



Notes

## MOTIVATION

Every morning at 5 am, Asif's alarm rings loud. In the next half an hour, Asif is in the cricket academy next to his house, warming up for the next two and half hours of exercise and practicing in the cricket nets. Irrespective of the season of the year, Asif is in the academy every morning without fail. Someday, he hopes to play cricket like his role model, Sachin Tendulkar. Why does Asif wake up every morning for practice while most of us would be snoozing our alarms away? The simple answer is motivation. In other words, Asif is driven towards a goal, which in this case, is to become a cricketer. Motivation is the driving force behind our day to day behaviour. In the next few pages, you may be surprised to find out that even mundane activities like eating and drinking also involve motivation. In this chapter, we will understand the concept and cycle of motivation, various types of motives, intrinsic and extrinsic motivation. We will also touch upon a popular theory of motivation given by Maslow and the relationship between aspiration, achievement and human efforts.



### LEARNING OUTCOMES

After studying this lesson, learner :

- defines the concept of motivation;
- outlines the different types of motives;
- discriminates between intrinsic and extrinsic motivation;
- states Maslow's theory of needs; and
- explains the relationship between aspiration, achievement and human efforts.

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9.1 CONCEPT OF MOTIVATION

Motivation can be described as the process by which activities are started, directed and continued, and thus meeting our physical or psychological needs. The word itself is derived from the Latin word ‘*movere*’ which means ‘to move’. So one can say motivation is the energy that ‘moves’ people to carry out things that they wish to do. It can be understood as an ignition that propels goal directed behaviour. Like other aspects of human behaviour, motivation does not occur in isolation. It is derived from our genetic framework and evolves with the nurturance acquired from the environment (parents, family, school, media etc) and the culture in which one is brought up.

9.1.1 Motivation Cycle

Motivation can be understood in terms of a cyclical process (Fig.9.1) towards attainment of a desired goal or outcome. The source of all motivation can be traced to ‘**needs**’ which refers to a lack or a deprivation. It may be biological (e.g. hunger) or psychological (e.g. affection) in nature. Since needs act as the motivating forces, they are also known as **motives**. Needs produce ‘**drive**’ which refers to a state of tension where the need is intensified. This triggers the ‘**arousal**’ of actions that direct behaviour along the path of fulfilling the need. In the motivational cycle, this phase is represented by ‘**goal-directed behaviour**’. In the course of actions, if there is an ‘**achievement**’ by means of satisfaction of the need, there is a ‘**reduction of arousal**’ and balance is restored in the behavioural activities. That is until a need arises again and the pattern repeats.

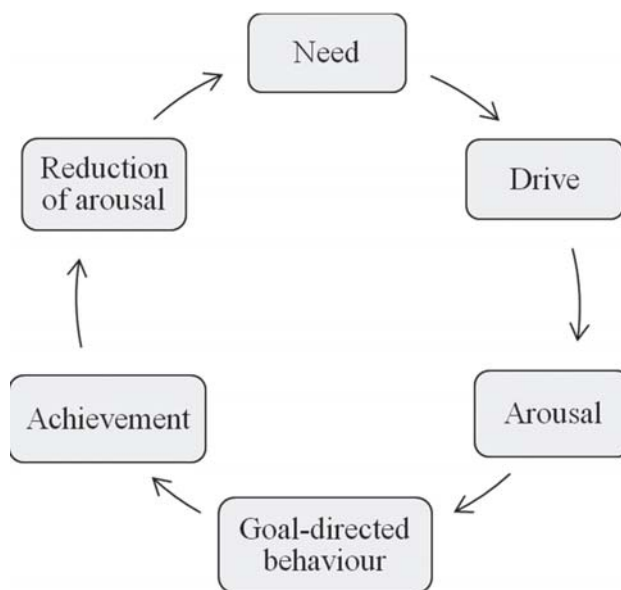


Fig 9.1 Motivation Cycle

Let us understand it with the help of an example. A universal biological need that all of us have experienced is hunger. The unpleasant noises coming from a hungry stomach fuel the hunger drive in our body. When hungry, we seek for ways to satisfy it. This may involve cooking, purchasing food or going to a hotel etc. Once food is consumed and the stomach feels full, the hunger drive disappears.

## 9.2 TYPES OF MOTIVES

The key element of motives is that one cannot perceive them directly. They are inferred or predicted from the behaviour undertaken by the people. For example, a child who is regular for every task and does them sincerely is inferred as hardworking and goal directed; a child who goes out of the way to help others can be inferred as having high social needs. Human behaviour, at any point of time, is driven by many needs or motives. Psychologists broadly classify motives into two categories-

- i. Primary or Biological motives
- ii. Secondary or Psychosocial motives

Primary motives are rooted and driven by physiological functions occurring within the body and hence are also known as biological or physiological motives. On the other hand, secondary motives are placed in the external environment like social, cultural settings and are also known as psychosocial motives. While both biological and psychosocial motives work in interdependent manner, yet for conceptual clarity, they are explained here separately.

- i. **Biological Motives:** As mentioned above, biological motives are triggered internally.. They are based on the basic premise that physiological processes like neural activities, hormonal secretion are the basic drives that affects an individual's behaviour. Theories on biological motives were the earliest attempt on explaining motivation and viewed human behaviour as primarily instinctual i.e., driven by instincts. Instincts refer to innate urges or tendencies that lead to predetermined and hence predictable patterns of behaviour in a species. Instincts can then be viewed as internal guiding forces that direct behaviour towards satisfying needs arising from within the body. The basic needs covered under biological motives are hunger, thirst and sex which play an important role in survival and sustenance of an individual.

**Hunger-**All living beings experience hunger and are driven to satisfy it by having food. Research studies indicate that there are many events within the body and the external environment that initiate or curb hunger. We usually experience hunger when there are



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stomach contractions but studies have proved that living beings experience hunger even when the stomach is removed from them. Researchers have found that amount or level of dissolved nutrients in the blood is one of the determinants of hunger. Nerve impulses sent through liver also acts as cues for hunger. The metabolic functions are taken care by liver and any change in the rate of metabolism also determines hunger motivation. Within the brain, hypothalamus has been associated with hunger motivation. Lateral hypothalamus is considered as the excitatory area which results in eating, whereas ventro-medial hypothalamus inhibits the hunger drive. Apart from these internal factors, external factors like food presentation, aroma and cues to past experience may also result in the desire to eat.

**Thirst-**Water deprivation leads to dryness of mouth, throat and can even lead to dehydration. Dryness of the mouth occurs when the cells of the body are low on water content and there is reduction in blood volume. Reduced blood volume also results in lower blood pressure. The exact process underlying thirst motivation is still under research. It is essentially understood that nerve cells known as osmo receptors are present in the anterior hypothalamus. They generate nerve impulse in case of cell dehydration. This nerve excitation acts as a signal to drink water. This process is known as cellular dehydration thirst. No clear cut answer is available for why an individual stops drinking water. Some researchers propose that the mechanism responsible for initiation of thirst motivation is also responsible for drinking any further.

**Sex-**Sexual motivation is a complex phenomenon which is driven by biological processes as well as psychosocial environment (specially in humans). The sex hormones determine the structure of the body and functioning of the hypothalamus (part of the brain), that further regulates the release of the hormone. Unlike other biological motives, it is not necessary for survival; reaching equilibrium is not the goal for this motive. Research suggests that sexual motivation is driven by the level of sex hormones present in the blood. The release of sex hormones is controlled by gonads, ovaries in females and testes in males, which develop in human beings over a period of time. Other endocrine glands like adrenal gland and pituitary gland have been found to play a role in sexual motivation. In human beings, beyond these physiological aspects, the expression and stimulation is environment and culture driven.

- ii. **Psychosocial Motives:** While biological motives are driven mainly by physiological needs within an individual, psychosocial motives arise from an individual's interaction with his/her environment. They relate with psychological aspects of behaviour like achievement, attachment and need for power which cannot be solely determined by individual physiology/biology. Rather they are

learned and develop during the process of socialization by an individual. The socializing agents may range from parents, peers, family, school, media and the socio-cultural system at large. Hence we call them psychosocial motives.

**Achievement Motivation-**Be it academics, sports, drama, fine arts or any other field, people differ in their needs to move high up the ladder. Some people work very hard, are competitive and leave no stone unturned to reach the acme. They do so as they have high need for achievement. Need for achievement is also denoted as **n-Ach**. This need directs people towards higher goals, influences their perception and behaviour to achieve the target. This need is influenced by the environment because the stimulation received by the individual further guides his/her perception, learning and the need to acquire goals. Various researchers have found that persons with high achievement motivation can be distinguished from those who are low in this motive. For instance, they prefer tasks which are moderately difficult such that it is challenging enough while not risking failure. Also, people with high need for achievement purposefully look for feedback as it helps them to realistically determine the gap between their effort and their target. For example, a corporate employee high on achievement motivation would enjoy working with a firm that provides regular performance evaluation with feedback. Similarly, a student with high on achievement would perform better with feedback from regular internal assessment by the teacher.

**Affiliation Motivation-**Affiliation motivation is also denoted as **n-Aff**. Humans and animals alike have a tendency to be with others and to belong. It is observed that most people enjoy the presence of others; it would be rare to find people who want to be alone all the time. We wish to share our joy, sorrows, achievements and grief with other known people in our social environment. Furthermore, the tendency to be with like-minded people is the basis of group formation. At times, we affiliate with others to overcome some fear or to acquire a goal, etc. As with other needs, need for affiliation also differs from person to person. Those who are high on this need make an extra effort to be friendly and maintain relationships. Again, it is also learned from the environment through socialization. For example, a person with high affiliation motivation would seek to repair broken relationships between friends.

**Power Motivation-**As with other motives, need for power denoted as **n-Pow** also differs among people. Some people are high on it while others could be moderate or low in controlling others. People who are high on this need intentionally or unintentionally influence the emotions, behaviours and acts of people in their surroundings. By doing so, they consider themselves at a higher platform over others and expect others to believe so.



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Power expression is generally known to reflect in four ways-

- a. People indulge in action with others to have an impact on them (e.g. indulging in an argument etc.)
- b. People try to do things with themselves to feel a sense of power (e.g. body building, mastering control on their urges by fasting etc.)
- c. Others may read stories, watch videos of powerful people and start attaching themselves with them to feel a sense of power.
- d. People do things as part of groups or organizations to develop an impact on others (e.g. class monitors, union leaders, political leaders etc.). The need for power is influenced by the kind of experience an individual has along with socialization and socio-cultural norms.

For example a student with high power motivation will strive for leadership positions like becoming a class monitor or house representative.



#### INTEXT QUESTIONS 9.1

Choose the correct option

1. The process which directs and sustains behaviour to reach a goal is known as
 

(a) Motivation	(b) Incentive
(c) Drive	(d) Desire
2. Hunger does not involve this physiological factor
 

(a) Corpus collosum	(b) Stomach
(c) Pancreas	(d) Hypothalamus
3. Biological motives are not driven by-
 

(a) Hormones	(b) Faith
(c) Hypothalamus	(d) Neurotransmitters
4. Psychosocial motives are mainly explained through-
 

(a) Physiology	(b) Culture of individual
(c) Hormones	(d) Intersection of individual with environment

### 9.3 INTRINSIC AND EXTRINSIC MOTIVATION

The desire to achieve, attach or do something i.e., motives may be driven internally or externally. Depending on whether the source of motivation is coming from within the individual or due to external factors, motivation can be classified into intrinsic and extrinsic motivation.

**Intrinsic Motivation-**When an individual is motivated for a task because he/she finds it personally rewarding, and not because it leads to external incentives, it is a case of intrinsic motivation. Intrinsically motivated individuals require no external pull or push to do something or to act in a particular manner. E.g. cleaning your room because you like being an organized person; reading a book because you love the storyline; engaging in activities like cooking, gardening, sewing as they are your hobbies and so on. Animal behaviours (especially biological needs) are mostly intrinsic in nature.

**Extrinsic Motivation-** Humans being social creatures are many-a-times pushed or pulled by external sources to move in a particular direction to achieve a desired goal. When external factors like desire for rewards or fear of punishment drives behaviour, it is a case of extrinsic motivation. E.g. cleaning your room because relatives are coming for a visit; reading your textbook to avoid being scolded by your parents; an office employee working extra hours for bonus etc. In these examples, external factors (visit by relatives, fear of being scolded by parents, bonus) are driving behaviour and not the pleasure of the task itself.



#### ACTIVITY

Pick any two professions of your choice (e.g. teacher and nurse). Identify ten people each in that profession and find out from them what motivated their choice of that particular profession. From their responses, classify them into two groups on the basis of whether their career choices were driven by intrinsic or extrinsic motivation.

(You can perform the same activity with college going students to identify the type of motivation behind their choice of education stream e.g. arts, science and commerce).

### 9.4 MASLOW'S THEORY OF NEEDS

Numerous theories have tried to explain motivational behaviour. Among them, the popular theory is the one proposed by Abraham H. Maslow (1968, 1970). His theory is also known as Maslow's theory of need hierarchy. His pyramid model identifies and conceptualizes human needs in five levels of hierarchy. Beginning at the bottom, the



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need intensifies as one moves up the pyramid. The basic premise of his theory is that one is motivated to attain higher level needs only once needs at the lower level are satisfied. However, absolute fulfilment of a need is not a pre-requisite to move to a higher level. A person can be at multiple levels of needs at the same time. For example, a child can experience physiological needs, safety needs, belongingness needs and cognitive needs as well based on availability of the resources for need fulfilment.

At the bottom lies the **'physiological needs'** which comprise of food, water, sleep, sex, shelter, clothing, clean air etc. Maslow considered them as most important because they are essential for human survival and optimal functioning. In the light of these basic needs, the higher level needs stand secondary. After this comes **'safety needs'** (both physical and psychological). They pertain to security, protection, need for law and order, freedom from fear etc. Next come the **'belonging and love needs'** which involves seeking for a sense of belongingness and affiliation. It can be found in interpersonal relationships like friendships, family and social circles and by sharing of mutual trust, acceptance and intimacy. After the satisfaction of previous needs, comes the **'esteem needs'**. It can be understood as a desire to be in good reputation, prestige, dignity, and feeling of accomplishment. Finally, a person reaches the highest level of need known as **'self-actualization'** which corresponds to achieving one's full potential. A person is considered as self-actualized if he/she has developed awareness, is socially responsible, has creativity and is receptive towards novelty challenge and growth. According to the theory, only few people are able to reach the highest level, whereas most people remain at the lower levels of need satisfaction. Though it is considered as the most popular explanation of motivation, yet one of the major criticisms regards to the hierarchical structure of needs.

Later, three more levels were incorporated in the hierarchy of needs- cognitive needs, aesthetic needs, and transcendence. The level of **cognitive needs** was added after the esteem needs, and refer to the need of attaining knowledge, to widen their intellect, and to explore their surroundings for developing better understanding. Higher to this level, **aesthetic needs** were placed. A person's need for recognizing and appreciating love and beauty and for having balance and harmony in his/her life, comprise the aesthetic needs. **Transcendence** was placed on the top of self-actualization needs, thus acquiring the highest position. It can be understood as search for spiritual knowledge beyond self. Transcendence also involves facilitating others to reach their maximum potential.



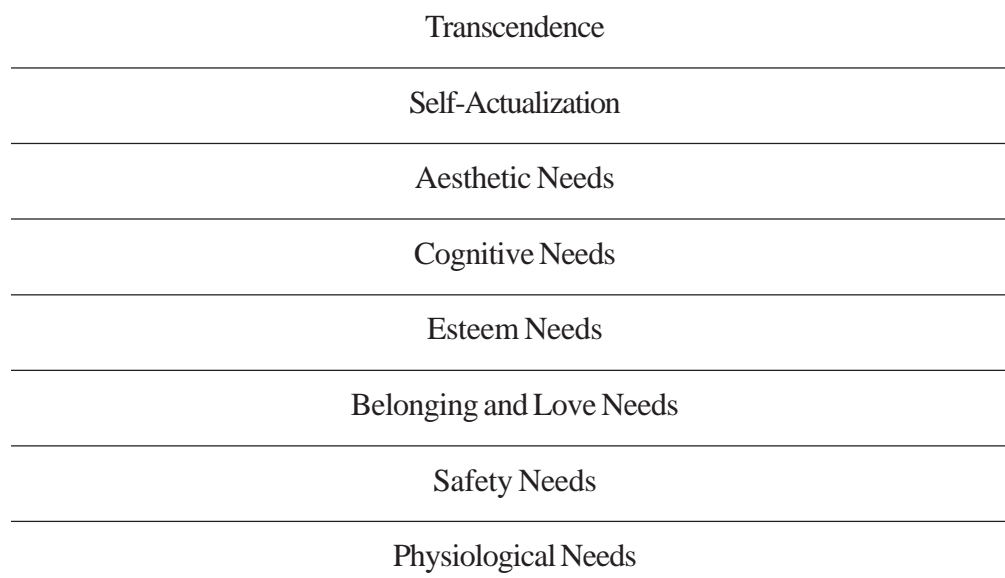


Fig. 9.2 Hierarchy of Needs

Though Maslow called it 'hierarchy' of needs, one does not essentially moves upward in these levels. There are times when people fall down to the most basic needs even after being at higher levels. For e.g. after a natural calamity, like tsunami, or losing a job, people at higher levels come back to fulfilling their basic needs. Maslow also talked about peak experiences where a person temporarily experiences growth and self actualization at various points in life.

**INTEXT QUESTIONS 9.2**

- Shubham is given a chocolate after he clears every exam. This is an example of
  - Intrinsic reward
  - Drive behaviour
  - Need satisfaction
  - Extrinsic motivation
- Match the following
 

(a) Creativity	(i) Physiological need
(b) Peaceful living	(ii) Self-actualization
(c) Social prestige	(iii) Belonging need
(d) Footwear	(iv) Safety need
(e) Trade unions	(v) Esteem need

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### 9.5 RELATIONSHIP BETWEEN ASPIRATION, ACHIEVEMENT AND HUMAN EFFORT

Aspirations refer to goals that stem from the desire for more than what is in the present. It finds relation to achievement because aspirations drive people to want to achieve more or have more than they possess. They may be positive (like aspiring for success) or negative (like wanting to avoid failure), intrinsic or extrinsic, realistic or unrealistic. However, having high aspirations and being highly motivated alone does not guarantee attainment of goals. A third factor called human effort is an essential contributor to reaching our aspirations. Human effort or behaviour may be guided by physiological functioning as well as influenced by socio-cultural environment. Further, individual differences will cause variations in the levels of aspiration, the motivation to achieve and ultimately the amount and nature of effort they put towards different tasks.

Let us close this chapter by going back to the example of Asif in the beginning of this chapter. Asif has set his aspirations high to become a cricketer like Tendulkar when he grows up. He is highly motivated towards his dream and has enrolled himself to a cricket academy near his house. However, his success will be greatly dependent on the consistency of his training and his maintenance of personal discipline to keep his body fit, which make up his efforts. In this way, aspirations, achievement and effort must go hand in hand in driving our motivation and behaviour towards attaining our goals.



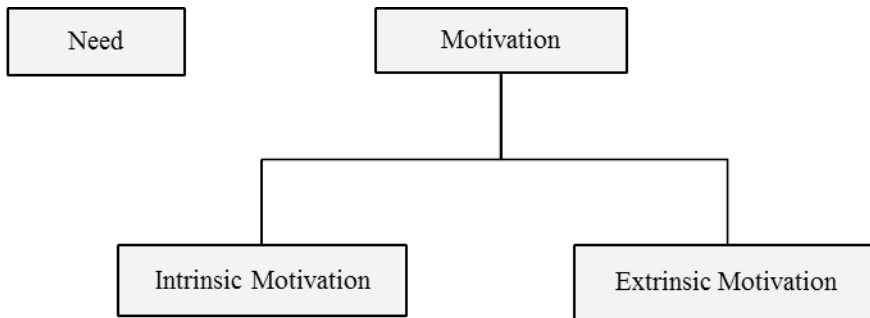
#### Assessment of Motivation

**Thematic Apperception Test (TAT)** is a psychological tool that is widely used for assessment of motivation in individuals. The test involves a series of ambiguous pictures to which the participants are asked to make up a story on each picture. The basic assumption behind the test is that the participant projects his/her own needs in the process of creating the story. The responses are then scored in accordance with scoring manuals to provide individual scores in the area of achievement, affiliation and power needs. TAT has been used extensively in employment sector for selection of candidates especially in fields that involve high degree of psychological stress and require excellent people skills like law enforcement, leadership in military, ministry of education etc.

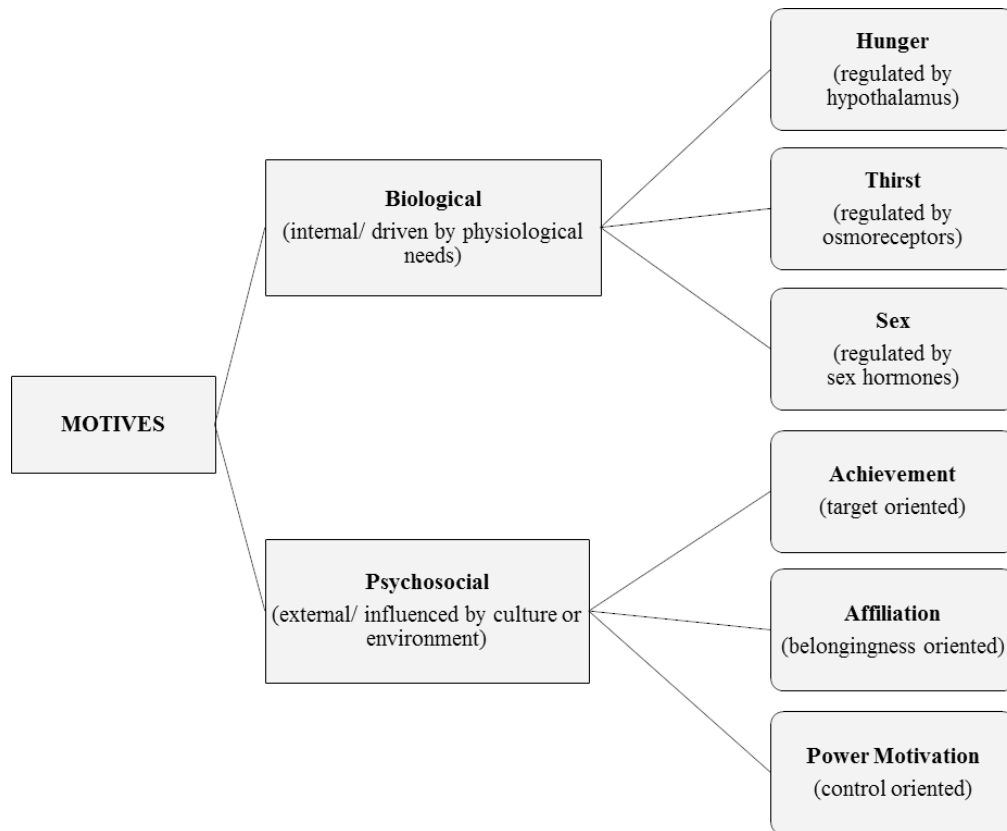


**WHAT YOU HAVE LEARNT**

**Kinds of Motivation**



**Types of Motives**



**TERMINAL QUESTIONS**

1. Describe the concept of motivation.
2. Explain the cycle of motivation.



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3. Discuss the biological needs of human behaviour.
4. What are psychosocial motives? Discuss briefly.
5. Distinguish between intrinsic and extrinsic motivation.
6. Explain Maslow's need hierarchy.
7. What is TAT? How it is used in psychological assessment?
8. Illustrate the relationship between aspiration, achievement and human efforts.
9. Does essentially everyone moves upward in the Maslow's hierarchy of needs?
10. What will happen if our primary and secondary needs will not be fulfilled ?

**ANSWERS TO INTEXT QUESTIONS****9.1**

1. (a)
2. (a)
3. (b)
4. (d)

**9.2**

1. (d)
2. (a) (ii)  
(b) (iv)  
(c) (v)  
(d) (i)  
(e) (iii)