

II. Motivation and Emotion

Objectives

- Define motivation and identify its components
- Explain primary and secondary needs and processes that affect motivation
- Name and identify theories that explain motivation
- Discuss ways in which physiological and psychological motivations work
- Explain the definition, types, value, physiological aspects, and major theories of emotion

Vocabulary

arousal	extrinsic motivation	incentive	motive
cognitive dissonance	feedback	instinct	need
drive	hierarchy of needs	intrinsic motivation	primary needs
emotions	homeostasis	motivation	secondary needs

Background

Parents and educators devote enormous amounts of energy to trying to motivate students. So do advertisers, their peers, and a host of other outside forces. The issues remain: how and why are people motivated? In this chapter, students learn that motivation is a complex phenomenon.

Students find out that motivation is “the incentive to act” and that it involves several components—motive, need, drive, incentive, and emotion. Then they learn to distinguish between primary and secondary needs, study processes that affect motivation, and consider how homeostasis can affect behavior.

Students next review four theories of motivation—the instinct theory, the drive-reduction theory, the arousal theory, and the humanistic theory. They also learn about two cognitive theories that explain secondary motivations, the social-cognitive theory and the cognitive consistency theory. Analysis and application of these theories can lead to stimulating class discussions.

Next, students learn about two major physiological motivators, the hunger drive and the sexual drive. They move on to discussions of human needs for

higher goals and achievements. These include psychological motivation such as achievement motivation, intrinsic and extrinsic motivation, and cultural values in motivation. Students should carefully consider how intrinsic motivation can be developed, since this can lead to high levels of achievement.

Students go on to learn about emotions, defined as states of body and mind associated with feelings. Emotions can be powerful motivators. Students review types of emotions, learn about the value of emotions, consider the physiological aspects of emotion, and consider various theories of emotion. Other topics include cognition and emotion, the necessity of emotions, expression of emotion, and social stereotypes and emotion.

Further Resources

Fragar, Robert, and James Fadiman. *Maslow's Motivation and Personality*. New York: HarperCollins, 1990.

Gaylin, Willard. *Feelings: Our Vital Signs*. New York: Harper & Row, 1979.

For Discussion

Review

1. What are the components of motivation?
2. Explain the difference between primary and secondary needs.
3. What is the expectancy/value theory?
4. What is the difference between intrinsic and extrinsic motivation?

Critical Thinking

1. Which of the theories of motivation in this chapter most appeals to you? Explain why.
2. Why do you think that it is difficult to determine what motivates you to do particular things?
3. Which levels of Maslow's hierarchy of needs do you think that you have already met? Which levels of needs are unmet?
4. To what degree are you comfortable with taking risks? In what areas of your life, if any, do you take risks? Why?
5. Do you know anyone who is motivated primarily by intrinsic motivation? If so, describe this person and explain why intrinsic motivation is more desirable than extrinsic motivation.

Activities

1. What's the Motivation?

Divide students into groups and ask each group to make a list of ten common actions performed by people in their age group. Then ask them to name the top three motivators for each action. The groups also should decide whether these motivators are healthy or unhealthy.

2. Interviews: What Motivates You?

Have students conduct interviews with family members and other adults in their lives, asking each subject to name the top three things that motivate them. Compare results in class.

3. Internet: Learn about Heroes

Ask each student to use the Internet to research one of his or her heroes or role models who is in public life—for example, a leader in politics, athletics, entertainment, religion, or social life. Ask them to try to learn what motivates this person and why. Students may write reports and discuss the results in class.

4. Special Sources: Advertising

Ask students to cut out newspaper and magazine ads or print out Web advertising that is directed at their age group. Discuss typical examples in class. What do these advertisers assume will motivate high school students to buy their products or use their services? Do students feel that advertisers' conclusions are valid? Which advertising messages are most and least effective?

Name _____

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As you read Chapter II, write an answer to each question below.

1. Give some examples of situations in which homeostasis motivates your behavior.

2. What are the social-cognitive and cognitive consistency theories of motivation?

3. What factors affect hunger and eating?

4. Give five or six examples of ways in which emotion can be motivating.

5. List the needs and goals that are most important and most motivating to you personally. Do you believe that you're making progress toward reaching those goals?

Name _____

II. Motivation and Emotion

Find the best answer for each item. Then circle that answer.

1. What is the definition of incentive?
 - a. a list of lower- to higher-level needs
 - b. desire to avoid pain
 - c. force that pulls a person toward a particular behavior
 - d. lack of something that someone needs
2. What is the definition of emotions?
 - a. states of body and mind associated with feelings
 - b. needs for money and achievement
 - c. changes in physiology of the autonomic nervous system
 - d. incentives to act
3. What is a drive?
 - a. a lack of something that one requires
 - b. a force that pushes a person toward a particular behavior
 - c. a self-adjusting process
 - d. part of the autonomic nervous system
4. When does cognitive dissonance occur?
 - a. when needs aren't being met
 - b. when a person is hungry
 - c. when behavior doesn't match a person's beliefs or cognitive assessment
 - d. when a person is motivated to act
5. What is the term for a lack of something one requires or desires?
 - a. cognition
 - b. instinct
 - c. need
 - d. feedback
6. This term means change in the physiological factors controlled by the autonomic nervous system.
 - a. arousal
 - b. stimulus
 - c. instinct
 - d. pheromone
7. What are primary needs?
 - a. unlearned needs for basic things that affect the ongoing functioning of the body
 - b. physical processes
 - c. changes in the cerebral cortex
 - d. incentives to perform for external rewards
8. What is the definition of motivation?
 - a. a physical need
 - b. incentive to act
 - c. a tendency toward self-assertion
 - d. desire for rewards
9. Define instinct.
 - a. an emotional state similar to fear
 - b. state of the body and mind associated with feelings
 - c. innate, unlearned behavior
 - d. lack of something that one desires
10. Which term means a self-adjusting process that maintains a constant internal temperature in an organism?
 - a. feedback
 - b. emotion
 - c. drive
 - d. homeostasis

Name _____

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Read each description, and write the letter of the correct term on the line.

1. Anger may _____.
 - a. help establish social bonds
 - b. prevent aggression
 - c. help maintain a healthy environment
 - d. result in homeostasis
2. The detection of pheromones is linked to an organ called the _____.
 - a. vomeronasal organ (VNO)
 - b. hypothalamus
 - c. basal metabolic rate
 - d. body set point
3. Factors such as _____ affect the sexual drive.
 - a. chemistry, biology, and physiology
 - b. cognition
 - c. higher needs
 - d. all of the above
4. Scientists once believed that _____ drive most motivation.
 - a. pheromones
 - b. instinct
 - c. emotions
 - d. intrinsic rewards
5. The ancient Chinese believed that there were _____ instinctive emotions.
 - a. six
 - b. four
 - c. twelve
 - d. seven
6. A person who is working on self-improvement probably is motivated by _____.
 - a. cultural factors
 - b. instinct
 - c. fear of punishment
 - d. intrinsic rewards
7. Research has shown that _____.
 - a. emotion is an integral factor to understanding the mind
 - b. men dislike discussing emotional states
 - c. women are more sensitive than men to the emotions of others
 - d. all of the above
8. The _____ theory says that organisms do whatever is necessary to reduce an unpleasant sensation.
 - a. instinct
 - b. humanistic
 - c. drive-reduction
 - d. arousal
9. If parents _____, children can be motivated to achieve.
 - a. praise their efforts
 - b. offer them challenges
 - c. show that they value accomplishment
 - d. all of the above
10. _____ created a hierarchy of needs to explain human behavior and motivation.
 - a. Clark Hull
 - b. Gestalt psychologists
 - c. Abraham Maslow
 - d. David Berliner

Essay Question

What do you think motivates most adults to continue working in their jobs or professions?