PSYC 223 MIDTERM NOTES

CHAPTER 1: INTRO

Framework to understanding motivation:

→ External events:
- Environment
- Social context

LEAD TO
→ Internal motives:
- Needs: essential and necessary for the maintenance of life and for the nurturance of growth and well-being. IE: hunger and thirst are biological needs, competence and belongingness are psycho needs.
- Cognition: mental events such as thoughts, beliefs, expectations, plans, goals etc. revolve around a person's way of thinking. Having a plan or goal harvests expectations that they will cope well, having ways of appraising or interpreting what is happening around them, and they have an understanding of who they are striving to become.
- Emotions: complex but coordinated feeling-arousal-purposive-expressive reactions to the significant events in our lives. Emotions generate brief, attention getting bursts of emergency-like adaptive behaviour
  → feeling: subjective, verbal descriptions of emotional experience.
  → arousal: bodily mobilization to cope with situational demands.
  → purpose: motivational urge to accomplish something specific at that moment.
  → expression: nonverbal communication of our emotional experience to others.

WHICH LEADS TO
Energizing, Directing, Sustaining:
- Behaviour: Effort, persistence, latency, choice, prob of response, facial expressions, bodily gestures.
- Engagement (Extent of):
- Behaviour: on task, effort, persistence
- Emotions: Positive (presence) OR Negative (absence)
- Cognition: Sophisticated learning strategies, conceptual understanding vs. surface knowledge, self regulation= planning
- Agency: Contributing constructively + changing environment for the better, asking Qs, Expressing preferences.

- Psychophysiological

WHICH CAUSES
Changes in life outcomes:

- Performance
- Activity
- Learning

=> These internal motives vary cross-culturally and cannot necessarily be universal <=
→ There are multiple motivations that vary and gain strength more than others depending on the antecedent conditions applied. IE: deficiency needs (biological needs)

Intrinsic behaviour is what you want to achieve when trying to motivate others.

- Internal processes:

1. Energy = behaviour has strength
2. Direction = behaviour that has purpose
3. Persistence = behaviour that has endurance
4. Needs = conditions necessary and essential for the maintenance of life and for the nurture of growth and well-being.
5. Cognitions = mental events IE: thoughts, beliefs, expectations, plans, goals, strategies etc. These revolve around the person's way of thinking.
6. Emotions = feelings, arousal, purposive, expressive reactions to significant events in our lives.

=> 10 unifying themes

CHAPTER 2: HISTORY OF MOTIVATION & EMOTIONS

Grand Theories:
Will, Instinct, Drive

VS

Mini Theories:
Active nature of people, Cognitive revolution, Socially relevant Qs

ORIGINS:

- Plato → Tripartite of the Soul
  → Body's appetite
  → Calculating - Decision Making
  → Competitive: socially referenced standards such as social honor and social shame.

= recalls Freud's id, ego and superego

- Aristotle → Tripartite of the Psyche
  → Nutritive = most impulsive, animal like
  → Sensitive = regulate hedonic pleasure and pain.
  → Rational = idea-related, intellectual, contained the WILL - unique to human beings

- Thomas Aquinas = Body vs. Mind
  → Body provides irrational pleasure-based motivational impulses
  → Mind provides rational will based motivations

- Rene Descartes = passive vs active aspects of motivation.
- → Body was mechanical and passive agent.
  → Mind was spiritual thinking entity that possessed a purposeful will. The immaterial and motivational active agent.

  For Descartes= ultimate motivational force was the will. Descartes reasoned that if he could understand the wil, then he would understand motivation. The will initiated and directed action, and it chose whether to act and what to do when acting.

  Bodily needs passions and pleasures created impulses to action, but these impulses only excited the will.

GRAND THEORIES:

Darwin's Theory:
→ had 2 major effects on scientific thinking.

1. Introduced idea of evolution ie focus became on bodily, biological urges and appetites.
   - Instincts overpowered will. You are genetically built, biologically aroused impulse to behave that way.
   - The body overpowered the mind (19th century).

William James:

- Physical & mental instincts = impulse for action in the presence of an appropriate stimulus. Cat and dog example: the cat chases the mouse and flees from the dog… the sight of the mouse or dog mechanically and automatically activates in the cat a complex sets of inherited reflexes that generated impulses to purposive action.

William McDougall:

- Without instincts, human beings would initiate no action.
- All of human motivation owes its origin to a collection of genetically endowed instincts
- Instincts are irrational and impulsive motivational forces that orient a person towards a certain goal.

The problem with instinct theory became that the reasons why people behaved in a manner was never truly explained. Naming a motivational entity yet failing to actually explain WHY the behaviour is as such. ← circular explanation.
→ key to escaping circular explanation is to make new prediction

Handedness experiment: seeing if people acted in ways that reflected their shared instincts that lead them to similar behaviours. Result was that people didn't, their life experiences were what was reflected in their behaviour and not their similar instincts.

Freud's Drive Theory:

Replaced instinct theory.
→ the function of behaviour was to service bodily needs.
→ bodily deficits (lack of food or water) initiated the drive to cure those.
→ these biological urges were recurring conditions in the body that produced energy buildups within the nervous system.
→ biological urges were constant, emerged frequently.
→ if these urges were not checked, they would threaten physical and psychological health.
→ PSYCHOLOGICALLY BASED EMERGENCY WARNING SYSTEM THAT ACTION NEEDED TO BE TAKEN.
→ if not met, causes anxiety.. Which acts as the warning system when needed.

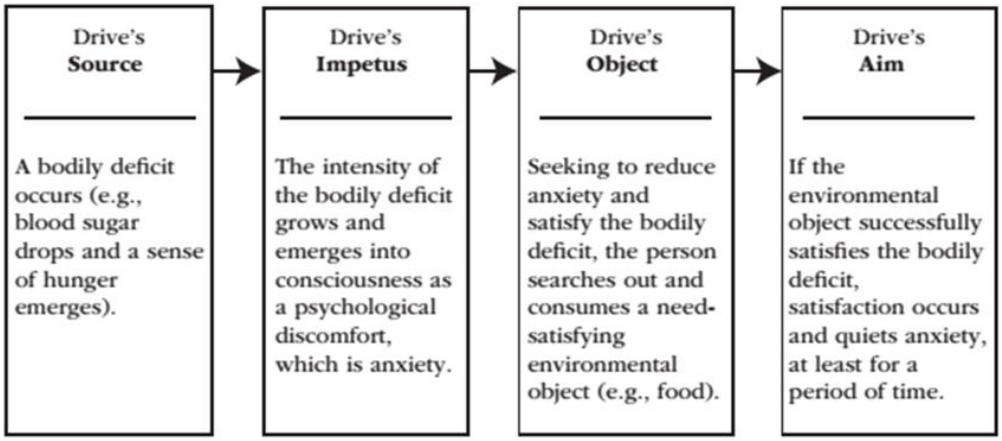


Figure 2.1 Freud's Drive Theory

The source of drive was rooted in the body's physiology~ in a bodily deficit. Once it reached a level of urgency, bodily deficit becomes psychological drive. Drive has motivational properties. It

possesses the aim of satisfaction, which is the removal of the underlying bodily deficit. To accomplish this aim, the indiv experiences anxiety on a psychological level, and it's this anxiety that motivates the behavioural search for an object capable of removing the bodily deficit. Once the need satisfying object was found, the subsequent satisfaction of the bodily deficit quiets the drive/ anxiety.
→ drive is a means of survival
→ Drive stems from anxiety which stems from bodily deficit needs.

Hull's Drive Theory:

sEr= sHr x D
sEr= sHr x D x K

E= strength of behaviour in presence of particular stimulus
H= habit strength
D= Drive
K= Motivational incentive

The stronger your habit is the stronger the behaviour prediction becomes.

Drive is an energy source composed of all bodily deficits/ disturbances.
Motivation had a purely physiological basis and bodily need is ultimate source of motivation.

In short:
Drive theory assumptions= emerged from biological needs, energized behaviour, drive reduction was reinforcing and produced learning.

DECLINE OF DRIVE THEORY:
Critique

- not all motives emerge from biological needs (1950s)
- external sources of motivation could energize behaviour as well
- learning often occurs without drive reduction

POST DRIVE THEORY

1950s - 1960s = transitional decades.
1960s: two motivational principles were offered as possible post-drive theory replacements = incentive and arousal.
<u>Incentive</u>:
External event that energizes and directs approach or avoidance behaviour.
Instead of pushing people towards goal objects like in the drive theory, incentive theory asserted that people were motivated by various objects in their env that pulled them towards these objects.

→ came from the concept of hedonism: people approach signals of pleasure and avoid signals of pain.
→ through learning, people formed associations of which env objects were gratifying thus approachable.

Incentive theories:

- New motivational concepts such as incentives and expectancies
- The idea that motivational states could be acquired through experience rather than inherited biology
- Portrayal of motivation that highlighted moment to moment changes (bc env incentives can change from one moment to the other)

<u>Arousal:</u>

Neuroscience finds: arousal system in the brain stem. (1960s)

Main ideas:

- arousal reps different processes that govern alertness, wakefulness and activation.
- Person's arousal level is depending on how stimulating the env is
- Moderate lvl of arousal goes along the experience of pleasure and optimal performance
- Ppl engage in strategic behaviour to increase or decrease their lvl of arousal
- When underaroused, people seek to increase their lvl of arousal.
- When overaroused, people seek to decrease their arousal

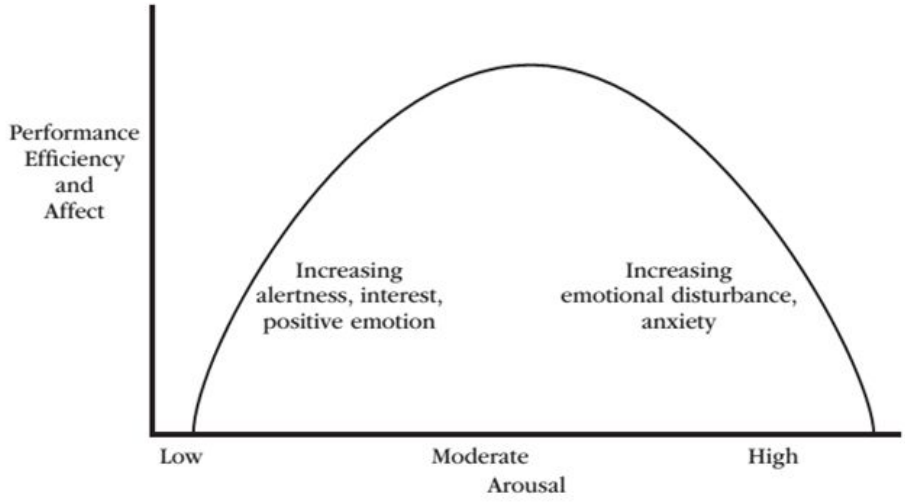


Figure 2.2 The Inverted-U Curve: Relationship between Arousal Level and Performance/Well-Being

Source: From "Drive and the C. N. S.—Conceptual Nervous System," by D. O. Hebb, 1955, *Psychological Review*, *62*, pp. 245–254.

MINI THEORIES:

→ Mini theories limit their explanatory ambition to specific motivational phenomena.
They investigate a particular: motivational phenomenon (achievement motivation, flow experience), circumstance that affects motivation (failure feedback, role models), theoretical question (what is the relation between cognition and emotion).

→ mini > grand theories bc mini theories looked @:

- *Active nature of the person*:

People are always getting to and doing something. Ppl are inherently active, always motivated.
Push and pull. Best example= children, always asking, always sniffing, always tasting etc.
Charles Cofer, Mortimer Appley= divided motivation theories into 1. Energy conserving organisms vs 2. Active growth seeking organism.
Deficit vs growth motivations.

- *Cognitive revolution*:

Theorists began to interpret events through a cognitive lens when it came to motivational concepts.
Emphasized mental processes and cognitive constructs and deemphasized biological and environmental constructs
The focus became on humans and not animals for research. " human dynamic rather than mechanical"

- *Socially relevant questions*

Motivation researchers focused more on socially relevant questions in order to understand the motivational problems people faced (depression, stress, anxiety etc)
Motivation psychologists began to initiate more frequent contact with psychologists in other areas like social psychology, industrial/organizational psychology, clinical psychology.
=> IT WASN'T ABOUT HUNGER = SOURCE OF DRIVE… IT BECAME ABOUT WHAT R THE MOTIVATIONS BEHIND EATING, DIETING, OBESITY AND BULIMIA.
=> contemporary motivational research reflected the search for 1. Deeper scientific understanding of motivational processes and 2. Practical and useful applications of motivational principles to improve ppl's lives (socially relevant, practical application).

CONTEMPORARY ERA

→ Thomas Kuhn.

Table 2.2 Outline of the Typical Development of a Scientific Discipline

1. Preparadigmatic	A budding science emerges. It consists of participants who do not share the same language or the same knowledge base. Debates are frequent about what should be the discipline's methods, core questions, and key problems to address and solve.
2. Paradigmatic	Factionalism gives way to a shared consensus about what constitutes the discipline's methods, questions, and problems to solve. This shared consensus is called a paradigm. Participants who share this paradigm accumulate knowledge and make incremental advances.
3. Crisis and revolution	An anomaly emerges that cannot be explained by the existing consensus/paradigm. A clash erupts between the old way of thinking (that cannot explain the anomaly) and the new way of thinking (that can explain the anomaly).
4. New paradigm	The new way of thinking and explaining brings discipline-changing progress. Embracing the new consensus, participants settle into the new paradigm (the paradigmatic stage). Progress returns to making incremental advances.

Contemporary motivation study looked at through 9 different perspectives:

Perspective	Motives emerge from …
Behavioral	Environmental incentives
Neurological	Brain activations
Biological	Hormones, psychophysiology
Cognitive	Mental events and ways of thinking
Social-cognitive	Socially created beliefs and values
Cultural	Organizations and societies
Evolutionary	Genes and genetic endowment
Humanistic	Encouraging human potential
Psychoanalytical	Unconscious and implicit processes

→ You can't focus on a single motivational agent when it comes to motivational study.
→ To explain behaviour's energy, direction and persistence, you have to look at the contribution of multiple motivational agents.

HISTORY OF EMOTIONS:

Descartes - passion = emotional "uproar"= strong bodily reaction.
→ basically, an individual goes through their life passively until one environmental event occurs to him/her and they experience an overwhelming bodily reaction = body goes from passivity into uproar of thoughts and actions. (stirred by people, objects and events).

Darwin - emotional reactions are innate and served the purpose of individual adaptations to environmental opportunities and challenges.

Margaret Mead - emotional reactions are socially learned and therefore culturally variable.

How specific are emotions? How general are emotions?
William James - an important life event automatically stirs a general bodily physiological reaction. = emotions are just an interpretation of bodily reactions to the environment.
Stanley Schachter - person's physiological reaction was a general arousal state, and the person needed environmental cues to interpret any specific emotional reaction.

Richard Lazarus - there are many different emotions as there were cognitive appraisals of the meaning of the events happening to the person. (there are different types of harm, thus specific emotion for each specific type of harm).

CHAPTER 4: PHYSIOLOGICAL NEEDS

Motive Status: Needs

Deficiency need: are responses to a state of deprivation and generate tension- packed, urgency laden emotions such as pain, relief, anxiety, frustration, stress etc.
Growth need: gently guide behaviour toward a development trajectory of growth and well-being. Typically generate positive emotions such as interest, enjoyment, hope and vitality.

3 types:

Table 4.1 Three Types of Needs with Their Definitions and Examples

Type of Need	Definition, with Examples
Physiological	A biological condition within the organism that synchronizes brain structures, hormones, and major organs to regulate bodily well-being and to correct bodily imbalances that are potential threats to growth, well-being, and life. Examples include thirst, hunger, and sex.
Psychological	An inherent (inborn) psychological process that underlies the proactive desire to seek out interactions with the environment that can promote personal growth, social development, and psychological well-being. Examples include autonomy, competence, and relatedness.
Implicit	A developmentally acquired (socialized) psychological process to seek out and spend time interacting with those environmental events associated with positive emotion during one's socialization history. Examples include achievement, affiliation, and power.

Fundamentals of regulation:

Hull Drive theory:
Physiological deprivations and deficits create biological needs.
If the need stays unsatisfied, biological deprivation becomes potent enough to occupy attention and generate psychological drive.
Drive= theoretical term used to depict the psychological discomfort stemming from the underlying and persistent biological deficit.

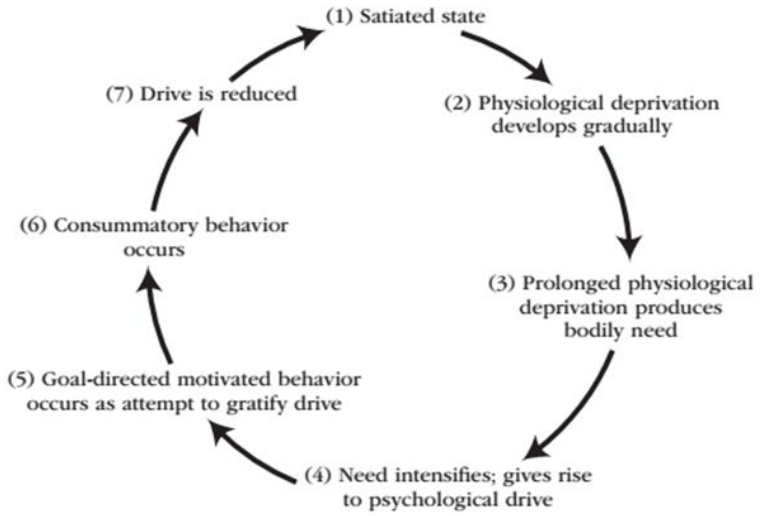


Figure 4.3 Model of Need-Drive-Behavior Sequence

7 regulatory processes:

- Physiological need: deficient biological condition
- Psychological drive: conscious manifestation of underlying physio need
- Homeostasis: term that describes the body's tendency to maintain stable internal state
- Negative feedback: homeostasis' physiological stop sign → drive activates behaviour. NF stops it.
- Multiple inputs/ Multiple outputs: drive arises from a nb of different sources to motivate a nb of goal directed behaviour.
- Intra Organismic Mechanism: biological regulatory systems within the person that act in concert towards your bio needs that underlie drive.
- Extra Organismic Mechanism: environmental influences that play part in how the psychological drive exhibits itself.

<u>Drive as an intervening variable:</u>
Drive is influenced by a bunch of factors that lead to a bunch of consequences (outputs).

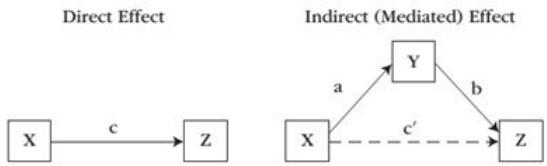


Figure 1.5 Motivation and Emotion as "Intervening Variables"

Note: X represents the antecedent cause, Z represents the life-outcome effect, and Y represents the intervening motivational or emotional state.

Homeostatic Mechanism:

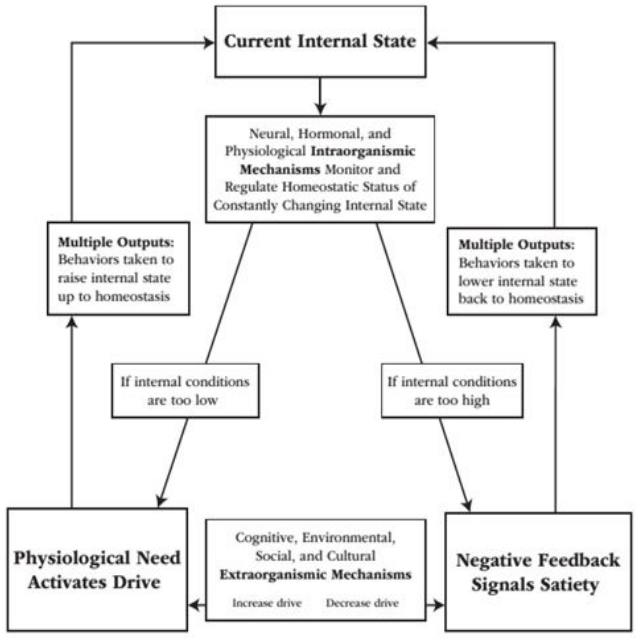


Figure 4.5 The Homeostatic Mechanism

THIRST:
2% reduction in water makes you thirsty
3% makes u dehydrated

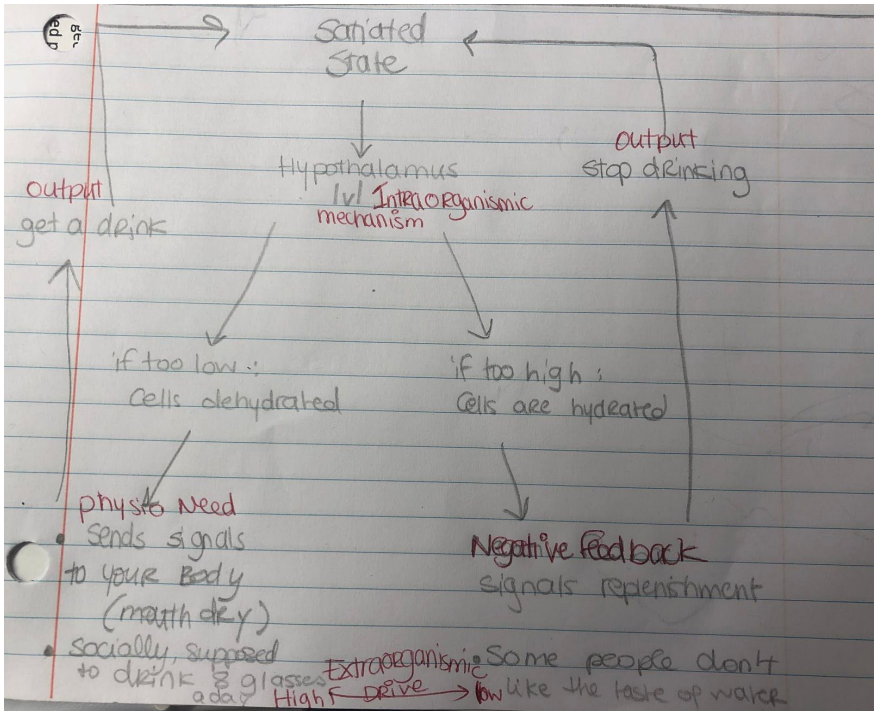
Physio regulation:
→ intracellular fluids = inside of cells = 40% body weight.
→ extracellular fluids = outside of the cells= 20% of body weight.
=> Thirst arises from these two distinct sources

Double depletion model of thirst activation:
Osmometric thirst arises when cellular dehydration
Volumetric thirst arises when extracellular fluid needs replenishment.
Hypothalamus (low blood/high salt volume) stimulates the pituitary gland to release ADH which signalizes the Kidneys to conserve water.

Negative feedback mechanisms:
→ nb of swallows (small influence)
→ stomach (small influence)
→ bloodstream (small)
→ cellular hydration (greatest influence)

Reasons why people drink:
Thirst related replenishment- biological need
Non thirst related taste - flavour incentive
Non thirst related attraction or addiction to a substance

Homeostatic Mechanism - Thirst:



HUNGER:

- Short term homeostatic model: Glucostatic hypothesis.

→ blood glucose drops = ppl feel hungry and will want to eat
→ cells require glucose to produce energy

→ when blood glucose low = liver sends an excitatory signal to the Lateral Hypothalamus..
→ ventromedial hypothalamus = signals negative feedback = liver detects high lvls of glucose = the stomach bloats and a peptide: CCK is released
→ stomach and body temperature influence short term appetite

Stomach is hunger regulator… if 60%empty= hint of hunger, 90% empty= maximum hunger
→ high protein + high fiber meals = greatest satiety.

- Long term homeostatic model:Lipostatic hypothesis

Hormones play a key role in our hunger levels:

- Ghrelin aka manufactured in stomach, circulated in blood, detected/ monitored by the lateral hypothalamus via stomach and intestines

→ the hormone fluctuates during the day and peaks around bfast, lunch and dinner
→ eating causes rapid fall in ghrelin
→ if ur on a diet, ur ghrelin is chronically at higher levels.

- Leptin aka manufactured by fat cells throughout the body circulated in the blood, detected and monitored by the ventromedial hypothalamus via stomach and intestines.

→ is responsible for negative feedback
→ these hormones work to stop us from eating

- Set point theory= each person has bio determined body weight/ fat thermostat that's set by genetics either at birth or shortly thereafter

→ hunger is determined by the size of fat cells, not the number
→ hunger is the body's means of defending its genetic set point

<u>ENVIRONMENTAL FACTORS ON HUNGER:</u>

→ Time, smell of food, seeing food, pressure/ social occasion

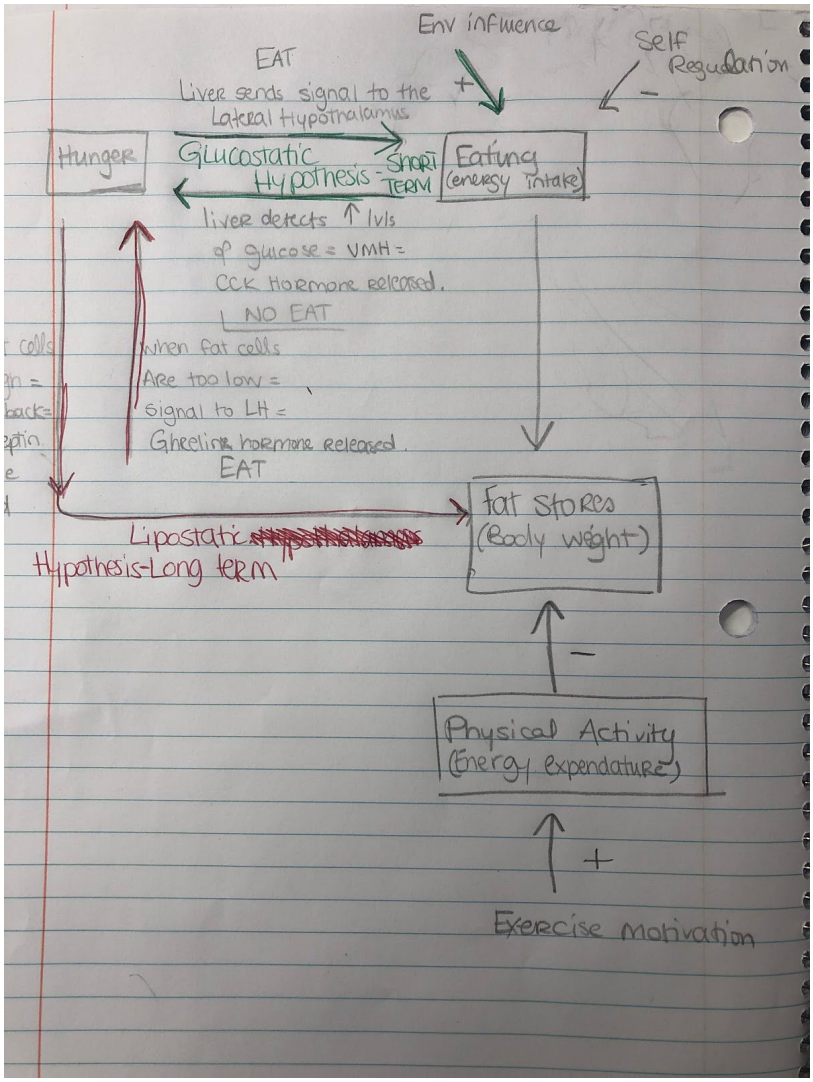
Self regulated influences=

1. Cognitively regulated eating style:

- Body does not measure up to one's personal or cultural aspirations
- By dieting, the dieter is bringing eating behaviour into a cognitive rather than physiological approach.
- Only prob with that is that there is no negative feedback that will force you to stop= which is why most dieters tend to binge eat.
- Environmental events such as the presence of others, alcoholism or even emotionally such as depression and anxiety, can distract us from having cognitive control over what we are trying to do, let alone eat.
- This is what we call restraint-release. (biological signals overwhelm cognitive control)

2. Restraint- release situations:

- Under conditions of stress/ depression/ anxiety, or exposure to high cal foods= dieters become susceptible to disinhibition of their cognitively regulated eating style.



CHAP 5: EXTRINSIC MOTIVATION

→ external events generate motivational states
→ environment controls desirable and undesirable behaviours.
→ environment incentives and consequences create within us a sense of wanting to engage in those behaviours
→ extrinsic motivation is an environmentally created reason to initiate or persist in an action

S: R → C

Situational cue ie incentive sets the occasion for a behavioural response which causes a consequence

Incentive = environmental event that attracts or repels a person towards or away from initiating a particular course of action

- Incentive comes before the behaviour/ consequence.
- Incentive value of an environmental event is learned thru experience (ex: car noise will just be another noise unless you've had a bad experience where it was a reliable predictor that disaster is right around the corner.)

Reinforcers = any environmental object or event that increases that behaviour
Ie: money, gold star etc.
All positive reinforcers are rewards but only some rewards work as positive reinforcers bc not all rewards increase behaviour.

- **Reward** = Is any offering from one person given to another person in exchange for their services or achievement.

Types of reinforcers: social, monetary etc.

- Diff reinforcers have diff value/ affect to each person
- Immediacy of reinforcers partly determines effectiveness (receiving money immediately has bigger lvl of effectiveness than if it were delayed)
- Reinforcer comes after the behaviour

History of motivation research: Why reinforcers increase behaviour:

1. It decreases drive (Hull, 1943). Food reinforces behavior because it satiates hunger—it decreases drive.
2. It decreases arousal (Berlyne, 1967). A drug reinforces behavior because it has a calming effect—it decreases anxiety.
3. It increases arousal (Zuckerman, 1979). A rock concert reinforces behavior because it stimulates and excites—it increases arousal.
4. It is attractive to the person (Skinner, 1938). Money reinforces behavior because it is valued—it is attractive to the person.
5. It feels good (Olds, 1969). Electrical stimulation of the nucleus accumbens reinforces behavior because it is pleasurable—it feels good.
6. It makes it possible to do something fun (Premack, 1959). Completing one thing (your homework, a "low-frequency" behavior) makes you eligible to do something you really enjoy doing (your smartphone, a "high-frequency" behavior).

Once a reward becomes routinely predictable, they lose their capacity to generate the desired behaviour. Rewards are best when unexpected and will lead to imminent personal gain

Negative reinforcers: motivate escape and avoidance behaviour. Negative reinforcers increase the probability of behaviour.
Difference between escape and avoid: you escape a current situation, you avoid a situation before it happens.

Punishers: environmental stimulus that decreases the future probability of undesired behaviour when presented.
You can behave in the undesired behaviour but you will suffer the aversive consequence. (punishment) → pay the price.

<u>Reinforcement vs Punishment</u>
Positive reinforcer: you're applying something to increase the frequency of desired behaviour
Negative reinforcer: removing something to increase the frequency of desired behaviour

Aversive punishment: you're applying something to decrease an undesired behaviour
Response cost: you're removing something to decrease an undesired behaviour

=> always ask what's the goal.

Corporal Punishment:

Short term effect: intended consequence
→ immediate compliance ie obedience

Long term effect: unintended consequence

As a child:
- More aggressive
- More antisocial
- Poor mental health
- Poor moral internalization
- Poor parent/child relationship

As adult:
- All of the above
- Alcoholism
- Abusive techniques in parenting
- Criminal +antisocial behaviour

=> for better results of intrinsic motivation
Intrinsic motivation:
Is the inherent tendency to seek out novelty and challenge, to extend and exercise one's capacities, to explore and to learn. It's a natural inclination toward interest, exploration that emerges from innate strivings for personal growth and from experiences through life.

→ competence +autonomy
→ if ur forced into it, ur taking away your autonomy
→ if u feel bad at smthn, you won't necessarily want to perform it

→ refrain from giving tangible and expkected rewards.
→ scaffold instead of punishing
→ provide informational, observational learning opportunities.

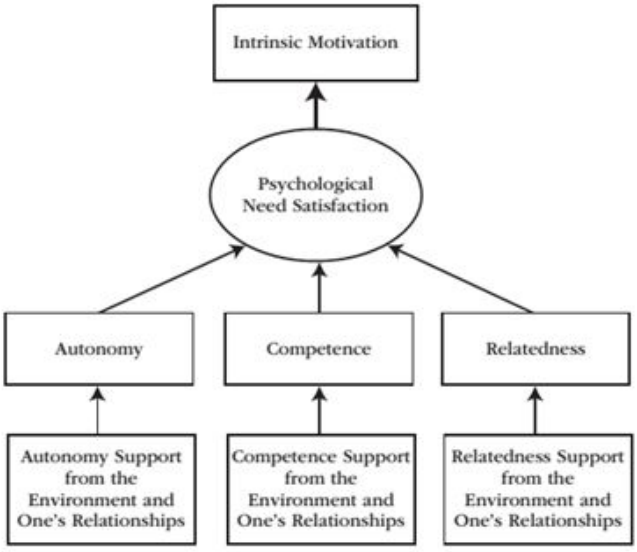


Figure 5.4 Origins of Intrinsic Motivation

People who R intrinsically motivated will engage with the task, be more creative, use effective learning strategies, have optimal functioning and experience well-being.

Hidden cost of reward:

Intended primary effect: promotes compliance
Unintended side effects: undermines intrinsic motivation, interferes with quality and process of learning, interferes with the autonomous self regulation

→ expected and tangible rewards are the most detrimental bc they decrease intrinsic motivation
- Extrinsic bribery
- Quick compliance behaviour

Cognitive evaluation theory:
- Controls someone's behaviour with an extrinsic motivation for engaging in an activity.
- But also, Rewards and incentives also communicate the competence in a task.

→ all external events have both controlling aspect and an informational aspect

- Controlling someone takes away their autonomy
- Informational aspect interferes with people's need for competence

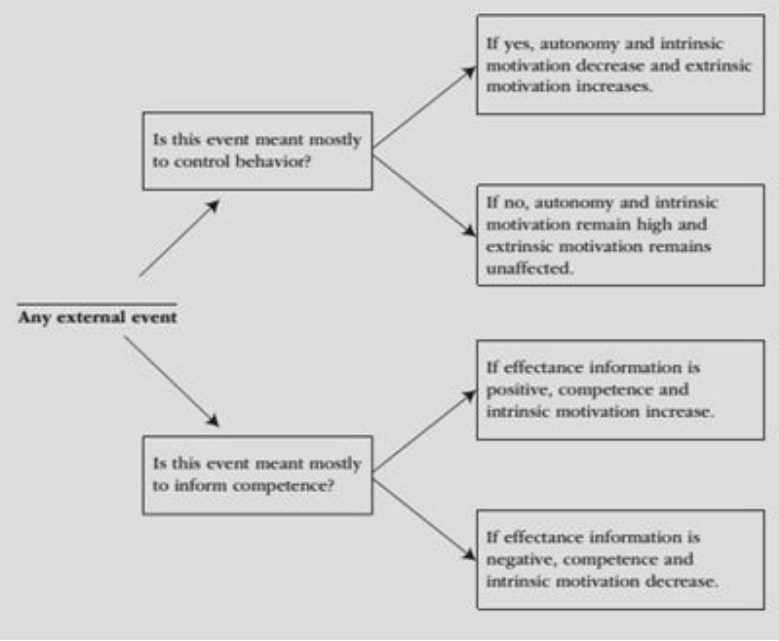
→ 3 propositions:

- External events that promote an internal perceived locus of causality promote intrinsic motivation bc the event involve or satisfy need for autonomy. (offer a choice)
- External events that promote external PLOC promote extrinsic motivation bc these events neglect need for autonomy and instead establish an if-then between behaviour and forthcoming consequence. (offer a reward)

PLOC= where motivation located: external or internal

Examples of controlling and informational events:

- Praise: it's how u communicate praise. In a controlling way: you're applying pressure into the compliance. In an informational way: clear specific feedback, diagnosing competence.
- Competition: depending on social context. On one hand, leads to low intrinsic motivation: filled with pressure, doing someone else's work (controlling). On the other hand, leads to improving, making progress, when no exterior emphasis on winning bc they emphasize competence. (informational).



Examples of extrinsic motivation:

- External → incentives, consequences - receive or avoid consequence - external

- Introjected → avoid guilt, boost self-esteem - because it's others' demand to think/feel/behave in a manner - somewhat external
- identified → valuing, sense of importance - you chose to believe, you're conscious. - somewhat internal
- Integrated → value congruence - it reflects who you are, your values, you have a sense of awareness towards it. - internal

Intrinsic → inherent, enjoyment, interest, satisfaction - internal

Amotivation: maladaptive ability beliefs (i can't do this), effort beliefs (i don't have the energy), low value placed on task (i'm not rly interested), unappealing task (boring)