Motivation in historical perspective

Reading: Reeve (2018) Ch 2 (pp. 24-43)

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Outline

- Philosophical origins
- Grand theories
  - Will
  - Instinct
  - Drive
- Rise of mini-theories
  - Active nature of the person
  - Cognitive revolution
  - Socially relevant questions
- Contemporary era
  - Reemergence of motivation study (1990s)
  - Brief history of emotion study

Based on Reeve (2018, Ch 2, p. 24)

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Based on Reeve (2018, Ch 2, p. 24)

Philosophical origins of motivational concepts

Ancient Greek tripartite model (~400-300 BC)
- Socrates (~470-390 BC) → Plato (~420-340 BC)
  - Appetitive / bodily needs (physiological)
  - Competitive / spirit (social)
  - Calculating / reason (thinking)
- Aristotle (~380-320 BC)
  - Nutritive (animalistic impulses)
  - Sensitive (body - pleasure & pain)
  - Rational (ideas, intellect, will)

Based on Reeve (2018, Ch 2, p. 25)

Philosophical origins of motivational concepts

Plato
- Appetitive
- Competitive
- Calculating

Aristotle
- Nutritive
- Sensitive
- Rational

Freud
- Id
- Super-ego
- Ego

Present
- Physiological
- Social
- Cognitive

Based on Reeve (2018, Ch 2, p. 25)

Philosophical origins of motivational concepts

- Ancient Greek dualistic model:
  - Body (irrational, impulsive)
  - Mind (rational, intelligent)
- Descartes (1600s)
  - Passive (biological impulses)
  - Active (will)

Based on Reeve (2018, Ch 2, p. 25)

Motivation in historical perspective

A historical view of motivation shows how:
- motivation came to prominence
- ideas were challenged and replaced
- the field reemerged and brought together various disciplines within psychology

Based on Reeve (2018, Ch 2, p. 42)
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, read, fall in love, etc.

<table>
<thead>
<tr>
<th>Will</th>
<th>Instinct</th>
<th>Drive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophical distinction between body and mind (will)</td>
<td>Darwinian (biological, genetic) view: late 19th century</td>
<td>Freudian and behaviourist (homeostatic): early to mid-20th century</td>
</tr>
</tbody>
</table>

Based on Reeve (2018, Ch 2, pp. 26-31)

Will theory

- Ancient philosophers (Greeks and Descartes) viewed motivation as consisting of:
  - Bodily desires: Primitive, impulsive, biological, and passive
  - Mind (the will): Good, rational, immaterial, and active
- Will became the focus because it involved voluntary choosing, striving, resisting etc. → “willpower”
- However, the will remained mysterious - and turned out to be a philosophical dead-end, at least as a grand theory

Instinct theory

- Darwinian
- Biological analysis focused on unlearned, automated, mechanistic, and inherited sources of motivation
- Explained motivation as coming from genetic endowment
- How many human instincts are there?
- Instinct ↔ Behaviour circularity

Based on Reeve (2018, Ch 2, pp. 26-27)

Drive theory

- Behaviour aims to serve the organism’s needs by restoring biological homeostasis
- e.g., we do not like or want to be thirsty, hungry, in pain, etc. - so we are motivated to restore balance

Based on Reeve (2018, Ch 2, pp. 28-31)

Freud’s drive theory

<table>
<thead>
<tr>
<th>Source</th>
<th>Impetus</th>
<th>Object</th>
<th>Aim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bodily deficit occurs (e.g., blood sugar drops &amp; sense of hunger emerges).</td>
<td>Bodily deficit intensity grows &amp; emerges into consciousness as psychological discomfort, which is experienced as anxiety.</td>
<td>Seeking to reduce anxiety &amp; satisfy the bodily deficit, search out &amp; consume a need satisfying object in the environment (e.g., food).</td>
<td>If the object satisfies the bodily deficit, satisfaction occurs &amp; quiets the anxiety, at least for a period of time.</td>
</tr>
</tbody>
</table>

Based on Reeve (2018, Ch 2, Figure 2.1, p. 29)

https://www.youtube.com/embed/9hdSLiHaJz8?start=90&end=16:55

The Power of Motivation: Crash Course Psychology #17
1:30 - 2:45 mins

1:30 - 2:45 mins
Hull’s drive-reduction learning theory

- Popular grand theory in 1940s-50s; largely ignored today
- Behaviours are efforts to maintain homeostasis
- Behaviours that reduce drive (biological need) are reinforced, and are then more likely to occur
- Mathematical theory - too specific and didn’t generalise
- Didn’t account for secondary reinforcers (e.g., money) or pursuit of psychological needs
- Influenced development of subsequent theories

\[ sE_r = sH_r \times D \times K \]

Based on Reeve (2018, Ch 2, pp. 29-31)

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Drive reduction theory

The Power of Motivation: Crash Course Psychology #17
2:45 - 3:39 mins
https://www.youtube.com/embed/9hdSLiHaJz8?start=165&end=219

Decline of grand theories of motivation

Will
Philosophical study of the will turned into a dead-end (circular). Explained little about motivation and raised more questions than it answered.

Instinct
Physiological study of the instinct proved to be a dead-end as well. It became clear that “naming is not explaining”.

Drive
Limited scope. Some behaviours occur despite drives (e.g., anorexia). Some behaviours occur due to environmental incentives.

→ Disillusionment with grand theories. However, several other broad motivational principles emerged with some success, including incentive and arousal.

Post-drive theory years (1950s-1960s)

1. Rejection of passive view of human nature and adoption of a more active portrayal of human beings.
2. Motivation turned decidedly cognitive and somewhat humanistic.
3. The field focused on applied, socially relevant problems.

Rise of the mini-theories (1970s)

Grand theories tried to explain full range of motivation, whereas mini-theories limit their attention to:

1. Specific motivational phenomenon (e.g., achievement motivation, flow experiences)
2. Special motivational circumstances (e.g., failure feedback, role models)
3. Groups of people (e.g., extraverts, children, workers)
4. Particular theoretical questions (e.g., relationship between cognition and emotion)

Example mini-theories

- Achievement motivation theory
- Attributional theory of achievement motivation
- Cognitive dissonance theory
- Effectance motivation
- Expectancy x value theory
- Goal-setting theory
- Intrinsic motivation
- Learned helplessness theory
- Reactance theory
- Self-efficacy theory
- Self-schemas
**Contemporary perspective**  
(2000s - present)

Multiple perspectives and voices contribute different pieces of the puzzle of understanding motivation and emotion.

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**Many voices in motivation study**

- Motivation’s new paradigm is one in which 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, etc.

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**Relationship of motivation study to areas of psychology specialisation**

<table>
<thead>
<tr>
<th>Perspective</th>
<th>Motives emerge from...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavioural</td>
<td>Environmental incentives</td>
</tr>
<tr>
<td>Neurological</td>
<td>Brain activations</td>
</tr>
<tr>
<td>Physiological</td>
<td>Hormonal activity</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Mental events and thoughts</td>
</tr>
<tr>
<td>Social-cognitive</td>
<td>Ways of thinking guided by exposure to other people</td>
</tr>
<tr>
<td>Cultural and nations</td>
<td>Groups, organisations,</td>
</tr>
<tr>
<td>Evolutionary</td>
<td>Genes and genetic endowment</td>
</tr>
<tr>
<td>Humanistic</td>
<td>Encouraging the human potential</td>
</tr>
<tr>
<td>Psychoanalytic</td>
<td>Unconscious mental life</td>
</tr>
</tbody>
</table>

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**Brief history of emotion research**

<table>
<thead>
<tr>
<th>Historical scientist</th>
<th>Contribution to emotion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descartes</td>
<td>Emotion — vigorous “upbeat” bodily reaction to a person, object, or event.</td>
</tr>
<tr>
<td>Charles Darwin</td>
<td>Emotions are innate, and serve individual adaptation to environmental challenges and opportunities.</td>
</tr>
<tr>
<td>William James</td>
<td>First theory of emotion as a temporary psychological state.</td>
</tr>
<tr>
<td>Silvan Tomkins</td>
<td>Cross-cultural research showing that facial expressions of emotion (and hence emotions themselves) are culturally universal.</td>
</tr>
<tr>
<td>Carroll Izard, Paul Ekman</td>
<td>Cognitive appraisal theory of emotion.</td>
</tr>
<tr>
<td>Richard Lazarus</td>
<td>Cognitive appraisal theory of emotion.</td>
</tr>
</tbody>
</table>

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**Emotion - Key questions**

- What is an emotion?
- What causes emotion?
- How many emotions are there?
- Are emotions useful or dysfunctional?
- How can we control our emotions?
- What is the difference between emotion and mood?
- What is the relation between emotion and cognition?
- What is the relation between emotion and motivation?
Summary:
Grand theories gave rise to mini-theories

- Motivation study origins date to the Ancient Greeks.
- Mind-body dualism guided motivation thinking, leading to grand theories about Will, Instinct, and Drive.
- Limitations in grand theories lead to their decline and gave rise to mini-theories focused on specific phenomena.
- Contemporary perspectives emphasise multiple motivational influences, including the active role of the person, role of cognition, and applied, social relevance.
- Emotion study paralleled and complemented motivation study but remains a young, incoherent, and largely pre-paradigmatic field of scientific study.

References

Overview

- **Topic development** (5%)
  (Due 9am Mon W05)
- **Book chapter** (40%)
  (Due 9am Mon W12)
- **Multimedia** (20%)
  (Due 9am Mon W14)
- **Quizzes** (35%)
  (Due 9am Mon W15)

**Assessment task skills**

- **Motivation & Emotion**

**Why are we doing the assessment this way?**

**A vision of students today**

(Michael Wesch, 2007)

Why are we doing the assessment this way?

**Topic Development + Book Chapter**

**Book chapter**

Author an online book chapter about a unique, specific motivation or emotion topic.

- **Learning outcome**: Integrate theory and research to explain a specific motivation or emotion topic and apply it to everyday life
- **Professional**: Research, write, and share a public wiki page about an applied psychological topic.
- **Global citizen**: Work collaboratively and openly in an online global virtual space.
- **Life-long learner**: Develop confidence and skills in developing open educational resources.

**Topic development**

- **Sign up to an available topic**:
  - One assigned author per topic
  - Sign up by editing the table of contents, adding your Wikiversity user name, and publishing
- **Negotiate topic**: Email the convener:
  - Title
  - Subtitle (in the form of a question)
  - Wikiversity user name
  - How it is different from previous topics
- **Topic selection should be made by the end of Week 2.**
What is a wiki?

[Wiki in plain English](https://www.youtube.com/watch?v=-dnL00TdmLY) 3:53 mins

Wikiversity skills (covered in tutorials)

- Registration and logging in
- User page
- User talk page
- Editing and saving
- Edit summaries & page history
- Resource talk pages
- Watching pages
- Preferences

Wikiversity skills

Visual editor vs source editor
Text formatting: bold and italic
Bullet-points and numbered lists
Internal and external links
Images (finding, embedding, formatting)
Tables
Feature boxes
Quizzes

Wikimedia Foundation

Non-profit organisation which supports sister projects including:

- Wikipedia
- Wikiversity
- Wikibooks
- Wiki Commons
- Wikinews
- Wikiquotes
- Wikispecies etc.

Example book chapter – Illicit drug taking at music festivals:

What motivates young people to take illicit drugs at music festivals?

[Example book chapter – Illicit drug taking at music festivals](https://en.wikiversity.org/wiki/Motivation_and_emotion/Book/2016/Illicit_drug_taking_at_music_festivals)

Wikipedia – An investment for your future; your children’s future

[An investment for your future; your children’s future](http://www.youtube.com/watch?v=WghdsOz9KwA) 4:09 mins
**Example book chapter – Phobias:**
What are phobias and how can they be dealt with?

[https://en.wikiversity.org/wiki/Motivation_and_emotion/Book/2019/Phobias](https://en.wikiversity.org/wiki/Motivation_and_emotion/Book/2019/Phobias)

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**Topic development guidelines**

**Detailed guidelines:**
[https://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Topic](https://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Topic)

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**Book chapter guidelines**

**Detailed guidelines:**
[http://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Chapter](http://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Chapter)

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**Multimedia**

Record and share an online presentation about the key problem(s) and answer(s) to a unique, specific motivation or emotion topic.

- **Learning outcome:** Integrate theory and research to explain a specific topic.
- **Professional:** Create a publicly viewable and multimedia presentation about an applied psychological topic.
- **Global citizen:** Address a global audience in an online recorded presentation.
- **Life-long learner:** Develop personal confidence and skills in creating and sharing online multimedia presentations.

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**Multimedia options**

- Slides with audio
- Screencast
- Webcam / Video
- Animation
Multimedia – Simplest method

Screencast
Create slides then record with voiceover using tools such as:
■ Screencastify (Chrome add-on)
■ Zoom
■ etc.

Example multimedia – Dark humour:
Why do we enjoy dark humour?

Example multimedia – Methamphetamine and emotion:
What is the effect of methamphetamine on emotion?

Multimedia steps
■ Create a plan to communicate the key, take-home messages
■ Create visuals (e.g., slides)
■ Develop script
■ Register account(s) (e.g., YouTube)
■ Record and share
■ Include attributions and license
■ Add links between: book chapter ↔ multimedia

Multimedia guidelines

Detailed guidelines:
http://en.wikiversity.org/wiki/Motivation_and_emotion/Assessment/Multimedia

Quizzes
Quizzes
17 online quizzes – one quiz per textbook chapter.

■ **Learning outcome**: Identify major motivation and emotion principles and integrate theory and research.

■ **Professional**: Develop a broad understanding of current psychological science knowledge about motivation and emotion.

■ **Life-long learner**: Develop self-organisation and self-study skills.

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Quizzes timeline

- Mod 1 - Wk 01-02 - Quiz 01, 02
- Mod 2 - Wk 03-04 - Quiz 03, 04, 06, 07
- Mod 3 - Wk 05-06 - Quiz 05, 08, 09, 10, 11
- Mod 4 - Wk 07-09 - Quiz 12, 13
- Mod 5 - Wk 10-11 - Quiz 14, 16
- Mod 6 - Wk 12-13 - Quiz 15, 17

Quizzes close Week 15 Mon 9am

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List of quizzes

- 01: Introduction
- 02: Motivation in Historical Perspective
- 03: The Motivated and Emotional Brain
- 04: Physiological Needs
- 05: Extrinsic Motivation
- 06: Psychological Needs
- 07: Implicit Motives
- 08: Goal Setting and Goal Striving
- 09: Mindsets
- 10: Personal Control Beliefs
- 11: The Self and Its Strivings
- 12: Nature of Emotion
- 13: Aspects of Emotion
- 14: Individual Emotions
- 15: Growth Motivation and Positive Psychology
- 16: Unconscious Motivation
- 17: Interventions

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Quiz study skills

- Read chapter
- Listen to lecture
- Complete tutorial
- Up to 2 attempts - average mark used.
  - If you don't do as well as you'd like 1st time, study some more, and re-sit the quiz.

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Quizzes close Week 15 Mon 9am

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How to get help

- Drop-in 30 mins before and after lectures and tutorials
- UCLearn Discussions
- Wikiversity talk pages
- Twitter: #emot21
- Email
- Study Skills - e.g., studiosity

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