

## Motivation: Theoretical and Applied Issues

### Overview

In Units 1 and 2 the discussion focused on psychology as the scientific study of human behaviour. The research methods favored by psychologists to undertake studies on various aspects of human behavior were identified, illustrated with examples and critically. The data collected using the research methods documented in Unit 2 can assist psychologists to develop and refine their theories, concepts and their guiding principles. In Part Two of PSYC 1000 we turn our attention to an important sub-discipline within psychology, namely social psychology which regards behaviour as a function of the personality and the environment or the social context.

Unit 3 comprises three sessions. It is relevant to place the study of motivation in the context of social psychology. Therefore, in Session 3.1 it is necessary to first distinguish between psychology and social psychology, to define the parameters of social psychology and to provide an overview of the theories of social psychology. The foundational material on social psychology is integral to the detailed examination of motivation in Unit 3, emotion in Unit 4 and social influence in Unit 5. An introduction to social psychology will be covered in Session 3.1. In Session 3.2 the theoretical underpinnings of motivation will be presented and in Session 3.3 an applied approach is taken to explore why Caribbean youths appear to be de-motivated; the consequences of de-motivation for pro-social and anti-social behaviour; and finally to consider some programs, policies and interventions that could be used to reduce the current high incidence of drug and alcohol use among school aged children and in adults.

What is motivation? Why is it important to examine the motives of individuals or groups? The term motivation is derived from the Latin word *motivus* which literally means 'a moving cause'.<sup>1</sup> At some time or another we have all asked ourselves questions such as 'Why does that person behave in such a way?' 'What does s/he hope to gain by being anti-social?' These questions imply that there is an underlying perhaps hidden reason that drives behaviour. By asking these questions it is acknowledged that there are reasons for exhibiting a particular behaviour or displaying specific attitudes. This unit takes an applied approach to examining motivation by bringing to your attention relevant Caribbean articles. For example, Charles (2010) discussed skin bleaching in Jamaica within the context of **self-esteem**, racial self-esteem, and black identity transactions. Self esteem

<sup>1</sup> Source Encyclopaedia Britannica <http://www.britannica.com/EBchecked/topic/394212/motivation>

is defined as ‘The degree to which we perceive ourselves positively or negatively.’ (Baron, Branscombe & Bryne, 2009, p 466) As this unit progresses you will recognize that self-esteem is a major social psychological concept and that the social psychological theories outlined in this unit will help you to understand what motivates Caribbean citizens to alter their appearance through artificial means. The influence and prevalence of criminal gangs and the gang sub-culture is examined within the context of the **need for affiliation**, the **need for power** and the concept of self esteem. Drug and alcohol use is also linked to issues of self-esteem and the need for social approval by one’s peers.

The coverage area for this unit speaks to competencies YDWCYP0263 ‘Enable young people to become active and responsible citizens, YDWCYP0323 ‘Assist young people with their personal development plans’ and YDWCYP0383 ‘Assist young people to capitalize on opportunities and review their progress.’ You will be encouraged at all times, but particularly during the activity tasks, to reflect upon and to apply what you already know about human social behaviour – your perceptions and intuitive knowledge – to the task at hand. As you are aware, the concepts written in bold font are defined in the Glossary of Terms which appears at the end of the unit.

### *Competencies*

1. YDWCYP0263: Enable young people to become active and responsible citizens.
2. YDWCYP0323: Assist young people with their personal development plans.
3. YDWCYP0503: Assist young people to capitalize on opportunities and review their progress.

**Key Concepts in Unit 3:** self-esteem, motivation, drive, need, incentive, internal and external locus of control, mastery, achievement, social motives, psycho-social motives, functional motives, learned helplessness, sex, aggression, perseverance; intrinsic motivation, extrinsic motivation, amotivation, subjective motivation.

### *Structure of the Unit*

This Unit is divided into three sessions as follows:

Session 3.1: Setting Motivation in the context of Social Psychology and Social Psychological Theories

- Defining social psychology.
- Foundational Social Psychological Theories

Session 3.2: Theoretical Underpinnings of Motivation

- Theoretical underpinnings of motivation.
- Mechanisms of motivation.
- Theories of motivation
- Factors that influence motivational levels.
- Drivers of sex and aggression

### Session 3.3: Motivation and Applied Issues

- Motivation and Applied Issues
- Why are youths de-motivated?
- Consequences of de-motivation for pro-social and anti-social behaviour.
- Policies, programs and interventions to reduce risk factors and to enhance protective factors.

## Unit 3 Learning Objectives

By the end of this unit learners would be able to:

1. Explain the distinction between psychology and social psychology;
2. Identify and summarize the main points of the essential readings identified in the unit;
3. Articulate the merits and demerits of the social psychological theories documented in this unit;
4. Link social psychological theories discussed in Unit 1 to the theories of motivation;
5. Explain the mechanisms of motivation in the unit activities;
6. Conduct web searches of the relevant literature to assist you with the activity tasks identified in this unit;
7. Discuss and illustrate with examples the difference between pro-social and anti-social behaviour;
8. Utilise the theories and concepts in this unit to develop a policy to motivate youths in your community and to share your ideas in the discussion form;
9. Relate childhood factors to the levels of motivation when reading the articles discussed in this unit;
10. Identify in the unit discussions strategies for encouraging citizenship and civic-mindedness;
11. Administer a measurement scale – The Situational Motivational Scale (SIMS) – to a small sample of respondents as part of the unit activities.

## Session 3.1

# Setting Motivation in the context of Social Psychology and Social Psychological Theories

### Introduction

Part Two of PSYC 1000 *Introduction to Psychology: Social, Developmental and Abnormal* zooms into the sub-discipline of social psychology. In this session the parameters of the discipline are delineated in Figure 3.1, You would recall this Figure from Unit 1. The need for this unique level of analysis will be identified and the main theories as well as the critical **concepts** are documented here. The relationship between motivation and social psychology will also be flagged. It is important to bear in mind that the term **motivation** “generally refers to a driving force that moves us to a particular action.” (Carlson, 1990:404).

### Session 3.1 Objectives

By the end of this session learners would be able to:

1. Identify the uniqueness and potential of each social psychological theory identified in the session for explaining and predicting examples of human social behaviour;
2. Articulate the merits and demerits of the social psychological theories outlined in this session;
3. Relate the concepts of motivation, needs and drives to the social psychological theories and concepts documented in Session 3.1;
4. Develop a plan for motivating persons to leave criminal gangs and share it in the forum discussion.

# Subfields of Social Psychology

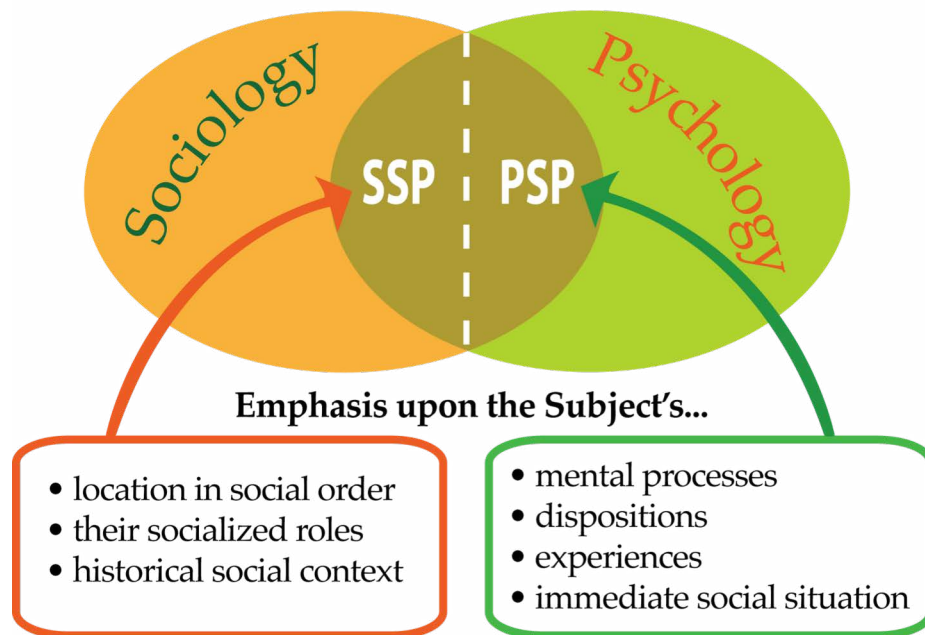


Figure 3.1

Sociology, psychology and social psychology share a common focus, as shown in Figure 3.1. Sociology is the study of human social behaviour, especially the study of the origins, organization, institutions, and development of human society. As you know from Unit 1 psychology can be defined as “The study of the mind and behavior. The discipline embraces all aspects of the human experience – from the functions of the brain to the actions of nations, from child development to care for the aged. In every conceivable setting from scientific research centers to mental health care services, “the understanding of behavior” is the enterprise of psychologists.” This definition can be found at the hyperlink <http://www.apa.org/support/about/apa/psychology.aspx#answer>

Unit 1 discussed the major psychological theories; namely, psycho-analytic theory, behavioural theory, cognitive theory, biological theory, humanistic theory and social psychological theory. You will recall that Freud’s psycho-analytic theory incorporated the concept **motive** in this theory. He claimed that that motives direct behaviour and the symbolic meaning of behaviour. Using data from his patients he argued that psychological symptoms can be interpreted as an expression of unconscious wishes such as sex or aggression. Freud developed the concept of **unconscious motives** to describe motives that are unacceptable to conscious thought but which continue to seek gratification through symbolic or indirect means. Humanistic theory also developed the concept of motive but in a different direction to the position taken by Freud. According to Newman and Newman (1983) the humanistic view focuses on the motives that lead people to develop their talents and to live up to their potential. It values self-fulfillment and views humans as ambitious, constantly striving to grow and to become more than they are at the present time. We shall return to this important point in Session 3.2 and in Session 3.3 of Unit 3.

The discussion of the social psychological approach in Unit 1 was a brief one but to recap, social psychology was defined as the branch of human psychology that deals with the behaviour of groups and the influence of social factors on the individual. Social psychology is a leading discipline in examining the “total person” (Deosaran, 1992, p.15). The discipline focuses on understanding how and why individuals behave, think and feel in social situations. The ‘why’ aspects of behaviour are linked to the motives, drives and needs influencing behaviour. As we progress through the unit you will learn that motives can be both internal and external to an individual, that they can be classified into social, biological and personal motives, and that they can be intrinsic, extrinsic, situational and subjective. Let us examine the mainstream social psychological theories in detail as these theories have a lot to say not only about motivation but also about emotion (Unit 4) and social influence (Unit 5). **Social learning theory, social exchange theory, cognitive theory**, role theory, symbolic interactionism and the biological approach will be critically appraised in the next sub-section

## Social Psychological Theories

Human behaviour is complex and multi-faceted so although social psychology has been working towards comprehensive theories, no single theory has been successful in explaining all of human behaviour. Penrod (1986) stated that two major groups of theories dominate much of social psychology. The first group is loosely termed the social learning and social exchange perspective. The second group focuses on cognitive theories such as our **perceptions** and judgments about our self and other people in social situations. In addition to theories, Penrod identifies more as orientations than formal theories, role theory and symbolic interactionism (Penrod, 1986, p. 21). These two orientations emphasize the sociological rather than the psychological aspects of human life as therefore they do not explain the effects of individual differences and variables on human behaviour. Role theory and symbolic interactionism both emphasize the idea that the thoughts and behaviour of individuals arise from the interactions they have with others, the roles and expectations society has provided for them, and the meaning that they assign to these interactions and roles. Less important to the work of contemporary social psychologists but still interesting and thought-provoking are biological and instinctual approaches. The strengths and limitations of each theory are presented.

### 1. *Social Learning Theory and Social Exchange Theory*

There are several processes by which people learn new things. In Unit 1 you were introduced to the behavioural approach which emphasizes the role of experience in modifying behaviour. The behaviourist B.F. Skinner linked the provision of reinforcement or punishment to the learning process. Specifically, applying a reinforcement or reward increases the likelihood that a targeted behaviour would be repeated in the future. Conversely, punishment reduced the likelihood that targeted behaviour would be repeated on a subsequent occasion. As a refinement of our understanding of how learning occurs it was felt that a significant part of human behaviour is acquired through direct instruction and by observation of other people’s behaviour. Observational learning offers helpful hints to motivate people to behave in positive and functions ways. One common strategy is the creation of mentorship programs using successful persons in society as role



models; for example, sportsmen and women who are regarded as national heroes.

Theorists in support of observational or vicarious learning include Albert Bandura. Children may learn to help one another through the observation of adult models that they have seen. **Prosocial behaviour** can become instilled in children particularly if it is reinforced or encouraged by providing incentives or praise for repeating the behaviour. Social learning theory also explains the development of aggression in children and adults. Negative antisocial behaviour can be acquired through observational learning often via the electronic media, television and the cinema. Safeguards are usually put into place to mitigate such risks. For instance, telecommunication providers of cable and internet services offer guidance on how parents and guardians can alter the settings of these services to block out selected movie channels so that their children are less likely to be influenced by undesirable behaviours. The theory offers an explanation for 'the generational cycle of domestic violence' by illustrating how abused persons or children in turn become abusers.

Social learning theory is not without its limitations and it has been criticized by Penrod (1986) for having a 'black box' orientation to human behaviour. Specifically, what enters the box (the stimulus) is assumed to have the desired effect on what leaves the box (the behaviour) but little concern is given to what actually goes on in the box, such as the recipient's emotions, cognitions and prior experiences. To place this in context, we know that parents try to shape good behaviour in their children using praise, rewards and other **reinforcements**. However, parents are often puzzled and distressed when their 'good' child displays deviant, delinquent or even criminal tendencies more often than good social skills.

Another theoretical perspective which emphasizes reinforcements or rewards to explain human behaviour is social exchange theory (Homans, 1961). This theory assumes that social interactions are based on people exchanging valued commodities ranging from love and affection to power and money. Homans speculated that once one person gives some valued commodity to another the recipient feels some pressure to reciprocate in order to create an equitable exchange relationship. Social psychologists use social exchange theory to explain a range of situations from the informal to more formal negotiation situations such as resolving labour-management disputes and international treaty discussions. Another example is car pooling, often regarded as one of the most cost effective ways for reducing traffic. It is widely used in the Netherlands although successful schemes have been introduced in Mumbai, India and Melbourne, Australia. However, in order to make **carpooling effective**, a majority of the target population must be convinced to change their behaviour, to give up their cars and their independence, for the greater gain of society so that there will be fewer cars on the road, less traffic and reduced global warming due to carbon emissions. The success of carpooling relies on people having similar origins and destinations and travelling at the same time and this may make it an unpopular form of mass transport. Do you think that Caribbean citizens will be sufficiently motivated to exchange personal comfort for a national good?

## **2. Cognitive Theories**

You would recall reading about cognitive theories in Unit 1. Essentially, cognitive theorists criticize the social learning approach to explaining human behaviour and proposed

an alternative, holistic view, which emphasized the role of emotions and cognitions as mediating factors in the stimulus-behaviour relationship. Studies of social cognition demonstrate that people organize their observations of social experiences to make them meaningful and coherent. Therefore, motivating citizens to re-shape their negative behaviours into more positive ones requires a shift in attitudes and attitude change. Both processes are explained within cognitive theory.

### *3. Role Theory and Symbolic Interactionism*

These are regarded as orientations rather than formal theories and are more aligned to sociology than psychology. They have nevertheless been adopted by social psychologists and underlie the design of psychological studies. Role theory and symbolic interactionism provide important explanations of human behaviour. Unlike social learning theory and cognitive theories, these two orientations give little attention to individual determinates of behaviour but emphasize that individuals are both products of the larger society in which they live, as well as contributors to society. The concept of role – the position or function a person occupies within a given social context– is integral to understanding social behaviour.<sup>2</sup> Hence role is a key concept. A person can have simultaneous roles in society – teacher, student, parent, and sibling. Each role has an expectation associated with it and a particular behaviour attached to the role. These expectations can often be quite demanding, often leading to role conflict if persons are motivated to behave in line with one role while ignoring another role. For instance, many career criminals are parents who appear to be more comfortable in the role of ‘criminal’, particularly if their actions are undetected, than in the role of parent and being a positive role model to their children. Symbolic interactionism extends the significance of roles by flagging the importance of the meaning that individuals attach to the roles and expectations found in a culture. These meanings can drive motives.

### *4. Biological and Instinctual Approaches*

Less important than the major social psychological theories but also noteworthy are the biological and instinctual approaches. The primary view is that inborn or innate characteristics control human behaviour. Some theorists suggest that there are genetically programmed aggressive instincts and **altruistic** instincts. This view is consistent with the theory of **socio-biology**. The main proponent is E.O. Wilson (1978) who claimed that behaviour is genetically determined but there is evolution in line with a particular set of genes. Hence, if a gene predisposes a person towards certain kinds of responses such as aggressive behaviour, but aggression is necessary for survival, then the gene of aggression is more likely to be passed on to future generations. Sigmund Freud’s psychoanalytic theory relies heavily on the idea that humans have certain built-in instincts, motives and drives and people are constantly striving to manage their impulses rationally.

<sup>2</sup> It should be emphasized that roles also include expected behaviour and not only those that are assumed to be synonymous with positions in society e.g. wife, husband.



## Summary: *Reflect and Review*

### *Reflect*



#### LEARNING ACTIVITY 3.1 •

In preparation for Session 3.2, please look at the YouTube video on Motivation and Learning. This video links the discussion of social psychological theories to the theories of motivation.

Ktheuer. (2008, Dec 15). Motivation and Learning. [Video file]. Retrieved from

[http://www.youtube.com/watch?v=hQRYcXA\\_vhk&feature=related](http://www.youtube.com/watch?v=hQRYcXA_vhk&feature=related)

After viewing the video presentation please answer the following questions and post your notes in the discussion forum of the Learning Exchange.

1. What is the difference between intrinsic motives and extrinsic motives?
2. List five factors that affect motivation.
3. How can these 5 factors be incorporated into a program to improve the lives of citizens in your country?

This activity is a formative assessment activity and you must respond to the three question in 200 words. **This assignment is due by week 4** and you will receive feedback on your submission from your tutor.

### *Review*

The preceding discussion examined the distinction between psychology (the science of the mind and behaviour) and social psychology (the study of the impact of social experiences on thought and action as well as the impact of thought and action on social experiences). The major social psychological theories include social learning theory, social exchange theory, cognitive theory, role theory, symbolic interactionism and the biological approach. Each of these theories offered a different explanation for the causes of social behaviour and thought. These explanations were linked to a wide range of social, cognitive, environmental, cultural and biological factors. By seeking to scientifically identify the forces that shape feelings, behaviour, and thought in social situations social psychology has a key role to play in understanding the motives and motivations of individuals.

An important objective of this session was to provide the necessary information about the range of social psychological theories that are available to develop your knowledge base and skill set to achieve among other competencies, competency YDWCYP0263, YDWCYP0323 and YDWCYP0503. The social psychological theories presented in Session 3.1 provide the context for learners to think about the topic areas that must be covered to achieve the aforementioned competencies. For example, a skill set associated with competency YDWCYP0263 is the ability to enable young people to understand the effect of their actions on other groups and individuals. This point demonstrates social psychology in action. Learners are also expected to understand why it is important to

build young people's confidence in their ability to influence the situations in which they operate. It is equally important to recognize that the acquisition of attitudes and values is related to motivation, emotions and social influence. Sustainable human development is linked to behaviour change through the life cycle. Competency YDWCYP0503 seeks to promote positive behaviour and to ensure that behaviours that are deemed appropriate are identified and highlighted as examples. This suggests that behavioural change can occur by offering positive role models as an inspiration to at risk groups.



### *Key Points*

1. Social psychology offers a scientific method for examining and considering how individuals become a product of society and in turn shape society.
2. We looked at mainstream theoretical approaches – social learning theory, social exchange theory, cognitive theory, role theory, symbolic interactionism and the biological approach.
3. Each theory and orientation stresses a different aspect of behaviour as human behaviour is a very complex phenomenon that defies a single explanation mainly because it is wide ranging and can vary from situation to situation as well as across the life span.
4. The concept of motivation is a key one in psychology. It is mentioned in at least two prominent theories – psychoanalytic theory and humanistic theory.

## Session 3.2

# Theoretical Underpinnings of Motivation

### Introduction

In this session the role of motives and motivational levels on various types of behaviour will be elaborated upon. The study of motivation is the examination of factors that account for the “direction, vigor and persistence of action.” (Atkinson, 1964 as cited in Newman & Newman, 1983, p. 97) This definition assumes that behaviour is not random, purposeless or goal-less. Instead, action is goal directed, there is direction to the behaviour and there is persistence of action until the desired goal is obtained. It is important to recognize that motivation has an intangible quality to it because it cannot be directly observed, but only inferred. For instance, a 9 year old student might be seen to be very diligent at school and at home, replacing leisure activities with revision of school work. What can possibly be the driving force for such goal-directed and persistent behaviour? It might be the need to perform well on an entry level test for secondary school at age 11 years or it might be the fact that the child’s parents offered a trip to Disney Land in Florida USA during the summer holidays as a reward for good performance in the term test. Perhaps the child has decided to become a doctor and is working toward this goal from an early age. One would not know the true motive underlying the behaviour unless one asked the child and or the child’s parents about the behaviour observed. An opposite situation can occur when dedicated parents provide a conducive and rewarding environment for their 9 year old child as an incentive to performing well in school. However, these inducements may be insufficient to motivate the child to acquire and to maintain the good study habits required to achieve the stated goal. What does psychology and social psychology have to offer in terms of explanation and solutions for motivating citizens but particularly young people? A scientific understanding of the theoretical and conceptual framework of motivation can transform disinterest into determination in persons who are deemed to be at risk of falling through the support system provided by society, such as the educational system.

### Session 3.2 Objectives

By the end of this session learners would be able to:

1. Define motivation;
2. Distinguish between intrinsic and extrinsic motives;
3. Discuss the various types of motives listed in the session;
4. Discuss the theories underlying motivation presented in the session;
5. Identify the factors that influence motivation in the unit activities;
6. Develop an action plan for transforming de-motivated youths into motivated ones and document it in the discussion forum in the course site.

## Mechanisms of Motivation

Identifying the mechanisms of motivation requires consideration of first, the relationship between arousal, needs and drives; second, the three groups of motives; namely, biological motives, social motive, and motives for personal development; and third, recognizing that drives may have a physiological origin or may be acquired. Newman and Newman (1983) stated that some drives have an ideological basis that creates the **arousal** that motivates an individual or a group of individuals to behave in a particular way. One can think of acts of terrorism which have their origins in dogmatic ideological beliefs by terrorists who take action that leads to mass murder. **Needs** are related to drives. The term need can refer to an early state of physiological deprivation (Newman & Newman, 1983). The need for the basic requirements to sustain life such as food, water and oxygen leads to arousal and goal-directed activity. The energizing, motivational state accompanying a need is referred to as the **drive**. For instance, workaholics may be driven by their need to succeed and their fear of failure. Drives sustain behaviour and when the goal has been achieved there is usually a reduction in the drive that is commonly referred to as reduced motivational levels. Newman and Newman cautioned that a drive is merely a psychological construct. That is, a concept that was constructed or developed to explain a particular point. Like motives, drives cannot be seen, only inferred by certain behaviours. One can infer the strength of a drive from two factors. (1) The length of time a person or an organism has been deprived and (2) the intensity with which the person or the organism behaves to make up for its deprivation. This explanation suggests that the deprivation state is the need while the force propelling the person to satisfy its need is the drive. It is important to recognize that needs do not always result in drives: anorexics need to eat but are not motivated to do so. Hence they lack the drive to eat.

Each group of motives (biological, social and personal) offers a different approach to understanding the processes underlying motivation. Among the biological motives identified by Newman and Newman (1983) are the need for air, water, food, sex, to avoid tissue injury and pain, sleep, exercise and to need to eliminate bodily waste. It has been argued that needs do not exclusively originate from biological sources as they can also be social and they can be acquired (Dollard & Miller, 1950 as cited in Newman & Newman, 1983, p. 299). Human beings are social animals and socio-biologists make a strong case for the argument that the basis for human social motivation is evolutionary and it is part of our genetic makeup. One can debate whether social motives are instinctive or acquired but what is not disputed is the fact that motives direct and organize human behaviour. Acquired drives can be learned through repeated exposure to certain kinds of reward. For instance, some people claim to drink champagne not because it is their preferred drink but because these persons have a **need for affiliation**, social acceptance or social approval. Social deprivation can also fuel certain drives; for example, persons born into poverty may over compensate later in life by engaging in conspicuous consumption when their financial circumstances improve. Newman and Newman noted that, with the exception of periods of withdrawal or reserve, the need for affiliation maintains its vigour over the lifespan. Infants appear to be happy to initiate contact by smiling and to participate in social relations. This continues throughout childhood, adolescence and early adulthood and in late adulthood “the ability to maintain an intimate relationship with another person remains an important source of self-esteem.” (Newman & Newman, 1983, p. 310) In order

to prevent depression and to maintain good mental health the authors suggested that as people become older they need to have companions who share their values and their memories of the past. This becomes even more essential when elderly persons lose their partner or spouse. It is suggested that pro-social behaviour such as altruism have their source in the need for affiliation.

The **need for power** is regarded as a social need. The need for power is defined as concern over controlling the means of influencing the behaviour of another person or as a desire for establishing, maintaining, or restoring power. Characteristics associated with the power motive include opting to be a candidate for organizational positions and elections; choosing a professional career, visibly seeking publicity, participating in sports, and preferences for conspicuous consumption. The power motive has also been used to explain gender relations, domestic violence and spousal abuse. In the Caribbean region there is concern over the extent to which the criminal gang culture is drawing in and retaining the region's youths. It seems likely that youths join gangs to satisfy their need for power and the need for affiliation. You have the opportunity to research, read and discuss this point in activity 3.2.



### LEARNING ACTIVITY 3.2 •

Please read the following articles which illustrate the power of criminal gangs in the Caribbean

Smith-Edwards, A. (2012, April 6). Gangs dismantling major factor in crime reduction in Jamaica, says Police Commissioner, Caribbean News Now!

<http://www.caribbeannewsnow.com/headline-Gang-dismantling-major-factor-in-crime-reduction-in-Jamaica,-says-police-commissioner-10436.html>

Caribbean Human Development Report (2012). Chapter 3 Reducing the Contribution of Street gangs and Organized Crime to Violence.

[http://hdr-caribbean.regionalcentrelac-undp.org/files/Chapter3\\_Caribbean\\_HDR2012.pdf](http://hdr-caribbean.regionalcentrelac-undp.org/files/Chapter3_Caribbean_HDR2012.pdf)

1. Using the discussion in Unit 3 how can you explain the creation of criminal gangs in your country of residence? (100 words)
2. What can be done to motivate gang members to give up gang membership and to pursue legitimate activities? (200 words)

This is a formative activity. Post your comments in the discussion forum of the learning exchange and reply to the post of two of your colleagues. **This assignment is due by week 4.**

## Motives for Personal Development

It has been suggested that people do not feel satisfied for very long with their accomplishments of their past. With each accomplishment individuals who seek personal development set other goals and find other challenges. "The characteristic of striving to move beyond the status quo to new levels of achievement or fulfillment is what we

mean by motives for personal development.” (Newman & Newman, 1983m p. 314) Two motives, the need for mastery and the need for achievement, contribute to the motive for personal development. **Mastery** is the motive to perceive the self as an effective agent in the environment while **achievement** is a goal-directed motive which pushes individuals to achieve excellence often in sports, in academia and in business enterprise. Newman and Newman described the need for mastery as “a force toward effective action.” (Newman & Newman, 1983, p. 314) The authors noted that the motive is strengthened by feelings of pleasure that are associated with successful action. The person’s need to produce an effect on the environment is a source of energy that organizes and focuses behaviour. The goal of the motive is mastery over environmental challenges.

Examples are provided of the motive of mastery throughout the lifespan; for example, infants who insist on feeding themselves even though their movements are not sufficiently co-ordinate to allow them to successfully achieve this task. The need to exhibit independence or competence appears to be the overriding goal. The psychologist Susan Harter (1978) expanded upon the concept of competence by noting that there are two dimensions to the competence motive: one is striving to overcome or master the challenge, the other is actively seeking out challenges to overcome. The latter is described in terms of a curiosity trait or an exploratory trait in humans. Persons who actively seek out challenges are described as ‘high explorers’ while low explorers are less inclined to seek out challenges. Harter believed that socialization factors can increase or decrease the strength of the motive for mastery. The basic attitude toward competence is established between the ages of 8 to 12 years and during this phase of development the approval or disapproval of parents towards their children matters a lot to children. You would recall the discussion of social learning theory and specifically, the work of the eminent theorist Albert Bandura. Bandura’s theory offers an explanation of the development of personal mastery. Bandura indicated that participant modeling increases a person’s sense of mastery. In this process an individual observes a person undertaking a task, participates with the mentor to undertake the task, and eventually learns the strategies necessary for successful completion of the task. At the end of the learning process the individual can successfully repeat the task on his or her own. Bandura makes an important point about mastery that is very relevant to the successful completion of this course. Bandura’s research evidence suggests that the motive for mastery is maintained by dividing a large, time-consuming task into smaller sub-goals. Each sub-goal provides feedback about success or failure that helps to provide strategies for successes to complete the total project. Following Bandura’s advice will ensure your success in PSYC 1000.

### *Achievement Motivation*

The need for achievement is an internal state of arousal that leads to vigorous, persistent, goal-directed behaviour. This occurs when a person is asked to perform a task which can be judged against some standard of excellence that may be defined by the person or by others. A common example is performance in examinations that mark scholastic excellence. However, there are differences between people in the strength of the achievement motive and these individual differences have been linked to parental child rearing practices as well as parental involvement and support. An indication of the significance and relevance of parental influence to children’s achievement motivation was described in the preceding



paragraph with respect to development of the attitude towards competence. Newman and Newman (1983) stated that children who show strong achievement benefit from the following:

1. Early and continuing encouragement for achievement.
2. Encouragement for exploration and investigation.
3. Praise and reward for achievement efforts.

Similar to the arguments in the preceding discussion outlined by Bandura's social learning theory, role models who show children how things are done or who express satisfaction in their own achievements help children establish a motive for achieving success. Some parents are more supportive than others in the development of the achievement or growth motive in their children or wards. Bandura's social learning theory and the linkage between modeling and motivation are key elements of intervention programs for citizens and youths in crisis. Motivational goals are also associated with environmental conditions. For instance, indigent citizens (citizens who are so poor as to lack the essentials) are likely to possess motives related to daily survival such as the need for food, water and shelter and to play less emphasis on the need for scholastic achievement and mastery.

The preceding paragraphs identified some of the key factors that affect motivation. These related to individual difference factors, the role of the environment including socialization and child-rearing practices, and personal traits to be curious of high explorers. In order to place the theoretical evidence and discussion on motives and the mechanism of motivation in a contemporary perspective, the article by Anderson-Fye (2010) titled *The Role of Subjective Motivation in Girls' Secondary Schooling: The Case of Avoidance of Abuse in Belize* will be examined. The relevant points made by Anderson-Fye are summarized below but you are strongly encouraged to read the article in its entirety which is placed in the Unit 3 folder in the Resource Section of the Learning Exchange. This article contains vital information in the use of the longitudinal design which was covered in Unit 2. Although Anderson-Fye did not specify what was meant by subjective motivation within the context of the study another author offered the following view,

*"What is important in motivation is the way a person as an individual sees and confronts the world, the meaning the world has for him/her. The explanation of motivation then lies not in past reinforcement or in past energy overload, but in our present involvement in the world and our view of that involvement."* (Rummel, 2002)

In the study conducted in Belize by Anderson-Fye (2010) the author analyzed the data from a longitudinal study conducted between 1996 and 2001 which reported that young women made considerable strides in enrollment in and completion of secondary schooling. It was suggested that these secondary school girls' subjective motivation played a key role in their educational experiences during the late 1990's. Specifically, many of the young women in this study saw education as a route to independence, or as a way to avoid perceived or actual gender-based mal-treatment for themselves and their future children. Anderson-Fye felt that this 'push' factor in concert with the 'pull factors' such as increased economic opportunities for young women with high school diplomas lead to increased educational outcomes for girls, self respect, status and material benefits of a good job. The contributions of the study to the existing literature are listed.

1. First, the importance of examining the role of subjective experiences underpinning motivation towards educational achievement. That is, how the improved academic achievement benefited the girls in the short and long term.
2. Second, the recognition that gender-based violence can impact upon education aspirations and achievements of girls and young women in Belize and globally because reduced opportunities for social mobility make one more vulnerable.
3. Third, the value of utilizing a methodological approach that included within the longitudinal design an ethnographic study and self reports by subjects.

A key point made by the author relates directly to policy planning and implementation. “While national policy is crucial in setting tone and standards, local implementation and uptake of policies are also key.” (Anderson-Fye, 2010, p. 198)

## Theories of Motivation

It is relevant to consider theories of motivation because the information provided enables identification of the motives that are believed to be the most relevant to human psychology. As psychologists we need to be able to explain the extent to which motives are constant, or the degree to which they are subject to change. It is equally useful to understand how much control people have over the motives that influence their behaviour. The impact of these probing questions can be illustrated in the motives that drive criminal or deviant behavior. Understanding the motives underlying criminal or deviant behaviour is usually the first step to be taken when designing targeted policies, plans, strategies and interventions to address specific problems. For example, Andrews and Bonta (2006) posed the question about men who batter – Are they made from the same cloth as regular criminals? The authors cited data by Pan, Neidig and O’Leary (1994) which identified the risk factors or motives that lead to conflictual relationships. The study was conducted with 14,000 army personnel from 38 bases across the United States and the findings indicated that the drivers of marital conflict were marital stress, alcohol or drug abuse, depressive symptomatology, age (being younger) and income (lower). Andrews and Bonta stated that it is possible that the failure of treatment programs could be the result of inappropriate treatments. Andrews and Bonta also gave the example of the treatment used for managing sex offenders. “One approach to managing sexual recidivism involves decreasing deviant sexual arousal. Because high levels of the male hormone testosterone are assumed to be associated with high levels of sexual arousal, reducing testosterone levels has been targeted in biologically based treatments. There are two ways of doing this – through physical castration or through so-called chemical castrations.” (Andrews & Bonta, 2006, p. 435)

How does the aforementioned empirical evidence relate to the theories of motivation? There are two opposing views of motivation: Freud’s psycho-sexual theory of motivation and Allport’s theory of functional autonomy of motives. A fairly new explanation for the mechanisms of motivation is self-determination theory (Deci & Ryan, 1985).

### *Sigmund Freud's Psychosexual Motives*

As you would recall from the discussion on psychological theories in Unit 1, the two motivation systems that Freud identified as having the most impact on behaviour are sexuality and aggression. Newman and Newman (1983) claimed that these are called the life instinct and the death instinct, respectively. Freud used the term **instinct** to refer to an innate force that predisposes a person towards a particular behaviour. Instincts are regarded as part of a person's biological structure rather than as a product of learning. The logical extension of Freud's view of behaviour is that human action is influenced by powerful forces that are not under the control of that person and that this instinctive behaviour is devoid of choice or reason. Within a human development perspective Freud's psychosexual theory proposes that new objects of sexual and aggressive satisfaction are expressed in new patterns of interpersonal relations and new forms of mental activity. One of Freud's most controversial arguments is that in the beginning of infancy children have strong sexual and aggressive impulses. "If as a baby experience with sucking is limited, the person may retain a strong need for oral activity later in life. Such a need may appear in the form of a habit such as smoking or taking too much." (Newman & Newman, 1983, p. 318) In the adolescence phase of the lifespan there is a convergence of biological and socio-emotional maturation which permits the total expression of sexual impulses in a heterosexual, loving relationship. According to Freud a person learns strategies for challenging impulses into activities or fantasies however, this ability depending on the person's age and the range of culturally acceptable behaviours to deal with motives that originate in sex and aggression.

### *Gordon Allport's Theory of The Functional Autonomy of Motives*

You would recall that Gordon Allport was listed as a significant proponent of humanistic psychology in Unit 1. In Unit 1 it was stated that the humanistic approach focuses on the uniqueness of individuals and the subjective experiences of the self; the emphasis is on understanding the ways in which people define and live out their lives; and the key to understanding human behaviour is individual choice and responsibility. Allport's theory of motivation was developed in 1955 and refined in 1968. It is linked to his theory of personality and the role of the self which he called 'proprium'. Allport regarded the self or the proprium as a source of problem-solving and long-range planning for life goals. The implication of this definition of the self is to emphasize the forward-moving nature of human beings. Newman and Newman (1983) explained that in Allport's theory people are assumed to set goals, to make choices, to analyze situations and to influence the outcome of their own development. These processes are considered to be conscious, rational, and purposive. This forward-looking view of the self is what Allport called the **functional autonomy of motives**. Specifically, this means that, "a given activity may become an end or goal in itself in spite of the fact that it was originally engaged in for some other reason." (Allport, 1961 as cited in Newman & Newman, 1983, p. 319) What this suggests is that even if aspirations of goals begin in the service of biological or survival needs, those needs do not necessarily continue to be the energizing force behind the behaviour. This process occurs in the same way that acquired drives occur. To illustrate the point, a person who neglects exercise may be told by a doctor that he or she must jog 3 miles daily in order to avoid being hospitalized for diabetes. If the person enjoys this moderate exercise

to the extent that he or she is inspired to join a gym, workout daily, swim three times a week, and also volunteers to give school presentations about the benefits of a healthy diet and regular exercise, then this person shows signs of having an acquired drive for health care and longevity that exceeds the original need. The person is motivated more by the pleasure of exercising than the need to exercise. Within Allport's framework the concept of functional autonomy of motives implies that motives are flexible and subject to change. Moreover, the same behaviour can be directed by different motives in different persons. For instance, Trinidad and Tobago homicide data reveal various motives why people killed another person. In domestic homicides the motives recoded by the police indicate that jealousy was a primary motive while in gang/drugs related murders the most commonly recorded motive was revenge. (Hood & Seemungal, 2006) Similar motives may also be expressed differently; for example, a philanthropist who is generous and believes in freely distributing resources to the community and a similarly minded person who possesses a 'Robin Hood' mentality and views his armed robberies not as a crime but as a way of re-distributing the wealth in society.

### Self-Determination Theory – Deci and Ryan (1985)

In addition to the traditional explanations for motives and the mechanisms of motivation offered by Gordon Allport and Sigmund Freud, prominence is given to self-determination theory in some academic articles (e.g. Guay, Vallerand & Blanchard, 2000). The authors noted that Deci and Ryan identified several types of motivation which vary according to their inherent levels of self-determination. Self-determination involves a true sense of choice, a sense of feeling free in doing what one has chosen to do. This is similar to the choice that you made to pursue this study programme and enroll in this course. Listed on a continuum from high to low levels of self-determination, these motivations are **intrinsic motivation**, **extrinsic motivation**, and amotivation. As pointed out previously, *intrinsically motivated* behaviors are those that are engaged in for their own sake, in other words, for the pleasure and satisfaction derived from performing them." (Guay, Vallerand & Blanchard, 2000, p. 176). The framework of self-determination theory is more aligned to the humanistic theory of psychology than Freud's psycho-analytic theory with its emphasis on psycho-sexual motives. An important contribution of Deci and Ryan is their identification of a third relevant concept that is a vital part of the discourse on motivation. It is the concept of amotivation, which is similar to the concept of **learned helplessness**. When people experience a lack of contingency between their behaviors and outcomes so that their behaviors are neither intrinsically nor extrinsically driven it is referred to as amotivated behaviors. Learned helplessness is defined as a sense of powerlessness to determine one's own destiny. Self-determination theory suggests that the various types of motivation which have a differential in levels of self-determination produce various outcomes. In theory intrinsic motivation is associated with positive outcomes (e.g., persistence) while negative outcomes such as depressive will stem from amotivation.



### LEARNING ACTIVITY 3.3 •

This activity is designed to test your understanding of the concept motivation and your ability to distinguish between intrinsic and extrinsic motivation.

Please view the YouTube video by Clements, J. (2010, Nov 7). Play the Motivation Game: Intrinsic or Extrinsic? [Video file]. Retrieved from <http://www.youtube.com/watch?v=ayDEtIx2lw&feature=related>

Now identify the intrinsic and the extrinsic motivators that influenced your behaviour in the following situations.

1. Enrollment in this degree programme.
2. Involvement in community activities.
3. Helping a friend in need.

Post your responses in 200 words in the Wiki and you tutor will provide feedback on your submission. You will not receive marks for this activity. The activity is designed as a reflective task but it will also constitute part of your formative assessment. **This assignment is due by week 4.**

In the final subsection of this session the key points from the article by Guay et al. (2000) will be listed. You are strongly encouraged to read the article which is linked to the activity task in Session 3.3.

1. Definition of intrinsic motivation – this refers to performing an activity for itself, in order to experience pleasure and satisfaction inherent in the activity. Intrinsic motivation is usually compared with extrinsic motivation. Extrinsic motivation pertains to a wide variety of behaviors where the goals of action extend beyond those inherent in the activity itself.
2. Situational motivation refers to the motivation individuals experience when they are currently engaging in an activity. It refers to the here-and-now of motivation.
3. Self-determination theory caters for the effects of social factors in terms of their meaning for a person's feelings of competence, autonomy, and relatedness. That is, a social context that offers people the possibility to satisfy their basic needs will lead to self-determined types of motivation (i.e., intrinsic motivation and identified regulation). These points are aptly illustrated in the article by Anderson-Fye (2010) titled *The Role of Subjective Motivation in Girls' Secondary Schooling: The Case of Avoidance of Abuse in Belize* which was previously discussed.
4. Motivation can be measured using several scientifically developed scales and self report measures. For example, the Intrinsic Motivation Inventory (IMI; McAuley, Duncan, & Tammen, 1989). The IMI was developed to assess situational intrinsic motivation. This scale was designed to assess four underlying dimensions of intrinsic motivation in a specific situation, namely interest-enjoyment, perceived competence, effort-importance, and pressure-tension.
5. The reliability of the Situational Intrinsic Motivation Scale (SIMS) was examined empirically and discussed in the article.

## Review and reflect

### Reflect

By zooming into the mechanisms of motivation in this Session the discussion facilitated a greater awareness of the causes of human behavior and why there might be inconsistency in human behaviour across persons and for the same person at different points in the lifespan. The summaries and activities below will assist you to reflect upon and to review the salient points to be remembered in Session 3.2.



#### SELF-ASSESSMENT EXERCISE

Define the following concepts:

1. Need for mastery.....
2. Social need.....
3. Functional autonomy of motives.....
4. Subjective motivation.....
5. Unconscious motives.....
6. Need for affiliation.....
7. Situational motivation
8. Extrinsic motivation

### Review

Motives	Sigmund Freud	Gordon Allport
<b>Kinds of motives</b>	Two instincts: Sexuality and aggression	Infinite variety of motives.
<b>Suitability of motives</b>	Basic motives remain the same throughout life.	Motives are continuously changing.
<b>The operation of motives</b>	Drive reduction.	Drive reduction and growth oriented.
<b>Source of motives</b>	Biological needs.	Source changes. Motives eventually become highly cognitive. Related to plans and goals.
<b>Awareness of motives</b>	Unconscious motives, some of which have been stored since childhood and are not available to awareness, strongly influence behaviour.	Only experiences that are relevant in the present will influence behaviour.

Table 3.2: Summary of Freud's and Allport's views of motivation (as cited in Newman & Newman, 1983, p. 319)





### Key Points

1. Motivation is the inclination to engage in some form of mental activity or observable behaviour. The study of motivation is the study of the factors that account for the direction, vigor and persistence of action.
2. Some motives are not directly observable but can be observed from behaviour.
3. There is a strong relationship between need, drive, arousal and motivation. Hence, deprivation leads to arousal which drives the behaviours that are necessary to fully satisfy the need
4. We looked at two theoretical and opposing approaches to the explanation for motivation – Sigmund Freud's psychosexual motives and Allport's theory of the functional autonomy of motives. Self determination as a theory was also introduced.
5. There are three basic motives: biological, social, motives for personal development.
6. Biological needs relate to food, water and sex.
7. Social motives encompass a wide range of needs that relate to participation in social relationships often referred to as the need for affiliation.
8. The need for power is the need to control and influence the behaviour of others. The power motive is related, amongst other things, to career choices, social relationships, and the need for public recognition.
9. The need for mastery is a force toward effective action. It is push toward growth and increasing competence.
10. Achievement motivation refers to the need to achieve success when presented with a standard of excellence. It is most often aroused in competitive situations which require high-quality performance. E.g. in the Olympic Games.
11. Theorists differ in the role they assign to motivation. Freud and Allport offered competing views on the nature of the motives and how they change over the lifespan.
12. Motivation plays a special role in other topics in this course such as emotion (Unit 4) and Social Influence (Unit 5).

In Session 3.3 the discussion switches to how theories of motivation can be explain real-world situations and more importantly, how knowledge of the role, origin and functions of motives can be incorporated into strategic polices and plans to empower and improve the lives of citizens.

## Session 3.3

# Motivation and Applied Issues

### Introduction

In this brief session we will continue to build on the foundational information presented in Session 3.1 and Session 3.2. We will first consider some of the problems facing Caribbean youths and link what was covered in Session 3.1 and Session 3.2 to finding strategies to empowering citizens, youths and persons at risk. The study of motivation has a great role to play in energizing society towards the creation and adherence of positive values. The success of the region's young persons in sports, scholastic achievement and in entrepreneurial activities demonstrates their potential and ambition. However, other citizens fall in the cracks of society and are labeled at risk. The challenge is to identify ways of re-integrating these persons into society and to re-program these individuals in ways that transform their negative behaviour, attitudes and values into functional and positive ones. Let us consider the nature of the problem as a first step towards finding suitable solutions.

### Session 3.3 Objectives

By the end of this session learners would be able to:

1. Link the concept of motivation described in this Unit to problems exhibited by young people in the readings mentioned in this session;
2. List some of the key points of the readings discussed in this session and be able to apply this knowledge in their professional lives;
3. Be aware of why cultural sensitivities have a role to play in understanding the region's social issues or challenges and creating suitable policies, programs and interventions to redress the challenges;
4. Use the Situational Motivational Scale (SIMS) to test your level of motivation.

### Why are Some Youths De-Motivated?

In his newspaper article titled *'The Uncertainties of Youth'* the Trinidadian social psychologist Professor Emeritus Ramesh Deosaran stated,

"For young people today, looking around, they would likely find their social environment quite erratic, confusingly changing. Whether it is in gender and domestic relations, culture, even in politics and religion, the currents of contradiction can be quite overwhelming for the growing minds of many young people. To put it simply, it should be no surprise if

many of them tell you that it is hard to figure out now what is right or wrong in this society. This is a troublesome matter because if their minds are so confused, then they become quite vulnerable to the drift into deviance.” (Newsday, June 3, 2012, p.10)

In his article Professor Deosaran mentioned the confusing and contradictory signals that adults send to the youths in society. His comments can be applied to any Caribbean society as the region shares a number of social ills. Deosaran stated, “Squatting may be perceived by youths as the ‘correct’ thing to do because in the end they will become ‘regularized.’” The author suggests that there is a common perception by a segment of society that one does not need to work, save and invest in a piece of deeded property: it can be acquired free of charge by squatting on either State land or on private property. He also said “putting up a box of sweeties, cakes and what else on any roadside may be the ‘correct’ thing to do because they could claim they ‘jes making a living.’” The author explained the relevance of his examples by reminding the reader that, “In law, such things are wrong. But they are widespread.” One of the implications of Deosaran’s commentary is that developing national and community policies to empower youths, to raise their level of motivation and civic mindedness is a very good plan. However, in the absence of core positive, law-abiding, national values strategic policies and plans could be ignored by youths or be counter-productive to the intended goals.

### *Consequences of Levels of Motivation for Pro-Social and Anti-Social Behaviour*

In the preceding section Professor Deosaran identified some of the reasons that he believes are responsible for the uncertainties that youths face. It should be borne in mind that self-determined highly motivated young people have made immense strides in the fields of sports, education and business enterprise. Hence, this discussion is not an attempt to ignore the ambition of the region’s young people or their self actualizing potential. The purpose of this section is to provide an understanding of why risk and risk taking is associated more with one phase of the lifespan (adolescence) than other mature phases (early and middle adulthood). The points raised here will provide foundational knowledge for Part Three of this course which zooms into the sub-discipline of developmental psychology. More importantly, an understanding of adolescence psychology is the first step towards conducting relevant empirical research to specific problems experienced by young people in your country of residence at a national and at the local government or community level. The second step is to use the data collected to draft targeted policies and interventions to mitigate risk factors. Children in crisis grow up to be young people in crisis and if they are not provided with intervention programs also mature to become adults at risk. Thus the goal of this Unit is to discuss motivation in general terms and then to apply the principles, theories and concept to programs that could transform disenfranchised citizens to empowered citizens.

Johnson and Malow-Iroff (2008, pp.1-2) discussed in detail the theories and the attendant reasons why adolescents become at risk or engage in risky activities such as promiscuity, gambling, binge drinking, drug taking and crime. These factors are summarized below.

1. Rebellion – adolescents take risks to rebel against adult authority.
2. Problem Behaviour Theory – Adolescents that are engaged in risk taking take multiple risks and do so as a form of their unconventionality.

3. Sensation Seeking – A subset of adolescents possesses a biological pre-disposition to engage in activities associated with heightened physiological arousal. This theory assumes a genetic component to adolescent risk taking.
4. Invulnerability – Adolescents engage in risk-taking behaviour because they see themselves as invulnerable to the potential risks associated with their actions.
5. Conscious decision – Adolescents consciously decide to take risks because they perceive personal benefits from doing so.
6. Immaturity and present orientation – Adolescents take risks because they are not yet mature enough to see the potential risks associated with their actions and because they tend to live in the present moment, making it difficult for them to consider future consequences.

In light of the six theories listed above to what extent is it possible to encourage and motivate youths to choosing a pathway of success and not to be distracted by the anti-social and possibly criminal activities of the present time? The six theories can also be interpreted as the motives that drive adolescent behaviour. Johnson and Malow-Iroff indicated that these theories/explanations/motives can be broadly divided into the risk taking factors that reside within the person (i.e. intrinsic factors) and those that are external to the person (extrinsic factors) that are present in the social environment. The authors introduce the notion that high intensity emotions may be part of the adolescence phase of development and that emotions are also connected to motivation. This linkage will be explored in more detail in Unit 4 titled 'Emotions'.

One of the objectives of this session is to consider how to mitigate risk factors with suitable interventions and programs. Johnson and Malow-Iroff provide some useful ideas to reduce the incidence of drug use and alcohol abuse. This is a problem in schools in Trinidad and Tobago as a reported in a newspaper article dated October 2011 titled *Alcohol, drug use in schools disturbing says Ramadharsingh*. The article can be accessed using the hyper link below. <http://www.guardian.co.tt/news/2011/10/08/alcohol-drug-use-schools-disturbing-says-ramadharsingh>

In this article the results of a survey undertaken by the National Alcohol and Drug Prevention Programme (NADPP) revealed that children as young as eight years are experimenting with marijuana and alcohol. Another survey labeled the Rapid Assessment Survey on tertiary institutions in Trinidad and Tobago revealed that 45 per cent of students admitted they could obtain cocaine easily. Government Minister Ramadharsingh described the findings as disturbing noting that, "It indicated that the average age of first-time use of marijuana, alcohol and cigarettes, is 8, 15 and nine respectively. This means that tertiary level students admitted that their first drug use was at the age of eight years," he said. "Another reality that confronts our young people is HIV and Aids. Young people are made even more vulnerable by deliberate, risk-taking behaviour which often passes for youthful enthusiasm."

The Antigua newspaper in September 2011 also reported the extent to which school aged children are using and abusing drugs and alcohol. That article is titled *Report: Alcohol and marijuana, drugs of choice for students* is available at <http://www.antiguaobserver.com/?p=64721>

A report by the Inter-American Drug Abuse Control Commission (CICAD) found evidence that alcohol and marijuana are the choice drugs among Caribbean secondary school students in 12 Caribbean countries. The study quizzed around 40,000 students in 12 countries with 2,057 from Antigua & Barbuda. Other countries examined were Barbados, Dominica, Grenada, Guyana, Haiti, Jamaica, St Kitts/Nevis, St Lucia, St Vincent and the Grenadines, Suriname and Trinidad & Tobago. The results of the study revealed that “alcohol is a substance that has a very intimate association with the Caribbean region in terms of both its history as well as its culture – the Caribbean being historically a major producer of sugar cane and rum and that its use is generally accepted as a norm for adults in many social settings and as a part of their diet.” In Antigua & Barbuda, students reported using alcohol for the first time at an average age of 11.28 compared to 10.84 regionally. Thirty one per cent of Antigua and Barbudan high school students admitted to binge drinking or having more than five drinks in one sitting. Furthermore, the study points out that a strong link was found between alcohol use and behavioural problems. Specifically, “Students were asked about the number of discipline or behaviour problems that they have experienced during their school years and the responses were categorized as ‘none’, ‘few times’ and ‘frequently’. The results indicate that there is a consistent positive relationship between past year prevalence and behavioural problems. This relationship is such that as the number of behavioural problems increase so too does prevalence of alcohol use.” As in the Trinidad study, marijuana was reported to be the most widely used illicit substance.

The full report can be accessed at <http://www.cicad.oas.org/Main/pubs/StudentDrugUse-Caribbean2011.pdf>

The two studies reported above illustrate that the problem of under age drinking and the use of illegal substances is regional. You are required to conduct your own internet and library research to find suitable policies and programs that can be used to redress the problems reported in the newspaper articles.



#### LEARNING ACTIVITY 3.4 •

You are encouraged to identify other studies that have been conducted on drug use among youths or school children in your country of residence or in the Caribbean region generally. Identify one study that has not been discussed in Unit 3 and post a summary of the findings in the Learning Exchange. You are also required to comment on the posting of two of your colleagues using the findings from the study that you read and posted. The objectives of this activity are first, to train you to compare and contrast data across the region; and second, to give you the opportunity to evaluate and report on data.

**Your Course coordinator/Tutor will inform you when this activity is due**, and you will work in small groups to submit your posting. You will also make a BBC presentation to the class at a date to be announced in the News and Announcement section of the Learning Exchange



In concluding this session, mention is made of some of the interventions identified by Johnson and Malow-Iroff (2008, p. 21) for dealing with the issue of drugs and alcohol abuse in children and adults. These include a school-based prevention program to be introduced to all students starting at a particular age; for example, from age 10 years. The next step is to provide an enhanced, specially tailored program for children located in schools and in communities that are particularly at risk of becoming involved in drugs. The third step is to further target in high risk communities, children and adults who have proven to be delinquent, truant, violent and those with criminal convictions as these activities have strong, positive correlations with drug use and alcohol abuse. Schools are regarded as a secondary agent of socialization while the family network is the primary agent of socialization. Therefore, it is logical to also have family-based interventions in the fight against drug and alcohol use. The United Nations Office on Drugs and Crime (UNODC) offer some ideas for implementation. This information can be accessed by clicking on the link <http://www.unodc.org/unodc/en/prevention/familyskillstraining.html>

In the UNODC document it was suggested that evidence-based family skills training programs are the most effective way to prevent substance use among children and adolescents after nurse home-visitation programs. These programs target the whole family and offer skills-building for parents on monitoring and supervision of children's activities, communication and setting age appropriate limits. Embedded in this document are links to additional resources such as a *Compilation of Evidence-Based Family Skills Training Programs* which offer insights and evaluations to policymakers, non-governmental organizations and others interested in implementing family skills training programs.

You are likely to have your professional knowledge about useful strategies and programs that show potential or that have been evaluated and found to be successful. You are strongly encouraged to post these ideas in the discussion forum for Unit 3 so that we can create and sustain a community of enquiry on the topic using the material covered in Unit 3 as the discussion thread.

## Review and reflect

### Reflect

Session 3.3 was designed to weave together the separate strands of information related to motives, types of motives, levels of motives and mechanisms of motivation documented in Session 3.1 and Session 3.2 into an applied and practical context. By training you to utilise the Situational Motivational Scale (SIMS) and to interpret the data collected from a small sample of persons you would be on your way to developing the competencies associated with this course namely, YDWCYP0263: Enable young people to become active and responsible citizens; YDWCYP0323: Assist young people with their personal development plans and YDWCYP0503: Assist young people to capitalize on opportunities and review their progress. Providing ideas for intervention programs and policies are intended to be used as the foundational ideas for you to build upon as you progress through this course. The competencies are based on a humanistic approach to nation building. Humanistic psychology values self-fulfillment and views humans as ambitious, constantly striving to grow and to become more than they are at the present time. In other words, people are fully capable of rising above their current situation.



At this end of this session you should be more informed that you were at the beginning of the unit about the causes of human behavior, what motivates people and how this relates to real life situations. Contemporary issues affecting young people in the Caribbean region were identified. Professor Ramesh Deosaran explored the topic 'The Uncertainties of Youth' and one can clearly understand the social psychological perspective of the author: youths are influenced by the society and its social influences but they in turn influence society by their negative and positive actions. Through out Session 3.3 the linkages were made to the topic of motivation, to consider why youths are de-motivated, to identify what makes them at risk and to offer tangible solutions to a global problem; namely, drug use and alcohol abuse. A special feature of Session 3.3 was to introduce into the activity task the importance of using evidence driven ideas to design strategies to redress societal ills.

## Unit Summary

Unit 3 focused on the sub-discipline of social psychology and the very important and relevant topic of motivation. Session 3.1 examined the distinction between psychology (the science of the mind and behaviour) and social psychology (the study of the impact of social experiences on thought and action as well as the impact of thought and action on social experiences). This was followed by a critical review of the major social psychological theories. These theories are:

- ◇ Social Learning Theory,
- ◇ Social Exchange Theory,
- ◇ Cognitive Theory,
- ◇ Role Theory,
- ◇ Symbolic Interactionism and The Biological Approach.

In Session 3.2 the emphasis switched to the mechanisms of motivation; the identification of various types of motives (biological, social, personal development) but also ideological; the interplay of needs, arousal, drive, and goal-directed action; and theories of motivation (psycho-sexual motives, theory of functional autonomy of motives and self-determination theory). Understanding and accurately accounting for motives and motivation is challenged by the fact that some motives are not directly observable but can only be inferred from either observing behaviour or the collection of self-reports using scales such as The Situational Motivational Scale (SIMS). The foundational material on motivation in Unit 3 will be further developed in Unit 4 *Emotion* and in Unit 5 *Social Influence*.

Session 3.3 placed the theories of motivation in an applied context to demonstrate social psychology in action. Contemporary issues affecting young people in the Caribbean region were identified. Professor Ramesh Deosaran explored the topic 'The Uncertainties of Youth' and the results of two studies on drugs and alcohol use in schools were presented. You were introduced to the Situational Motivational Scale (SIMS) and encouraged to develop your skills as a researcher in an activity task. Writing your report for Activity 3.3 will serve as a revision task for all that you can remember and understand about the topic motivation. Collectively the scope, range and breath of areas covered in the topic motivation provided an introduction to the discipline of social psychology and provided

the foundational and procedural knowledge that will help you to understand the subsequent units in this course. The activities were designed to help you to reflect on the material presented as a self-check measure of your understanding of the theories, methods and concepts that constitute the framework of the discipline of social psychology. You can now fully appreciate the utility, application and impact of the psychology of motivation.

## References

- Anderson-Fye, E. (2010). The Role of Subjective Motivation in Girls' Secondary Schooling: The Case of Avoidance of Abuse in Belize. *Harvard Educational Review*, 80 (2), 174-287.
- Andrews, D.A. & Bonta, J. (2006). *The Psychology of Criminal Conduct*, N.Y. Lexis Nexis
- Baron, R.A, Branscombe, N.R & Bryne, D. (2009). Chapter 1 Social Psychology: The Science of the Social Side of Life. In *Social Psychology 2009* (12th Ed.) (pp. 2-35). Boston, M.A.: Pearson Education, Inc.
- Boyd, D. & Bee, H. (2012). *Lifespan Development*, 6th Ed. Upper Saddle River, NJ: Pearson Education, Inc.
- Butler, R. (2011, Sep 19). Report: Alcohol and marijuana, drugs of choice for students, *Antigua Observer*. Retrieved from <http://www.antiguaobserver.com/?p=64721>
- Caribbean Human Development Report (2012). Chapter 3 Reducing the Contribution of Street gangs and Organized Crime to Violence. [http://hdr-caribbean.regionalcentrelac-undp.org/files/Chapter3\\_Caribbean\\_HDR2012.pdf](http://hdr-caribbean.regionalcentrelac-undp.org/files/Chapter3_Caribbean_HDR2012.pdf)
- Carlson, N. R. (1990). *Psychology* (3<sup>rd</sup>. Ed.), Needham Heights, MA: Allyn and Bacon.
- Charles, C.A.D. (2010). Skin Bleaching in Jamaica: Self-Esteem, Racial Self-Esteem, and Black Identity Transactions, *Caribbean Journal of Psychology*, 3 (1) 25-39.
- Clements, J. (2010, Nov 7). Play the Motivation Game: Intrinsic or Extrinsic? [Video file]. Retrieved from <http://www.youtube.com/watch?v=ayDEtIx2lw&feature=related>
- Deosaran, R. (1992). *Social Psychology in the Caribbean: Directions for Theory and Research. Essays in the psychology of political power, law, education, race and culture, mental health and youth*. Trinidad: Longman Publishing Company.
- Deosaran, R. (2012. June 3). The uncertainties of youth, *Newsday*. Retrieved from <http://www.newsday.co.tt/commentary/0,161158.html>
- Felmine, K. (2011, Oct 8). Alcohol, drug use in schools disturbing says Ramadarsingh. *Trinidad Guardian Newspaper*. Retrieved from <http://www.guardian.co.tt/news/2011/10/08/alcohol-drug-use-schools-disturbing-says-ramadharsingh>
- Guay, F., Vallerand, R.J. & Blanchard, C. (2000). On the Assessment of Situational Intrinsic and Extrinsic Motivation: The Situational Motivation Scale (SIMS), *Motivation and Emotion*. 24 (3), 2000.
- Hood, R. & Seemungal, F. (2006). A Rare and Arbitrary Fate: Conviction for Murder, the Mandatory Death Penalty and the Reality of Homicide in Trinidad and Tobago, Centre for Criminology, Oxford University. [http://www.deathpenaltyproject.org/content\\_pages/26](http://www.deathpenaltyproject.org/content_pages/26)
- Hogg, M.A. & Vaughn, G.M. (1998). *Social Psychology*. Europe: Prentice Hall.

- Inter-American Drug Abuse Control Commission. (2010). Comparative Analysis of Student Drug Use in Caribbean Countries. <http://www.cicad.oas.org/Main/pubs/StudentDrugUse-Caribbean2011.pdf>
- Johnson, P.B. & Malow-Iroff, M.S. (2008) Adolescents and Risk: Making Sense of Adolescent Psychology, London: Praeger.
- Ktheuer. (2008, Dec 15). Motivation and Learning. [Video file]. Retrieved from [http://www.youtube.com/watch?v=hQRYcXA\\_vhk&feature=related](http://www.youtube.com/watch?v=hQRYcXA_vhk&feature=related)
- Newman, P.R. & Newman, B.M. (1983). Principles of Psychology, Illinois: The Dorsey Press.
- Penrod, S. (1986). Social Psychology (2<sup>nd</sup> Ed.). Englewoods Clifff, N.J.: Prentice-Hall Inc.
- Rummel, R.J. (2002). Understanding conflict and war: Vol. 1: The Dynamic Psychological Field, Chap 19, Motivational Explanation. <http://www.hawaii.edu/powerkills/DPF.CHAP19.HTM>
- Seltzer, R. & McCormick, J.P. (1987). The impact of crime victimization and fear of crime on attitudes toward death penalty defendants. Violence Victims, Summer, 2(2), 99-114.
- Smith-Edwards, A. (2012, April 6). Gangs dismantling major factor in crime reduction in Jamaica, says Police Commissioner, *Caribbean News Now!* <http://www.caribbeannewsnow.com/headline-Gang-dismantling-major-factor-in-crime-reduction-in-Jamaica,-says-police-commissioner-10436.html>
- Sociology Guide <http://www.sociologyguide.com/>
- UNODC (n.d.). Family skills training programme in drug abuse prevention <http://www.unodc.org/unodc/en/prevention/familyskillstraining.html>

## Glossary of Terms Used in Unit 1

Other free access on-line psychology dictionaries are available at the following links

<http://allpsych.com/dictionary/>

<http://www.merriam-webster.com/dictionary/psychology>

<b>Altruism</b>	Behavior that is unselfish and may even be detrimental but which benefits others.
<b>Arousal</b>	Being alert, excited.
<b>Behaviour (n.)</b>	The physical activity of an organism, including overt bodily movement and other physiological processes. The term also denotes the specific physical responses of an organism to particular stimuli or classes of stimuli.
<b>Cognition (n.)</b>	The mental activities involved in acquiring and processing information. A cognition is also an item of knowledge or belief. The term describes the process people use for remembering, reasoning, understanding, and using judgment; the ability to think and make sense out of what is seen, heard, felt, and experienced, in order to solve problems.
<b>Cognitive Theory (n.)</b>	Also called Social Cognitive Theory - An approach to social learning, incorporating findings from research into learning, memory, and social cognition, and focusing on people's thoughts and how they affect social behaviour.
<b>Concept (n.)</b>	A mental representation, idea, or thought corresponding to a specific entity or class of entities, or the defining or prototypical features ( 1 ) of the entity or class, which may be either concrete or abstract.
<b>Drive</b>	An energizing influence created by a need.
<b>Extrinsic motivation</b>	Extrinsic motivation pertains to a wide variety of behaviors where the goals of action extend beyond those inherent in the activity itself.
<b>Functional autonomy of motives</b>	In Allport's theory, a view that activities can become goals that motivate behavior regardless of the motives that may have prompted the activity in the first place.

<b>Hypothesis (n.)</b>	A tentative explanation for a phenomenon, subject to criticism by rational argument and refutation by empirical evidence.
<b>Internal validity (n.)</b>	The extent to which the conclusions of an empirical investigation are true within the limits of the research methods and subjects or participants used.
<b>Intrinsic</b>	Inside, or belonging to something by its very nature; also known as inherent.
<b>Intrinsic motivation</b>	The ability of a particular activity to produce reinforcing effects.
<b>Learned helplessness</b>	A response to exposure to an inescapable aversive stimulus, characterized by reduced ability to learn a solvable avoidance task; thought to play a role in the development of some psychological disturbances.
<b>Motivation</b>	The inclination to engage in some form of mental activity or observable behaviour.
<b>Need</b>	An internal state that corresponds to some form of deprivation.
<b>Need for achievement</b>	The need to succeed in performance against a standard of excellence.
<b>Need for affiliation</b>	A need for social acceptance and approval.
<b>Need for power</b>	A need to control or influence the behaviour of others.
<b>Need for mastery</b>	The need to produce an effect on the environment, to gain skills in the face of challenges.
<b>Prosocial behaviour</b>	Helping behaviour, altruism, or more generally any behaviour that is positive and calculated to promote the interests of society
<b>Reinforcement (n.)</b>	In operant conditioning, any stimulus (1) that, if it is presented soon after a response , increases the relative frequency with which that response is emitted in the future; also the process whereby a response is strengthened in this way.



<b>Self-esteem</b>	The degree to which we perceive ourselves positively or negatively; our overall attitude toward ourselves. It can be measured explicitly or implicitly.
<b>Social exchange Theory (n.)</b>	A theory of social interaction based on the proposition that people expect rewards and costs from social exchange to be equitable.
<b>Social learning (n.)</b>	The processes by which social influences alter people's thoughts, feelings, and behaviour.
<b>Social Learning Theory</b>	The conceptual framework within which the processes of social learning are studied.
<b>Socio-biology</b>	The study of the genetic origin of social behaviour.
<b>Stimulus (n.)</b>	Any event, agent or influence internal or external, that excites or is capable of causing a response in any organism. Behavioural psychologists such as Frederick Skinner (1904-1990) noted that a stimulus is an event, whether physical or mental, that evokes a response. Plural stimuli.
<b>Theory (n.)</b>	A proposition or set of propositions offered as a conjectured explanation for an observed phenomenon, state of affairs or event.
<b>Trait (n.)</b>	A characteristic or quality distinguishing a person or (less commonly) a thing, especially a more or less consistent pattern of behaviour that a person possessing the characteristic would be likely to display in relevant circumstances.
<b>Triangulation</b>	The use of at least three, but preferably multiple studies, theoretical perspectives, investigators, and data-sets for research on one issue or theme.
<b>Unconscious motives</b>	In Freud's psycho-sexual theory, motives that are unacceptable to conscious thought but continue to seek gratification through symbolic or indirect means.

**Variable (n.)**

Anything that is subject to variation; in psychological research, any stimulus, response, or extraneous factor that is changeable and that may influence the results of the research.