

# MOTIVATION AND EMOTION

Lesson 1: Introduction to Motivation and Its Historical Perspective



# Learning Outcomes

At the end of this lecture, you should be able to:

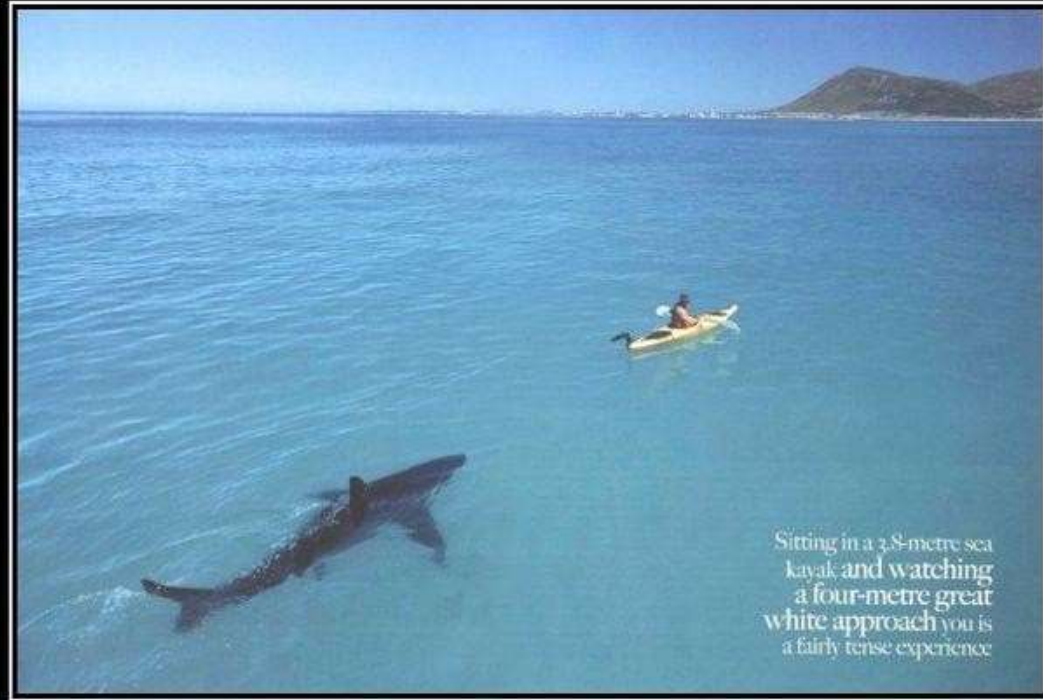
- ❑ Define the meaning of motivation
- ❑ Explain the categories of internal motives
- ❑ Differentiate external event, social contexts and influence in motivation
- ❑ Explain about grand theories, mini theories and contemporary era
- ❑ Compare Sigmund Freud's drive theory with Hull's drive theory

**What made you get out of bed this morning?**

**Eg: To find money  
- a motivation for  
human c**



# What is motivation?



Sitting in a 2.8-metre sea  
kayak and watching  
a four-metre great  
white approach you is  
a fairly tense experience

## MOTIVATION

If there is a better reason to paddle, I don't know what it is.

# 1.1 Definition

- **Motivation** refers to the internal processes that give behavior its energy, direction, and persistence.
- **Energy** = behavior has strength that it is relatively strong
- **Direction** = behavior has purpose that it is guided toward a particular goal
- **Persistence** = behavior has endurance that it sustains itself over time and across different situations
- Motivation cannot be seen, so we can only infer a person's motivation by noticing their behaviour.

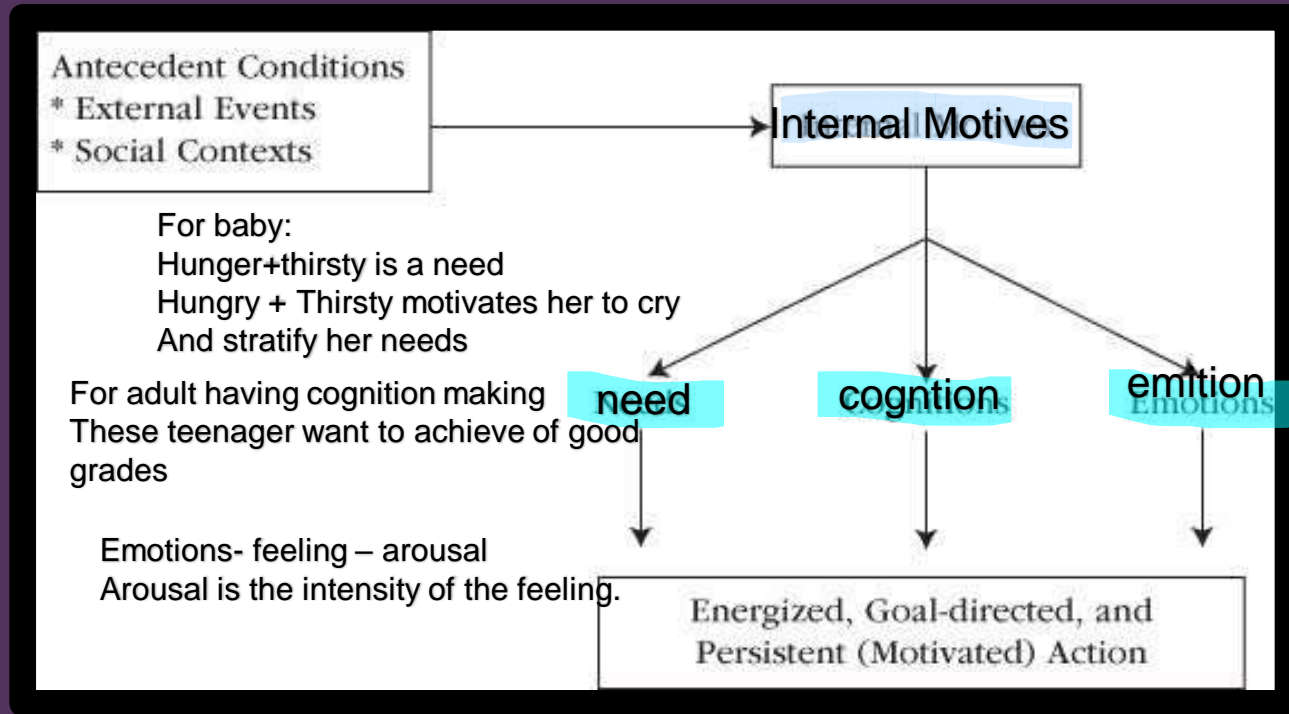


- Can you infer the child's behavior?
- What's motivate her to react in that way?

**Mybe:**  
**-hungry**  
**-angry/tantrum**



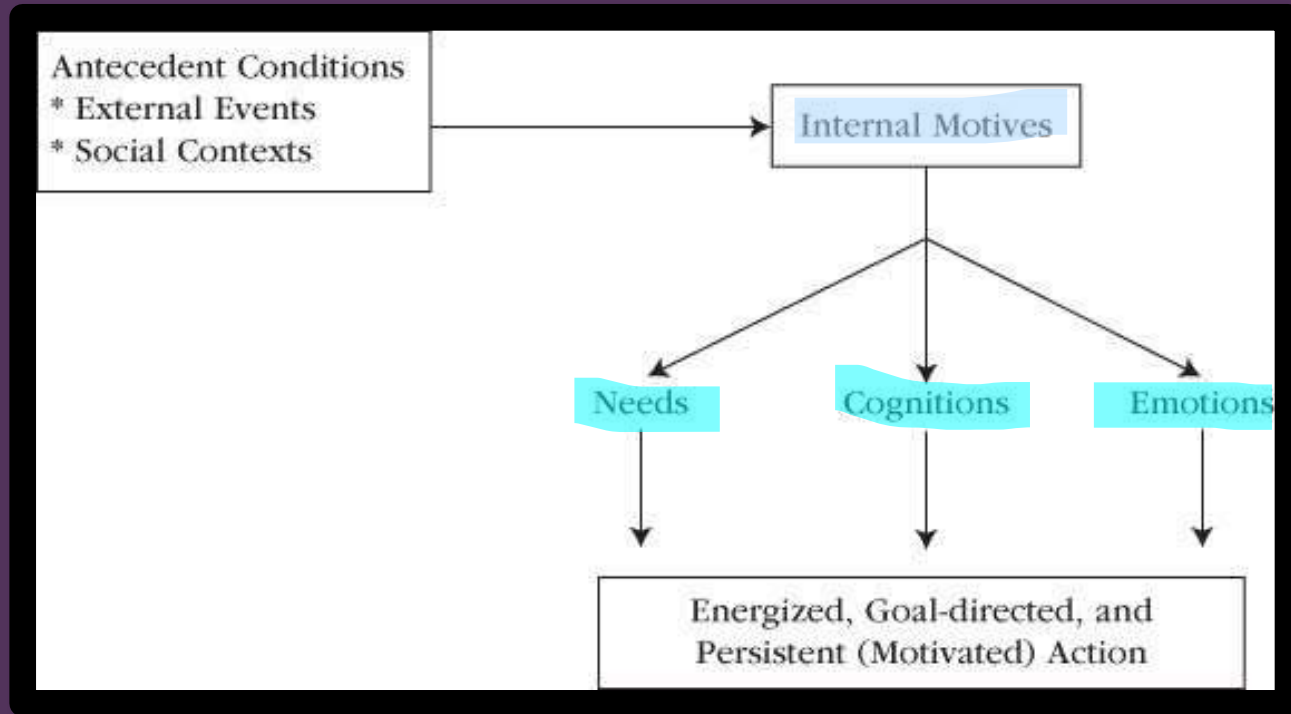
# 1) Internal Motives



## Three Categories of Internal Motives

- A motive is an internal process that directs the behavior towards a goal
- **NEED**: conditions within the individual that are **essential and necessary** for the maintenance of life and for the nurturance of growth and well-being  
Example: Hunger & thirst require for food and water

## 2) Internal Motives

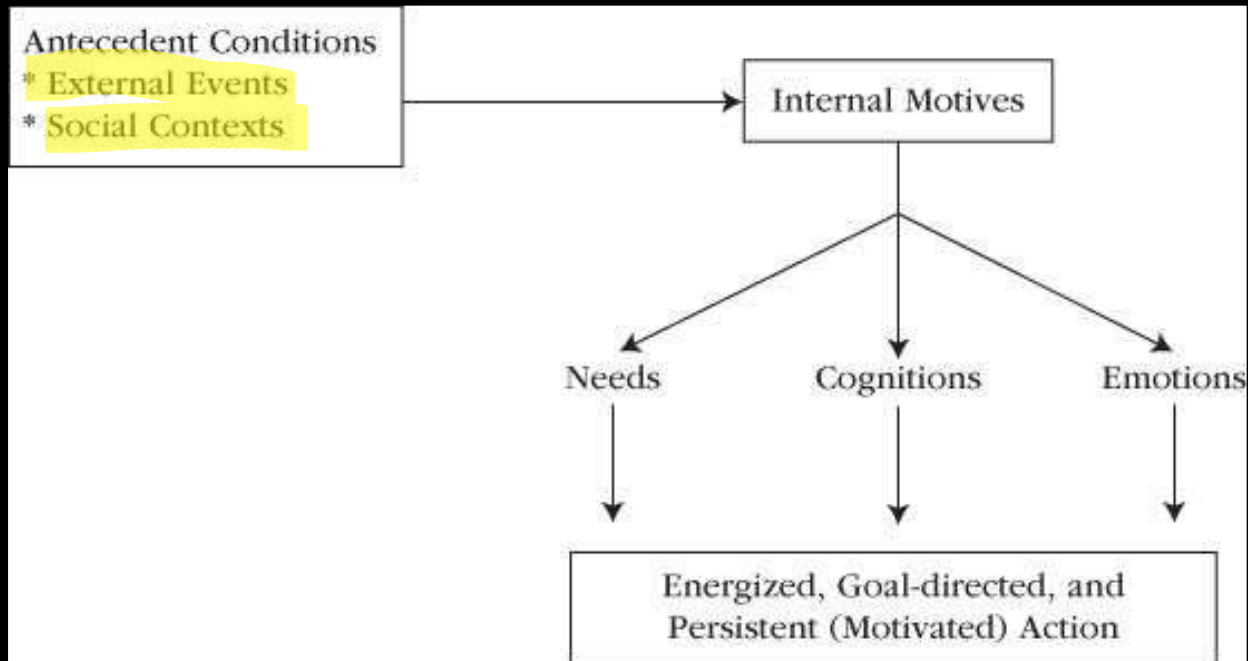


Three Categories of Internal Motives

- **COGNITIONS:** mental events such as thoughts and beliefs or an individual's ways of thinking  
Example: athletes aim for gold medal for a complete success
- **EMOTIONS:** complex but coordinated feeling-arousal-purposive-expressive reactions to the significant events (an opportunity/ a threat) in our lives



# 3) External events



The Antecedent Conditions

- External events are the aspects that affect a person's internal motives

**environmental:** attractive stimuli (money) or unattractive stimuli (foul odor)

**social:** general situations (classroom/parenting styles)

**cultural:** depends on individual's culture

# Motivation vs Influence

- **Influence** : the social process in which one requests that the other change his or her behavior or thought (attitude)
- It also known as persuasion, compliance, conformity, obedience, and leadership
- When you influence people, you get them to do what you want them to do.
- **Motivation** : a private, internal process
- It endow the person with the energy and direction needed to engage in and to cope with the environment in an open-ended, adaptive, problem-solving sort of way.
- People can energize and direct (i.e., motivate) their own behavior

# Expressions of Motivation

- There are five telltale ways that you can know or measure motivation when you see it



- 1) Behavior
- 2) Engagement
- 3) Psychophysiology
- 4) Brain Activations
- 5) Self-report

# 1) Behaviour

**TABLE 1.2**

**Seven Behavioral Expressions of Motivation and Emotion**

Effort	Exertion put forth during a task. Percentage of total capacity used.
Persistence	Time between when a behavior first starts until it ends.
Latency	Duration of time a person waits to get started on a task upon first being given an opportunity to do so.
Choice	When presented with two or more courses of action, preferring one course of action over the other.
Probability of response	Number (or percentage) of occasions that the person enacts a particular goal-directed response given the total number of opportunities to do so.
Facial expressions	Facial movements, such as wrinkling the nose, raising the upper lip, and lowering the brow (e.g., a disgusted facial expression).
Bodily gestures	Bodily gestures, such as leaning forward, changing posture, and intentionally moving the legs, arms, and hands (e.g., a clenched fist).

\*Waiting time

\*Choose the best one



OK, let's put.

Steven Steven want to Flirt with Susie.

1- effort.

The effort is that when Steven keep giving the flowers to the Susan. So here we see in effort behavior.

2-persistent,

Steven giving flower to Susan is what we call persistent.

3- latency is.

The time when Steven waiting Susan to accept his heart. He is waiting –it is the latency^.

4-choice

Steven choose to keep uh giving flower to Susie.(instead of stop giving)

5- probability of response

Steven will not give up, how many times Stevens will keep giving the flower to Susan?

6- Facial expressions is for a well known facial expression is when you are, uh like someone or you love someone.

So the fish is fishing with.

We obviously should, like keep smiling.

You keep smiling and then you your eyes are bigger.

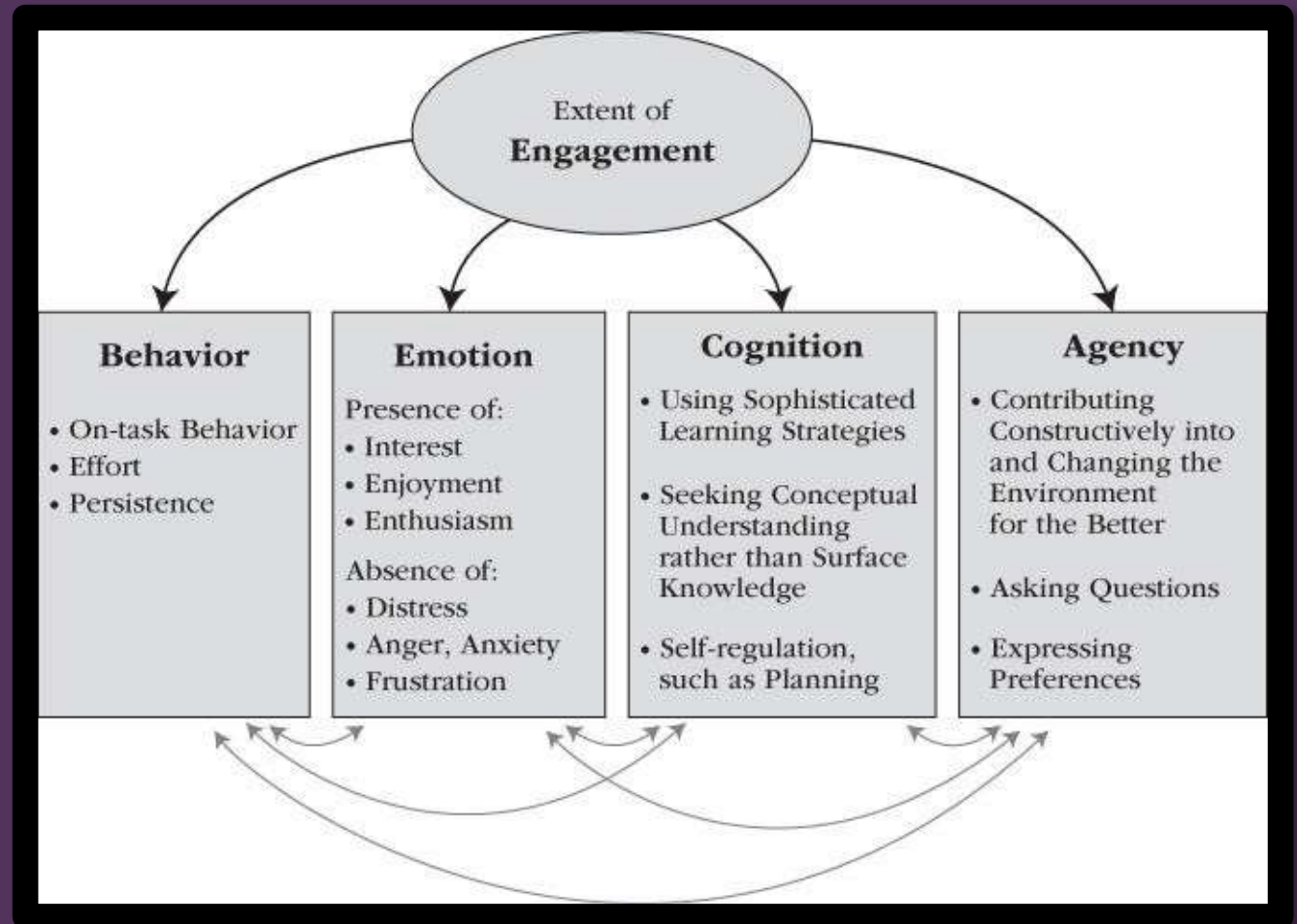
OK, your eyes are we good and usual.

So and then the body gesture also will show how you express your emotion.

Also, your motivation to keep being with someone you like it's it's.

# 2) Engagement

## Four Interrelated Aspects of Engagement



# 3) Psychophysiology

**TABLE 1.3**

**Five Psychophysiological Expressions of Motivation and Emotion**

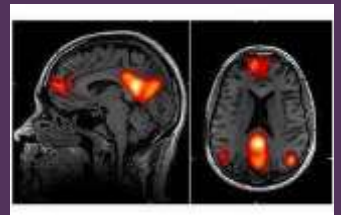
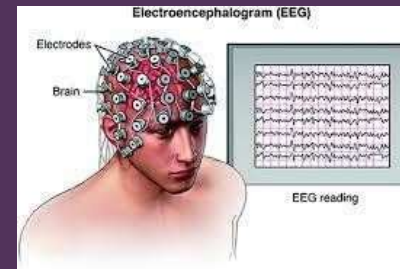
Hormonal activity	Chemicals in saliva or blood, such as cortisol (stress) or catecholamines (fight-or-flight reaction).
Cardiovascular activity	Contraction and relaxation of the heart and blood vessels (as in response to an attractive incentive or a difficult/challenging task).
Ocular activity	Eye behavior—pupil size (extent of mental activity), eye blinks (changing cognitive states), and eye movements (reflective thought).
Electrodermal activity	Electrical changes on the surface of the skin (as in response to a significant or threatening event).
Skeletal activity	Activity of the musculature, as with facial expressions (specific emotion), bodily gestures, or shifting one's weight from side to side during a boring hallway conversation (desire to leave).



# 4) Brain Activations

- When thirsty, the hypothalamus is active.
- When we feel disgust, the insular cortex is active.
- Each motivation and emotion generates a different pattern of neural activity
- Tested by sophisticated equipment and machinery to measure brain-based neural activity:

- ★ EEG, or electroencephalograph
- ★ fMRI, or functional magnetic resonance imaging





# 5) Self-Report

- People can typically self-report their motivation through:

- ★ interview

- ★ questionnaire



Example: An interviewer might assess anxiety by asking  
“how anxious the interviewee feels in particular setting”  
or  
the interviewee reports anxiety-related symptoms  
such as an upset stomach or thoughts of failure.

# Philosophical Origins of Motivational Concepts

➤ The First Grand Theory: **Will**

➤ The Second Grand Theory: **Instinct**

➤ The Third Grand Theory: **Drive** →

- Freud's Drive Theory
- Hull's Drive Theory

➤ The Fourth Grand Theory: **Incentive, Arousal, Discrepancy**

**Rise of the Mini-theories** →

- The Active Nature of the Person
- The Cognitive Revolution
- Applied Socially Relevant Research

**Contemporary Era**

# Grand Theories of Motivation

All-encompassing theories that seek to explain the full range of motivated action - why we eat, drink, work, play, compete, fear certain things, read, fall in love, and so on.

## Will

Ancient philosophers understood motivation within two themes:

- primitive, impulsive, biological, and reactive (i.e., bodily desires).
- good, rational, immaterial, and active (i.e., the will)

## Instinct

Physiological analysis of motivation by focusing on the mechanistic.

The appeal of instinct doctrine was its ability to explain unlearned behaviour that had energy and purpose

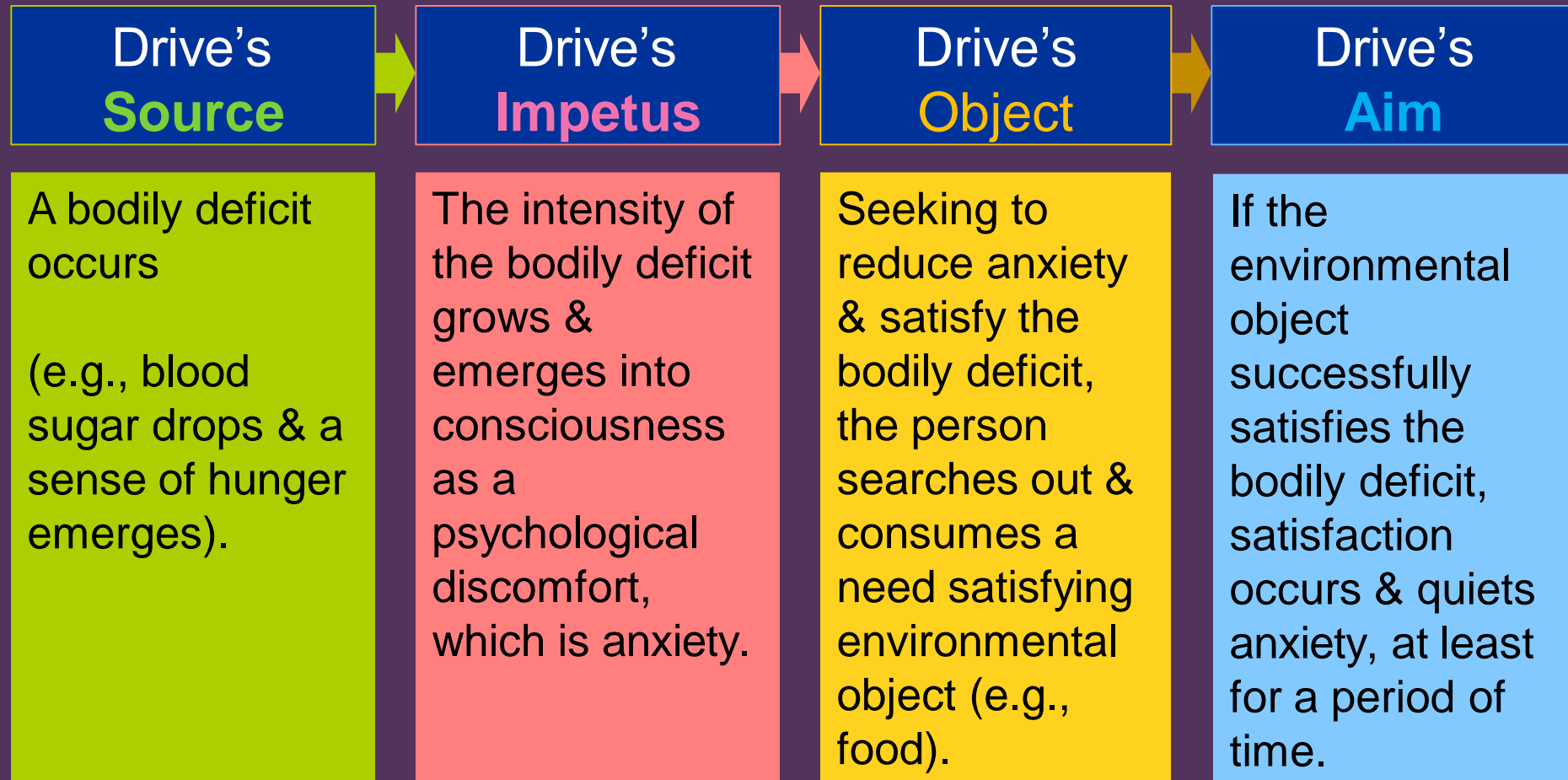
(i.e., goal-directed biological impulses).

## Drive

Behaviour is motivated to the extent that it served the needs of the organism and restores a biological homeostasis.

Your body does not want to be thirsty, hungry, in pain, or horny etc.

# Freud's Drive Theory



Based on Reeve (2015, Ch 2, Figure 2.1, p. 34)



# Hull's Drive Theory

$$E = H \times D \times K$$

$s$   $r$        $s$   $r$

**strength of behaviour**      **strength of habit**      **drive**      **incentive**

# Decline of grand theories of motivation

## Will

The philosophical study of the will turned out to be a dead end that explained very little about motivation; it raised more questions than it answered.

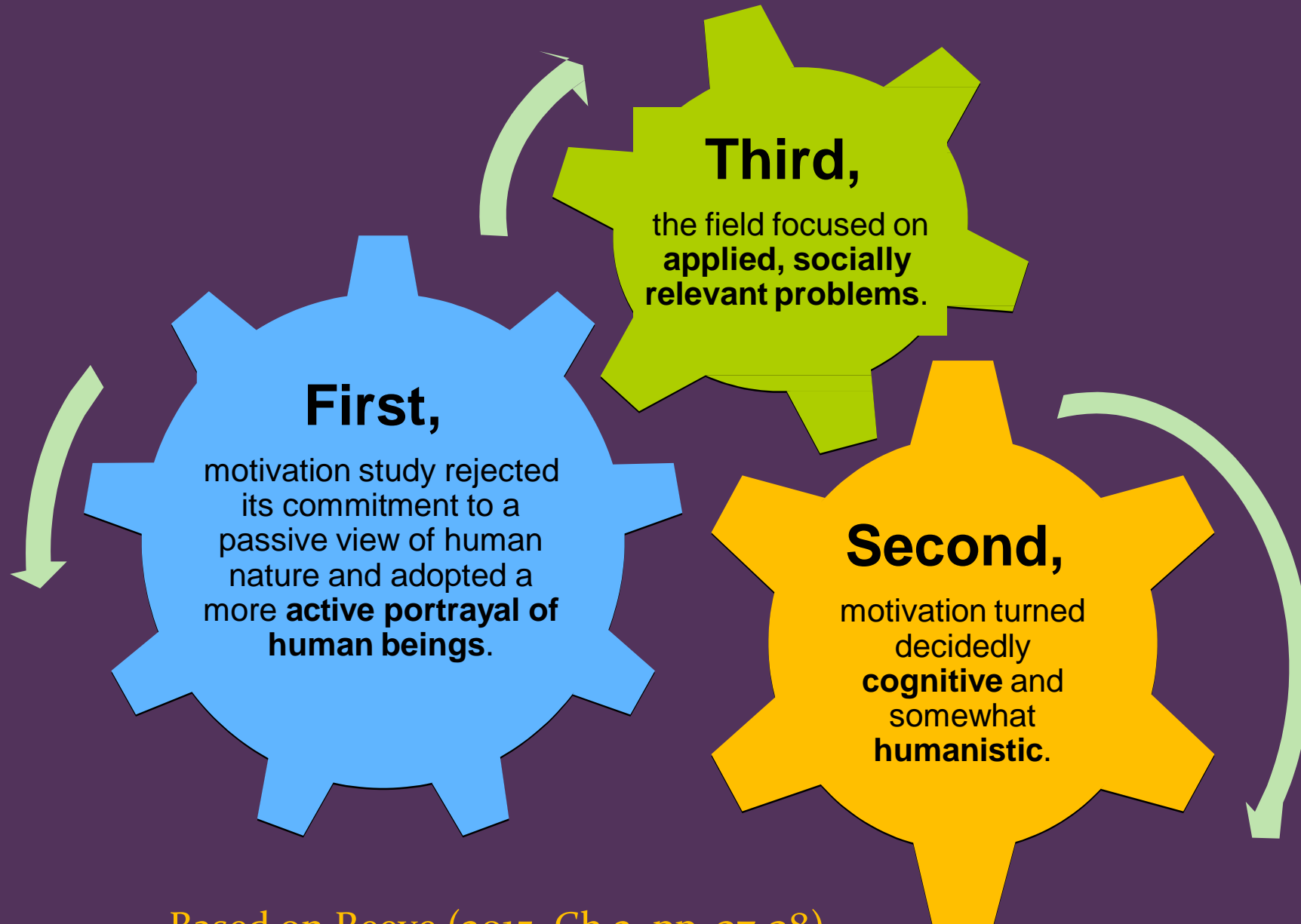
## Instinct

The physiological study of the instinct proved to be an intellectual dead end as well; it became clear that “naming is not explaining”.

## Drive

Overly limited in scope. With its rejection came disillusionment with grand theories in general, though several additional grand motivational principles emerged with some success, including incentive and arousal.

# Post-drive theory years



Based on Reeve (2015, Ch 2, pp. 37-38)

# Rise of the mini-theories

Unlike grand theories that try to explain the full range of motivation, **mini-theories limit their attention:**

## 1. Motivational phenomenon

(e.g., achievement motivation, the flow experience)

## 2. Special motivational circumstances

(e.g., failure feedback, role models)

## 3. Theoretical questions

(e.g., what is the relationship btw cognition & emotion?)

# Abbreviated list of mini-theories

Achievement motivation theory (*Atkinson, 1964*)

Attributional theory of achievement motivation (*Weiner, 1972*)

Cognitive dissonance theory (*Festinger, 1957*)

Effectance motivation (*White, 1959; Harter, 1978a*)

Expectancy x value theory (*Vroom, 1964*)

Goal-setting theory (*Locke, 1968*)

Intrinsic motivation (*Deci, 1975*)

Learned helplessness theory (*Seligman, 1975*)

Reactance theory (*Brehm, 1966*)

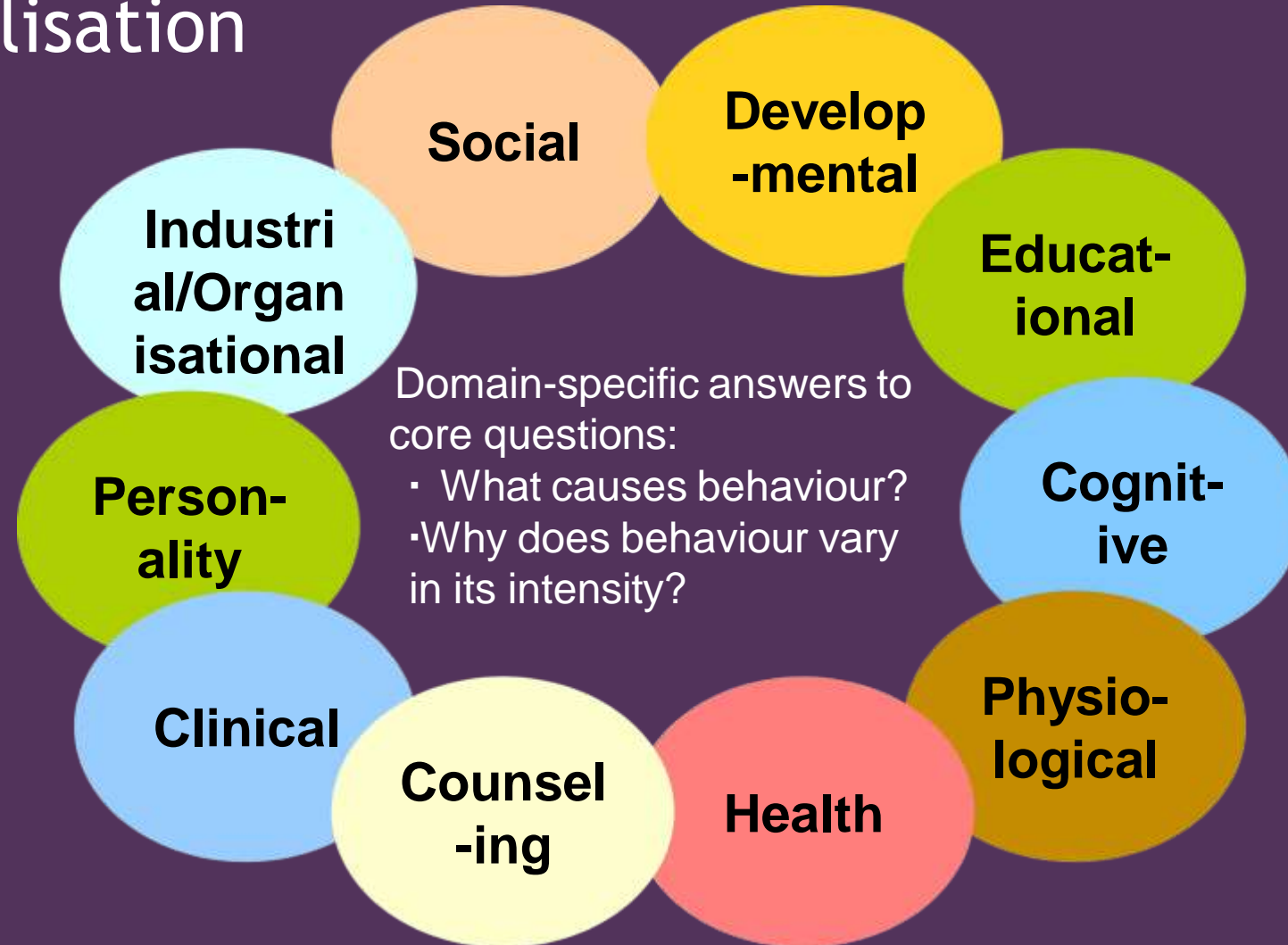
Self-efficacy theory (*Bandura, 1977*)

Self-schemas (*Markus, 1977*)

Based on Reeve (2015, Ch 2, p. 39)

# Relationship of motivation study to psychology's area specialisation

Motivation study in the 21st century is populated by multiple perspectives and multiple voices, all of which contribute a different piece to the puzzle of motivation and emotion study



Based on Reeve (2015, Ch 2, Figure 2.3, p. 42)



# The many voices in motivation study

- Behaviour is energised and directed by a multitude of multi-level and co-acting influences.
- Most motivational states need to be understood at multiple levels - from a neurological level, a cognitive level, a social level, and so on.

---

## PERSPECTIVE:

---

## Motives emerge from...

---

### BEHAVIOURAL

Environmental incentives

### NEUROLOGICAL

Brain activations

### PHYSIOLOGICAL

Hormonal activity

### COGNITIVE

Mental events and thoughts

### SOCIAL-COGNITIVE

Ways of thinking guided  
by exposure to other people

### CULTURAL

Groups, organisations, and  
nations

### EVOLUTIONARY

Genes and genetic  
endowment

### HUMANISTIC

Encouraging the human  
potential

### PSYCHOANALYTICAL

Unconscious mental life

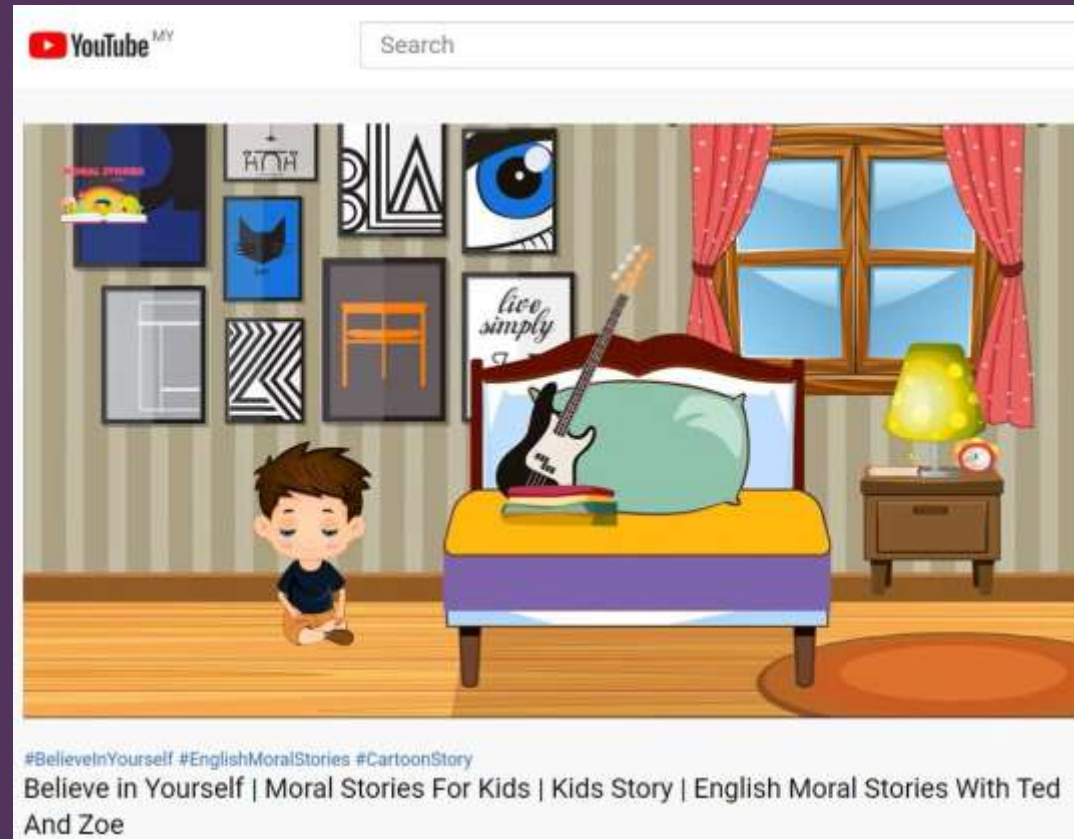
---

THANK YOU

# Class activity

- Try to explain Freud's drive theory OR Hull's drive theory by using the following video:
- <https://www.youtube.com/watch?v=WGGUvaOMtoM>
- Put your answer in our discussion/chat box. Answer individually without discussing with your friends 😊

Now, let's test your understanding of the expression of motivation (**behavior**)



Find example of 7 behavioural expression from this video !

<https://youtu.be/FahevMkMu1M>