darwin - in which individuals are conceived as striving to satisfy personal needs within a world of limited & restricted resources. To satisfy these needs, behaviors must be undertaken that will lead to desired goals. Virtually all such goals are located in the external world. Thus, the individual must adapt to, & function within, the world at hand. Two other central concepts that guided Freud's Psychoanalytic theory of motivation were, Homeostasis & Hedonism. Homeostasis is the 'tendency' toward the maintenance of a relatively stable internal environment. & 'Hedonism' asserts that pleasure & happiness are chief goals of life. If homeostasis is the governing principle of behavior, then pleasure is the result or by product of being in a state of equilibrium where one's all goals are satisfied.

Freud contended that all  $\Psi$ cal work requires the use of energy & he made a distinction between bound or kinetic energy & free or potential energy. Freud conceived human beings as closed energy systems & said that not all energy is available for doing work. Therefore some energy is bound or kinetic. Such bound energy is referred as

"cathected". A cathexis involves an attachment to some object that is desired but has not been attained. As the object is attained the bound energy is transformed into free energy as the cathexis has been broken. If all one's desires are fulfilled, then all energy is free. Thus, energy distribution is related to happiness.

Freud was a deterministic  $\Psi$ gist. His is postdictive theory. Instead of prophesying the future, he interpreted the past. According to Freud there are three components of personality namely; id, ego & superego. The Id is conceived by Freud to be the first system within the person. It is most intimately related to biological inheritance of sexual & aggressive drives. It is the reservoir of all psychological energy. The availability of this energy allows the Id to be



The counter cathexis, the force opposing the goal satisfaction, runs a form of a usual defense or defense mechanism. The defense might be manifested as a neurotic symptom. The existence of a conflict between an id cathexis & ego counter cathexis is the heart of Freud's model of motivated behavior.

Like Cathexis & Counter cathexis one of the most central concept of Freud's theory is Instinct which Freud defined as appetitive internal sources of behavior. It corresponds to a bodily need. Freud postulated the existence of two instincts: Eros (love) which includes the preservation tendencies & Thanatos (death) which includes aggressive & destructive tendencies. According to Freud instincts are pre-emptory & cyclical, falling in intensity after goal attainment & progressively rising again with the passage of time. Freud also posited that although instincts are selective & direct towards attainment of certain objects, they are also displacable & also many irrational & pathological behavior can be ~~also~~ explained by instinct.

Thus to conclude we can say Freud gave a very comprehensive account of motivation. His motivation theory can account for variety of behaviors ~~under~~ but many of his concepts cannot be empirically verified.

directly responsive to bodily needs. ID follows the doctrine of hedonism & seeks immediate pleasure through the homeostatic processes & tension reduction. ID functioning is characterized by "primary process" thinking. The Ego is governed by 'reality principle' & it serves the id in its pursuit of pleasure & tension reduction, taking into account the demands of reality. The Ego follows the rules of 'secondary process' thought. Whereas Id is all unconscious the contents of Ego are primarily conscious. According to Freud, the last of three structures to develop is the super-ego. It has two main functions, both based on built-in reinforcement process 1) to reward individuals for acceptable moral behaviors 2) to punish actions that are not socially sanctioned by creating guilt. The Super-ego thus represents the internalization of moral codes & is often called one's 'conscience'. The EGO, ~~The EGO~~ driven by Id, confined by Super-ego, repulsed by reality, struggles to master its economic task of bringing about harmony among the forces & influences working in & upon it. ~~Freud contended that~~ Ego is a higher structure & has a power to prevent immediate gratification. If it feels that goal attainment will lead to more pain than pleasure, ego establishes a Counter-act

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The psychoanalytic theory was <sup>initially</sup> developed by Freud & later, <sup>secure</sup> contributions by many Neo-Freudians like Jung, Adler etc. -  
Neo-Freudians like Sullivan, Horrey etc. ~~Freud's~~  
Freud's psychoanalytic theory is a direct outgrowth of <sup>instinct</sup> instinct psychology. Libido is one of the major concepts of his theory. The term libido is best understood as a psycho-physical concept meaning the bodily & mental aspects of sex instinct. Freud however employed his term not only to refer to raw sexuality or a longing for sexual relations but to cover a range of behaviour & motivational phenomena ordinarily not considered sexual in narrower sense. Self-love mother's love for child, religious love - in fact any pleasurable activities in which the individual engages - are broader aspects of basic desire to achieve sexual satisfaction.

In his later writings, Freud further generalised his libido theory into an all inclusive "sex instinct" eros. Eros includes self-love, love for others, the instinct for self preservation, the desire to propagate the species & the tendency to grow & realise one's potentialities. In short eros is the creative force that underlies life itself. However Freud also observed in his patients the urge to destroy - sometimes to destroy the self & sometimes others. He believed it, inevitably drawn towards death. If the death instinct is turned inward, it results in suicide, if outward in hate or aggression or in its worst form murder. This all embracing instinct of death & destruction is called Thanatos. Since eros & Thanatos exist side by side, we are all driven by conflict. Love then is a fusion of eros & Thanatos. In fact every human motive is an alloy of pure constructive &



recessive impulses, tried agreed in principle with Koelliker, who said that in wish or in deed man kills the thing he loves.

on the basis of these fundamental instincts Freud built his entire system of motivation. As the child develops, the elaboration of eros & Thanatos determines his relationships with family members & his reactions to the social order into which he is born & to those whom he will have interpersonal relationships during adulthood. The libido goes through <sup>oral</sup> ~~anal~~, <sup>anal</sup> ~~oral~~ & <sup>phallic</sup> ~~genital~~ stages of development in infancy followed by a latent period during which the child is being socialised.

From the point of view of Freudian psychoanalytic theory the three most important phases of development occur during the early years, especially the infantile period which Freud defined as lasting until 5 or 6 years of age. During the early infantile period, the child is auto-erotic. That is, the child derives erotic or sexual satisfaction from stimulation of his or her own body. More specifically the early infantile period can be divided into 3 stages. The first is Oral stage in which stimulation of mouth gives rise to pleasurable sensations. In Anal stage libidinal pleasure is obtained in connection with the activities of lower bowel. In Phallic stage manipulation of genitals gives pleasure as major focus of sexual excitement are genitals. ~~There~~ In phallic stage, the boy's desire for stimulation of his penis is associated with his attachment to his mother & he comes to desire her in a sexual way. Eventually he overcomes his desire because of the fear of retaliation on the part of his "rival" - that is parent of opposite sex.



temporarily) for the higher need & will return to unsatisfied lower need of an esteem, but eventually he will become hungry & will leave the work to find food (a lower level need). Hunger thus has prepotency over esteem.

Maslow listed the following needs in order of their prepotency - physiological, safety, love of belongings, esteem & self actualization. These five levels comprise the core number of needs. But these do not exhaust the total number of needs. Thus besides striving needs Maslow also recognised 3 other dimensions, such as cognitive needs (including knowledge), aesthetic needs (including love of beauty & order) & neurotic needs. Neurotic needs are unlike the other three needs for they produce pathology rather than health.

First, let us look at the five basic core needs.

Physiological needs are the most basic & prepotent needs of any person & these include need for food, water, oxygen & soon. Physiological needs differ from higher level need in two ways. First they are the only needs that can be completely satisfied or overly satisfied & second they are of recurring nature.

When one's physiological needs are satisfied or relatively well satisfied, then a person becomes motivated by the needs for safety. These include physical security, protection, stability etc. Safety along with physiological needs are referred as lower level needs, but they differ from physiological needs in that they cannot be overly satisfied. Therefore unlike physiological needs safety needs cannot be completely satisfied.

## MASLOW'S MOTIVATIONAL THEORY

For a comprehensive insight into Maslow's theory of motivation some understanding of several basic assumptions regarding motivation are essential. These are:-

- ① Maslow adopted a holistic approach to motivation, repeatedly pointing out the whole person & not any single organ or function is motivated.
- ② Motivation is usually complex. Surface behavior is only an expression of a hidden basic need. (eg) the desire to use telephone may actually be an expression of the need of belongingness or love. Unlike Allport, Maslow emphasizes on conscious motivation.
- ③ People are continuously motivated by one need or another.

When one need is satisfied it ordinarily loses its motivational power & is replaced by another, eg. so long as one's needs are not satisfied the person strives, but whenever he receives enough food, he becomes motivated to seek another. Another assumption is that all people everywhere are motivated by same basic needs or desires.

Final assumption is that needs can be arranged in a hierarchy.

One of the central concepts of Maslow's theory is hierarchy of needs. The basic idea behind it is that lower level needs must be satisfied or relatively satisfied before higher level needs become motivators. Needs can be arranged on a hierarchy or ladder with each ascending rung representing a higher need, but one less basic to survival. Lower order needs therefore have a prepotency over higher level needs. When they are frustrated the person will stop striving



When safety needs are well-satisfied the 'love & belongingness' needs come to the fore. These needs include the desire for friendship, the wish for mate, need to belong to the family etc. Motivation for 'love' is ordinarily <sup>not</sup> strong when the need is partially satisfied. Without love a child can grow into psychologically healthy adult. 'Esteem needs' follow <sup>the</sup> satisfaction of 'Love & belongingness' need & these include self-respect, confidence, competence & the esteem of others. Esteem needs include self-esteem i.e. person's own feeling of worth & confidence & person's perception of prestige he has received in the eyes of the other people. Once self-esteem needs are met a person stands on the threshold of self-actualization - the highest need recognised by Maslow.

When lower level needs are satisfied one proceeds more or less automatically to next level. Maslow however pointed out that it is not necessary that all those who have all their basic needs (including esteem needs) satisfied/gratified do not become self-actualized. This is because they do not embrace the B: & D. Only those who hold high respect for B values like truth, beauty, justice etc become self-actualized & others do not.

'Self-actualization' is the desire for self-fulfillment to realise to the fullest one's potential to become everything one can be. Self-actualized people become fully human satisfying needs that others merely glimpse or never view a

The five needs comprising the foregoing hierarchy are conative needs, which Maslow refers to as basic needs. These however, other needs, which sometimes are preconditions for satisfaction of basic needs. There are aesthetic needs, cognitive needs & neurotic needs.

Unlike basic conative needs, aesthetic needs are not universal but at least some people in every culture seem to motivate



by needs for beauty & aesthetically pleasing experiences. Experiments suggest healthy people prefer beauty & people living in square disorderly environment become physically & spiritually more those surrounded by beauty & harmony.

Cognitive needs refers to the people's desire to know to understand & to be curious. These needs have an inter-dependence with the conative needs, though they belong to different dimension. When cognitive needs are blocked all other needs are threatened. Knowledge - eg. is necessary to satisfy a lot of conative needs. Thwarting cognitive needs result in pathology, just as does the frustration of conative & aesthetic needs. Thus satisfaction of conative, aesthetic & cognitive needs is basic to one's physical & ψcal health & their frustration lead to some level of illness. On the other hand 4<sup>th</sup> category of needs are only in stagnation & pathology, whether the needs are satisfied or not. These are called neurotic needs. By definition neurotic needs are non-productive & they perpetuate an unhealthy style of life. They are reactive & have no value in striving for self-actualization. They serve as compensation for unsatisfied basic needs.

This according to Maslow deprivation of needs leads to pathology. Some human needs are innately determined even though they can be modified by learning. These are called Instinctoid needs. Thus we see that Maslow disagrees with classical instinct theories of Freud, MacDougall as well as rejected newer anti-instinct concepts of behaviorist school. As regard differences between higher & lower level needs Maslow contends that, they differ in degree, not in kind. Higher level needs are similar to lower level needs, in that they are all instinctoid but



lower level needs, they are less essential for survival, they figure later on phylogenetic or evolutionary scale & they produce more happiness & peak experiences.

### Criticisms:-

... Maslow's arcane & often unclear language makes important parts of his theory ambiguous and inconsistent.

... Evidences have shown that hierarchy of needs is not always followed.

... Hall during his research has found that once the need gets satisfied its importance does not drop but in fact is increased.

# PHYSIOLOGICAL BASIS OF MOTIVATION AND EMOTION

Motivation and emotion have physiological base. Charles Darwin was first to point out that human emotions are a part of our evolutionary heritage. Certain refined emotions which are unique to human beings are a result of our brain development.

Walter Cannon and Philippe Bard along with Linds Papez and Maclean pointed out through their research the human emotions are related to neuro-anatomical structures and processes. We would briefly review the role of certain neuro-anatomical structures in emotions & motivations.

## STRUCTURES

### NEURAL MECHANISMS IN EMOTION & MOTIVATION :-

Hypothalamus: The classic experiments that point out towards the importance of the hypothalamus were made with dogs & cats (Bard 1928).

Hess found that stimulation of the anterior & lateral portions of the hypothalamus gave rise to rage responses. He suggested that perhaps these responses are part of mechanisms normally involved in the mediation of attack, defensive & fight behaviours.

Other investigators have studied hypothalamus functions by making lesions in various portions of this structure. One of the earliest hypothesis derived from this approach was advanced by Ranson, who reasoned that if stimulation of the hypothalamus elicited intense emotion then destruction of such tissue should



result in diminution of emotionality. Many more experiments have been carried out with this idea in mind. Ranson and his colleagues, in fact, found that most large hypothalamic lesions were accompanied by a decrease in emotion, a marked increase in sleeping & a general lack of responsiveness.

A highly dramatic lesion study of the hypothalamus was undertaken by Wheatley in 1944 with cats. He found that small lesions made in the region of the ventromedial nucleus of the hypothalamus resulted in intense savage attack behaviour coupled with a voracious appetite.

Research studies have also shown that stimulation of the more anterior portion of the hypothalamus usually evokes less intense emotional responses than stimulation of the lateral or posterior portions. Stimulation in the extreme anterior hypothalamus & preoptic area can cause diminution of activity & sleep whereas stimulation in the extreme posterior hypothalamus elicit attack & rage behavior.

Stimulation of the anterior hypothalamus tends to evoke peripherally parasympathetic responses in the internal organs whereas stimulation of the posterior hypothalamus usually brings sympathetic responses. Lesion effects are generally opposite to stimulation effect, a lesion of posterior hypothalamus will



characteristically cause lethargy. Lesions in the anterior hypothalamus + preoptic area often lead to enhanced activity. Hess recognised two functional zones in the hypothalamus. He named the anterior zone the trophotropic region + the posterior zone the ergotropic zone. The trophotropic zone controls parasympathetic activity, both peripherally + centrally, stimulation there results in enhancement of parasympathetic activity. The ergotropic zone activates sympathetic centres + gives rise to intensified behaviours + strong emotions.

### Limbic System:

The limbic system, first described by Broca in the 1890s, consists of a ring of structures, both cortical + subcortical in origin, surrounding the thalamus + hypothalamus. Anteriorly is found the septal region. Ventrally and laterally lies the amygdaloid complex, ventrally + posteriorly is located the region of the entorhinal cortex + hippocampus + dorsally is the cingulate cortex.

Many studies carried out in the last 30 years have indicated that destruction (ablation) or stimulation of the limbic system can profoundly alter emotional behaviour.

The amygdala :- A part of limbic system has been considered by most investigators a central structure in the control of emotional behaviour. One of the earliest + most important



investigation of amygdaloid functions was carried out by Kluver + Bucy in 1937. They showed that the removal of the temporal lobe + amygdaloid complex in primates produced a striking of behavioral changes, part of which could be interpreted as profound alteration in emotion + part as motivational change.

Ursin (1960) demonstrated the rage behavior is elicited when one part of amygdala is stimulated, fear like behavior when another part is stimulated. From this fact, as well as from anatomical study of the amygdala it appears that this structure may well have two or more subdivisions concerned with fear + anger.

It is generally thought that the amygdala plays a role in emotion through the hypothalamus.

### Hippocampus:-

The hippocampus is less directly involved in emotionality than are other limbic system structures. According to Maclean, stimulation of the hippocampus with implanted chemicals results in enhancement of attack behaviour to specific environmental stimuli. Vocalisation + defensive behavior have also been reported. In conjunction with these responses are the expected autonomic reactions such as papillary dilation + salivary primary sympathetic responses. Another important link between hippocampus + emotional behavior may be through endocrine system.

relationships and sometimes, promiscuity in sexual behavior characterise one emotional pattern that emerges after damage to prefrontal lobe. Apathy, indifferent to others, loss of initiative, decreased spontaneous talking & reduced emotional expression are the main features of the other pattern. Other emotional changes seen in some prefrontal damaged patients, especially those with large tumors of the prefrontal areas are <sup>euphoria</sup> ~~mania~~ - a pleasant feeling of being on "top of the world" & irritability.

## PHYSIOLOGICAL CHANGES DURING EMOTIONS-

An emotional state brings about wide variety of physiological changes. These are in Autonomic Nervous System Changes.

Autonomic Nervous System Changes:-  
A.N.S. is a part of Peripheral Nervous System (P.N.S.). The A.N.S. consists of many nerves leading from brain to spinal cord to the smooth muscle & various organs of the body to certain glands to the blood vessels serving both the interior & exterior of the body. A.N.S. has two parts



In 1961 Fendler & his colleagues found a marked increase in ACTH secretion following ablation of the hippocampus. Other have shown that stimulation of the hippocampus produces a reduction in ACTH level. ACTH is known to play an important role in stress reactions. Nevertheless, the role of the hippocampus in emotional behavior is far less clear than in the case for the amygdala. Stimulation & ablation do not produce distinct & consistent patterns of emotional change & certainly there is no indication of discrete functional localisation as has been found for the amygdala.

(a) Septal Region (Area) :- This area has been strongly implicated in emotional behavior. One of the most pronounced results of septal ablation, particularly in rat is an intensified rage response. Brady & Nauta reported that lesion in the ventral septal region produced rage & hyperemotionality. The animals became savage & dangerous to handle, they are jumpy & easily startled, they resist capture & handling and they readily attack a person or other object thrown in their direction.

(b) Cingulate Gyrus : In 1944 W.K. Smith described the effect of cingulectomy in monkeys as leading to a loss of aggressiveness. Ward extended Smith's findings & described cingulectomised monkeys as having lost their 'social consciousness'. Such animals, he said do not show affection for their companions but treat them as inanimate objects. The monkey will walk over its companions, take food from their hands & appear to

unaware of the consequences. When it is attacked, it simply acts though nothing has happened by ignoring the attacker. It does not show any hostility or try to escape.

### 9) Neocortex :-

Neocortex has been implicated in emotional behaviour. According to many ~~researchers~~ researchers, psychological experience of emotion originates in neocortex.

In 1935 Fulton & Jacobson reported that frontal damage in chimpanzees lead to eliminate of frustration, tantrums & anxiety. Fulton found that even the most vicious animals seemed to become docile.

Human clinical evidence indicates that in man the prefrontal lobes is associated with a "sense of social awareness". Damage in this area lead to loss of social awareness. Subjects sustaining such damage are often reported to be feral & display inappropriate social behavior. At times they are described as incapable of expressing feeling for other people problems & not having an understanding of their own. They are unable to make decisions for the future. Live virtually in the immediate present & seem to have a general dulling of the emotions.

Recent research has shown that prefrontal lobe damage among human beings show three different patterns of changes.

1) Lack of restraint, impulsiveness, immaturity in social



The other part of the autonomic nervous system called the parasympathetic system, tend to be active when we are calm and relaxed. In contrast with the sympathetic system, the parasympathetic system do many things that help to build up and conserve the stores of energy. Eg. it decreases the heart rate, reduces the blood pressure, & diverts blood to the digestive tract. Thus many of the effects of parasympathetic system activity are opposite to the effects of sympathetic system activity.

In active, aroused emotional states sympathetic activity predominates in calmer states, parasympathetic activity is dominant. But both systems be active in many emotional states, the pattern of bodily activity, characteristic of emotion, is a blend of parasympathetic & sympathetic activity. In anger for instance the heart rate increases (a sympathetic effect) as does stomach activity (a parasympathetic effect.)

## MEASUREMENT OF MOTIVATION (Additional Material)

The adequate measurement of individual differences is crucial not only for theories of motivational processes & various applied areas such as clinical practice, educational psychology & organisational consulting. Measurement of motives assumes special importance for it they allow ~~the~~ us the opportunity to predict the behavior.

To measure human motives, psychologists have made use of

- ① Self Report Inventories & Questionnaires
- ② Projective Tests
- ③ Situational Tests
- ④ Analysis of Literary Themes.

Self Report Inventories are essentially a standardised interview & consist of questions to which the subjects have to provide an answer. Personality Inventories & Questionnaires have been developed to measure the strength of motives, specially social motives. These inventories consist of questions for people to answer about their typical behavior. One example is EPPS (Edwards Personal Preference Schedule) that has been specifically designed to measure the social motives.

The problem with these instruments is that they have been used, have measured motivational constructs, whose relevance might be great in one environmental context but not in another.

It is very difficult to write clear, unambiguous, items reflecting meaningful kinds of motivational constructs.



Susceptibility to response set of different types.

### Projective Techniques :-

In this procedure the test stimuli are deliberately made somewhat ambiguous in nature and the individual is generally free to give those responses, he wishes as opposed to having them along predetermined categories. The stimuli are ambiguous & may consist of incomplete pictures, incomplete sentences & ambiguous figures.

### The Thematic Apperception Test :-

Originally introduced by Morgan & Murray (1938) is a projective technique. The TAT consists of the presentation of a series of ambiguous pictures to which the person is asked to write stories. These stories are then analyzed for their themes on the basis of which the inferences regarding social motives are made. The projective does help us identify unconscious motives but the interpretation of stories is subjective process thereby raising questions of the validity of their findings.

### Situational Tests :-

A third way to assess social motives is to create situations in which a person's actions reveal his or her dominant motives, or reveal whether these motives have changed in strength, eg the affiliation need can be measured by giving the subject a choice between waiting in a room alone or with other people. A child's aggressive needs can

be measured by letting him or her play with dolls + observing the number of aggressive responses made to them. Or aggression might be studied by insulting a person to see whether angry things are said in reply.

### Analysis of Literary Themes: -

One of the most interesting kind of study that involve the social motives is the analysis of their relation to historical events. Eg. a researcher might study a society's social motives in connection with its rise + fall from leadership + power (McClelland 1971). The idea is that during certain periods in a society's history particular social motives are dominant in many of the people of the society = forming a kind of collective social motivation. To measure collective social motives the investigator studies the themes appearing in the popular literature of the society. Thus literary themes are used in much the same way as the individual themes running through a person's TAT stories. Societies from ancient to modern have been analyzed. that the social motives dominant at a particular time seem to predict what will happen to that society in the near future.