

Chapter IV

THEORETICAL ORIENTATION

This chapter aims to present the theoretical concept of attitude and motivation as learning ESL is closely interlinked with these two major factors. Extensive researches in this field throughout the world put prior emphasis on them and it has been an acknowledged fact that without proper attitude and motivation the acquisition of ESL is not possible.

Gardner and MacIntyre (1992:211) mention three chief attributes, which influence the status of learning ESL by students:

- (i) Cognitive variables which include intelligence, language aptitude, language learning strategies, previous language training and experience;
- (ii) Affective variables including attitude, motivation, language anxiety, feelings of self-confidence about language, personality attributes, and learning styles;
- (iii) Miscellaneous that includes age and socio-cultural experiences.

‘Affective’ means ‘related to feelings’. It is one of the three areas considered to make up the individual differences among the learners. What influences their degree of success in foreign language learning is the affective area. Motivation and attitude are, generally regarded as the two major affective variables. These are considered to be of considerable importance to achieve success in the learning of language.

Of course, the margin between cognitive variables and affective variables is not yet clear, and research works in this field point to the correlation between the two. As for instance, Bacon & Finnemann (1990) cites how the learning strategies of a learner are strongly affected by affective variables like attitude, motivation, and anxiety.

Again, after Gardner & Macintyre (1992:219), “language learning strategies clearly have a motivational basis” and “the use of language learning strategies requires that the individual is first motivated to learn the second language.”

Affective variables play a vital role in regulating the cognitive variables. Even it can be said that affective variables are at the core of learning a foreign language and determine the rate of success in this field.

According to Dornyei (1998:117) motivation is prior to other variables in the learning of a foreign language. He claims:

Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose motivation to some extent. Without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals, and neither are appropriate curricula and good teaching enough on their own to ensure student achievement.

When we consider learning of English as a Second Language particularly at the Higher Secondary level, affective variables are likely to be greatly determinative of success in learning English. It is, therefore, an arduous task to explore the role of affective variables in the context of Higher Secondary level in West Bengal.

4.1. Attitudes

The very term ‘attitude’ is so randomly heard in the conversation of

elite people that it has become a catchword now. This simply means that it is, as Baker (1992) comments, “part of the terminology system of many individuals.” Besides, it shows that attitude plays a very significant role in almost every walk of our lives, including our level of success in the acquisition of first and second language.

4.1.1. Concept of ‘Attitude’ in brief

In fact, the range of descriptions and definitions of attitude is so wide that we need to be precise, as far as practicable, to define this very term. However, we can begin by quoting some definitions offered by some eminent psychologists and researchers and taking extracts from some authentic sources.

The concept of attitude as mentioned in Wikipedia (2008) is as follows:

Attitude is a hypothetical construct that represents an individual's like or dislike for an item. Attitudes are positive, negative or neutral views of an "attitude object": i.e. a person, behaviour or event. People can also be "ambivalent" towards a target, meaning that they simultaneously possess a positive and a negative bias towards the attitude in question. Attitudes are composed from various forms of judgments. Attitudes develop on the ABC model (affect, behavioral change, and cognition). The affective response is a physiological response that expresses an individual's preference for an entity. The behavioral intention is a verbal indication of the intention of an individual. The cognitive response is a cognitive evaluation of the entity to form an

attitude. Most attitudes in individuals are a result of observational learning from their environment.

Again, attitudes are 'enduring systems of positive or negative evaluations, emotional feelings, and pro or con action techniques with respect to social objects' (1962:29) as defined by Social psychologists Krech, Crutchfield & Ballachey define. Rokeach (1968) also takes endurance to be characteristic. As per his definition attitude is "a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner."

Ajzen (2005:3) focuses more on attitudes as explaining human behaviour and holds that "an attitude is a disposition to respond favourably or unfavourably to an object, person, institution, or event.' Similarly, according to Baker (1992:10) attitude is 'a hypothetical construct used to explain the direction and persistence of human behavior.'

Klausmeier (1985), an educational psychologist, similarly opines that attitudes "are learned, emotionally toned predispositions to behave in a consistent way toward persons, objects, and ideas. Attitudes have both an affective component and an informational component."

To present a concept of attitude McDougall (1923) comments:

We often speak of an intellectual or cognitive activity; or of an act of willing or of resolving, choosing, striving, purposing; or again of a state of feeling. But it is generally admitted that all mental activity has these three aspects, cognitive, conative, and affective... .

Tripartite (1931) says, "Attitude is the affect for or against a psychological object." Allport (1935) defines, "An attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual's response to all objects and situations to which it is related."

Thomas (1984) says an attitude is "a process of individual consciousness which determines real or possible activity of the individual in the social world."

Katz (1954) defines attitude as "the predisposition of an individual to evaluate some symbol or object or aspect of his world in a favourable or unfavourable manner."

Based on all the definitions it may be assumed that attitude has the following roles and characteristics:

- a) Attitudes exert its influence in regulating the behaviour of an individual and make one ready to respond to stimuli either favourably or unfavourably.
- b) Attitudes are injected into one's character through one's learning from environment for a considerable period and this formation of attitudes goes on throughout one's life.
- c) Attitudes cannot be seen directly because it is a psychological phenomenon. It can only be felt and observed through one's behaviour and activities in different spheres of life.
- d) Attitudes are common to all human beings. Everyone must have some attitudes for an individual is forced to form some attitudes to the things of nature rather unknowingly and spontaneously.

- e) Attitudes indirectly refer to lack of neutrality of an individual to evaluate an object or phenomenon that occurs in the material life.
- f) Finally, attitudes determine one's level of success in different aspects of life.

4.1.2. Attitudes, opinion, belief, and values

The terms attitude, opinion, and belief are so commonly used that the fundamental difference between these terms are often blurred. Petty & Cacioppo (1981) wrote an attitude is 'a general and enduring positive or negative feeling about some person, object, or issue.' As for example 'I hate home task', 'I respect my English teacher', and 'Researches in the field of teaching method are disgusting' reflect attitudes as they hint at general positive or negative feelings about something. The related terms like value, belief, and opinion can be distinguished from attitude by this definition.

Someone's expression of evaluation of some facts or incidents, circumstances is known as opinion. After Thurstone an individual's expression of attitudes is his opinion. Kolasa (1970:386) observes:

An opinion is response to a specifically limited stimulus, but the response is certainly influenced by the predisposition with which the individual is operating, that is, the attitude structure. Undoubtedly, attitudes are basic to opinion as well as to many other aspects of behaviour.

Beliefs are often described as the cognitive basis for attitudes. They provide information about a person, object, or issue that may be used in forming an attitude. Krech and Crutchfield define belief as "an enduring organization of perceptions cognitions about some aspects of individual's

world.” Kolasa (1970:276) observes:

Beliefs are stronger than opinions; we hold them more firmly than we do the more changeable evaluations of minor or transitory events represented by opinions. Beliefs are less affected by the pro or con positions fundamental in attitudes than are opinions, but all three aspects may influence the others.

Like attitudes, an individual’s values have much impact in shaping behavior. Values are strong beliefs and a framework of philosophy of an individual. One can judge what is good and what is bad, desirable or undesirable, ethical or unethical with the help of one’s values. One of the renowned socio-psychologists, Rokeach (1973) defines values as “global beliefs that guide actions and judgements across a variety of situations.” He also adds, “Values represent basic convictions that a specific mode of conduct (or end-state of existence) is personally or socially preferable to an opposite mode of conduct (or end-state of existence).”

4.1.3. Changes of attitudes

Attitudes are closely interlinked with beliefs and opinions formed of the experiences from an individual’s personal and social life. Formation of attitudes depends on an individual’s personal, social, and cultural life status, his financial condition, educational backgrounds. There are often misconceptions and mistakes to assess one’s attitudes. As Baker (1992:15) notes, “Observation of external behaviour may produce mis-categorisation and wrongful explanation. Such behaviour may be consciously or unconsciously designed to disguise or conceal inner attitudes.”

In fact, careful observation as well as insight is required to assess the attitudes to ESL of Higher Secondary students in West Bengal. It is highly important to determine how external stimulus, which is powerfully determinative of academic achievement, can alter – from a negative to a positive attitude, and vice versa.

In this context, Klausmeier's comment is very relevant. He says that attitudes 'have both an affective component and an informational component' (1985:403). Acquiring new conceptions and perceptions about the things in nature and objects in question, i.e. changes to the informational component is highly conducive in altering attitudes. Practically, Klausmeier holds that "people's attitudes are less permanent than our understanding of concepts and principles" (1985:377).

In foreign language learning, what Gass & Selinker (2001: 355) discussed on the alterations of attitudes over time in terms of the difference of the social settings is as follows:

In the type of Learning situation studied in most detail by Gardner (Anglophone Canadians in a bilingual setting), it is unlikely that attitudes toward Francophones would change much, because there is so much contact between the two groups already that whatever attitudes exist have been firmly implanted. It is much easier to imagine children who have virtually no exposure to other cultures changing their attitudes toward speakers of other language after learning more about the literature and culture of the speakers of that language.

It is Brown's suggestion that "negative attitudes can be changed, often

by exposure to reality – for example, by encounters with actual persons from other cultures” (1994:169).

In West Bengal, a large section of people has almost no direct contact with the culture or members of the English speaking societies. Naturally there is enough possibility for the change of learners’ attitudes in the acquisition of English as a Second Language.

4.1.4. Students’ attitudes in the acquisition of second language

a) Role of attitudes in second language learning

In educational psychology, attitudes have been regarded as the chief causal factor in academic achievement. Klausmeier observes “attitudes influence how well students learn and how they behave” (1985: 375). In this connection, he cites an instance. Some students of a high school who have positive attitudes toward mathematics take optional courses in mathematics. On the contrary, students with negative attitudes take only the required courses. Moreover, he puts much emphasis on the fact that teachers’ attitudes towards students play a vital role in making learning interesting and easy to them. Finocchiaro (1989: 48) suggests, “The attitudes of students, teachers, community members, peers, and others with whom the student comes into contact’ are determinative of motivation.”

Attitude to foreign language learning chiefly refers to the learners’ attitude to the target language society. Brown says (1994:168):

This attitude towards the society of the target language is a factor of learners’ attitudes toward their own native culture, their degree of ethnocentrism, and the extent to which they prefer their own language over the one they are learning as a second language.

Here we feel it necessary to explore the attitude of the students at the H.S. level in West Bengal to the English speaking societies, and their attitude towards their own culture and how much they prefer English to Bengali.

Attitudes of the learner, the teacher, and the members of the learner's society play a significant role in the process, as the act of learning a foreign language requires a prolonged effort on the part of the learner. Actually, students' decisions concerning the selection of stream of education, and optional subjects are regulated by attitudes. To determine the policy of education attitudes of learners should be given very high importance in order to reach the desired goal. The observation of Lewis (1981:262) is very relevant in this context:

Any policy for language, especially in the system of education, has to take account of the attitude of those likely to be affected. In the long run, no policy will succeed which does not do one of three things: conform to the expressed attitudes of those involved; persuade those who express negative attitudes about rightness of the policy; or seek to remove the causes of the disagreement. In any case knowledge about attitudes is fundamental to the formulation of a policy as well as to success in its implementation.

Now possibly it is the hour to reconsider whether the policy of education prevailing at present at the H.S. level in West Bengal, that is, the Functional Communicative Approach is suitable.

4.2. Motivation

If attitudes play a vital role in the acquisition of second language, then motivation should be placed at the core of the process playing the most significant role for the same. However, researches concerning learner's motivation in second language acquisition had been made in Western countries at random but not in India. In West Bengal, the present system of English education has been subjected to bitter public criticism and there are much debates and controversies in this regard. Hence, research to explore learners' motivation in the acquisition of second language at the H.S. level is of much importance and careful scrutiny is required.

4.2.1. Concept of Motivation in brief

When one feels an inspiration and indomitable urge from within and gets prepared to venture the hazardous path in order to achieve the aspired goals, one is said to be motivated. This indomitable urge is enkindled by internal and external factors as well. Hence, to define motivation in brief it can be simply said that it is the driving force that keeps one go towards one's goals.

Of course, there are several factors, which keep one motivated through life varying from one person to another. According to different experts in the field, it depends on the needs to be materialized.

Primarily motivation can be classified into two categories: positive motivation and negative motivation. While positive motivation gives birth to positive response to the action required for achieving the desired goals, negative motivation makes one fearful and anxious arousing negative feelings and keeps the goal far away from one's reach. Now it has been a

universally accepted opinion that motivation is the fuel generated inside the human body that drives one towards the set targets, no matter what.

The Latin term of motive is 'movere' and based on this Latin word Berelson, Bernard and Garry A. Steiner (1964) defines motive, "A motive is an inner state that energizes, activates, or moves (hence motivation), and that directs behaviour towards goals."

While a motive is an energizer of action, the act of motivating is the channelizing and activating one's motives, and motivation is the work behaviour itself. Dubin Robert (1974) defines motivation that, "Motivation is the complex force starting and keeping a person at work in an organization. Motivation is something that moves the person to action, and continues him in the course of action already initiated."

The importance of motivation in the achievement of second language learning cannot be exaggerated. Lifrieri (2005) notes, "when asked about the factors which influence individual levels of success in any activity - such as language learning - , most people would certainly mention motivation among them". According to Gardner (2006), "students with higher levels of motivation will do better than students with lower levels." A motivated person must have some reasons to be engaged in some goal directed activities. His inner urge and interest to accomplish the work is exposed through his performance. In fact, he finds pleasure in the doing the job and it never appears to be loathsome. Brown (1994) says, "It is easy in second language learning to claim that a learner will be successful with the proper motivation".

Ngeow (1998) writes, "It is important because it determines the extent

of the learner's active involvement and attitude toward learning.” Ames & Ames (1989) state that motivation is “the impetus to create and sustain intentions and goal-seeking acts.”

Oxford & Shearin (1994) say, “Many researchers consider motivation as one of the main elements that determine success in developing a second or foreign language; it determines the extent of active, personal involvement in L2 learning.”

Several quotations on motivation (Quotelady.com) may be cited in this connection to acquire a clear concept of it.

- i) Everyone who comes within the reach of your knowledge is, as it were, on trial in your mind. It is easy to be an unjust, ignorant, and even a merciless judge. The real character of the actions of others depends in great measure on the motives that prompt them, and these motives are unknown to you. (Lovasik, Lawrence G.)
- ii) A feeling of continuous growth is a wonderful source of motivation and self-confidence.(Tracey, Brian)
- iii) The greater part of our daily actions is the result of hidden motives, which escape our observation. (Bon, Gustave le)
- iv) The greatest motivational act one person can do for another is to listen. (Roy E. Moody)
- v) Hunger, love, vanity, and fear -there are four great motives of human action. (Sumner, William Graham)
- vi) If someone is going down the wrong road, he does not need motivation to speed him up. What he needs is education to turn

him around. (Rohn, Jim, 2003)

- vii) If you really want something, you can figure out how to make it happen. (Cher)
- viii) Motivation is like food for the brain. You cannot get enough in one sitting. It needs continual and regular top ups. (Peter Davies)
- ix) Motivation is the fuel necessary to keep the human engine running. (Ziglar, Zig)
- x) Motivation is what gets you started. Habit is what keeps you going. (Ryun, Jim)
- xi) People who are unable to motivate themselves must be content with mediocrity, no matter how impressive their other talents. (Carnegie, Andrew S.)
- xii) Motivation is a fire from within. If someone else tries to light that fire under you, chances are it will burn very briefly. (Covey, Stephen R.)

In view of all these definitions, comments and quotations on motivation we can assume that motivation has the following roles and characteristics:

- a) Motivation is the internal condition that activates behavior and gives it direction; energizes and directs goal-oriented behavior.
- b) One's motivation cannot be seen directly because it is a psychological phenomenon. It is only felt and observed through one's behavior and activity towards the set targets.
- c) Motivation, whether intrinsic or extrinsic, is a common characteristic of all human beings. Everybody performs some job in his life and it is motivation that works like driving force and enables

him to reach the goal.

- d) An individual's degree of achievement or success in performing a job in material life subtly measures his degree of motivation towards the job.
- e) Development of motivation towards a set target in an individual's character is influenced by one's internal disposition or external stimulus. Changes or variation of motivation is possible.
- f) Finally, motivation determines one's level of success in different spheres of life.

Studies of motivation of second language learners requires a clear concept of the distinction between two types of motivation namely, instrumental and integrative motivation (Brown 1994).

Wilkins (1972,184) states a learner is instrumentally motivated when he wants to learn a language "to pass an examination, to use it in one's job, to use it in holiday in the country, as a change from watching television, because the educational system requires it". On the contrary, Gardner (1983) defines integrative motivation as "learning a language because the learner wishes to identify himself with or become integrated into the society" of the target language. Hence, a learner's motivation is considered to be an integrative motivation when he learns a foreign language in order to "know more of the culture and values of the foreign language group... to make contact with the speakers of the languages... to live in the country concerned" (Wilkins, 1972).

In addition to the integrative and instrumental motivation, Cooper and Fishman (1977), of course, cited another kind of motivation, which they

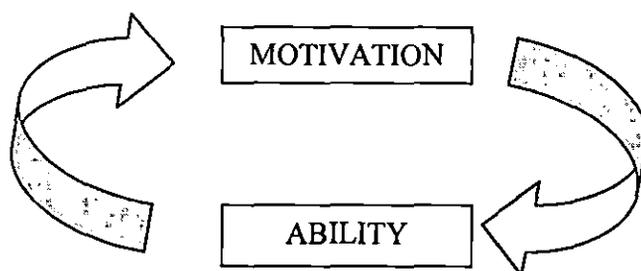
termed "developmental." Developmental or personal motivation, as they state, refers to motivation concerned with "personal development or personal satisfaction" (Cooper & Fishman, 1977, 243). As for example, activities like watching movies and reading books in English (ibid) may be mentioned.

The act of identifying the H.S. students' motivation must be related to the reasons why they learn ESL in West Bengal.

Crookes and Schmidt (1991) identify motivation as the learner's orientation with regard to the goal of learning a second language. The researchers in this field think that the most successful students in the learning of target language are those who like the people speaking the TL (Target Language), admire their culture and cherish a strong desire of being familiar with or getting integrated into the target language society (Falk 1978). This kind of motivation is considered as integrative motivation. It has been theorized that "integrative motivation typically underlies successful acquisition of a wide range of registers and a native like pronunciation" (Finegan 1999:568).

4.2.2. Sources of Motivation

Oxford & Shearin (1994:15) observe, "Without knowing where the roots of motivation lie, how can teachers water those roots?" According to educational psychologists, there are three chief sources of motivation in the field of learning. These are: i) The learner's natural interest i.e. intrinsic satisfaction, ii) Extrinsic reward from teachers / institution or getting an employment, iii) Success in the task: combining satisfaction and reward.



Littlejohn (2001) observes:

While teachers and school systems have drawn on both of the first two sources of motivation, the third source is perhaps under-exploited in language teaching. This is the simple fact of success, and the effect that this has on our view of what we do. As human beings, we generally like what we do well, and are therefore more likely to do it again, and put in more effort. In the classroom, this can mean that students who develop an image of themselves as ‘no good at English’ will simply avoid situations which tell them what they already know – that they aren’t any good at English. Feelings of failure, particularly early on in a student’s school career, can therefore lead to a downward spiral of a self- perception of low ability – low motivation –low effort– low achievement–low motivation–low achievement, and so on.

Commonly, sources of motivation can be classified into two: (i) Intrinsic Source, and (ii) Extrinsic Source. Intrinsic sources can be subcategorized into three: (i) Physical, (ii) Mental (cognitive, affective, conative)

4.2.3. Intrinsic and Extrinsic Motivation

The motivation that is driven by an interest or enjoyment in the task itself, and exists within the individual without being forced by any external pressure is known as Intrinsic Motivation. It refers to an internal desire to perform a particular task because the performer finds pleasure in it, develops a particular skill, or it is morally the right thing to do. Intrinsically motivated person is not driven by any external reward. Students, who are intrinsically motivated, are more likely to engage in the task willingly as well as work to improve their skills, which will increase their capabilities. Students are likely to be intrinsically motivated on fulfilling the following conditions:

- If they attribute their educational results to factors under their own control, also known as autonomy,
- If they believe they have the skill that will allow them to be effective agents in reaching desired goals (i.e. the results are not determined by luck),
- If they are interested in mastering a topic, instead of just rote learning to achieve good grades. (Wikipedia)

Intrinsically motivated students are bound to do much better in classroom activities because they are willing and eager to learn new material. Their learning experience is more meaningful, and they go deeper into the subject to understand it. On the other hand, extrinsically motivated students may have to be bribed to perform the same tasks.

Extrinsic motivation refers to the performance of an activity to achieve an outcome. It involves the factors external to the individual and unrelated to the task they are performing. Its examples may include money, good grades,

and other rewards.

There are two types of Motives - external and internal. Internal motives are considered as the needs of human beings. External motives refer to the presence of specific situations where these needs arise.

Abraham Maslow has concluded that before we can be intrinsically motivated we must first satisfy some more basic human needs. According to Maslow, there are five basic levels of human needs.

4.2.3.1. Physiological needs

We are motivated to satisfy needs that ensure our physical survival. Needs in this group include food, water, air, shelter, clothing, and sex (biological needs). Most people have satisfied their physiological needs allowing them to concentrate on higher-level needs. For some people, physiological needs are dominant.

4.2.3.2. Safety needs

Once physiological needs are met one can concentrate on bringing safety and security to our lives. Safety and security needs include, order, stability, routine, familiarity, control over one's life and environment, certainty and health.

4.2.3.3. Social needs or love and belonging needs

These needs include love, affection, belonging, and acceptance. People look for these needs in relationships with other people and are motivated for these needs by the love from their families.

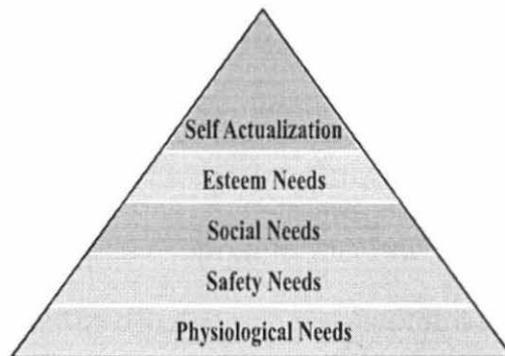
4.2.3.4. Esteem needs

After the first three needs have been satisfied, esteem needs becomes increasingly important. These include the need for things that reflect on self-esteem, personal worth, social recognition, and accomplishment.

4.2.3.5. Self Actualizing Needs

Self-actualization implies the attainment of the basic needs of physiological, safety or security, love or belongingness, and self-esteem. This is the highest level of Maslow's hierarchy of needs. People, who have fulfilled their Self Actualizing Needs, are self-aware, concerned with personal growth, less concerned with the opinions of others, and interested fulfilling their potential. Self Actualized persons possess a more accurate perception of reality. They are never threatened and frightened by the unknown. They are rational and have the insight to see the truth. They are logical and efficient.

The following is the diagram of Maslow's Needs Pyramid:



4.2.3.6. Types of Needs

Maslow believed that these needs are similar to instincts and play a major role in motivating behavior. Physiological, security, social, and esteem needs are deficiency needs (also known as D-needs), meaning that these

needs arise due to deprivation. Satisfying these lower-level needs is important in order to avoid unpleasant feelings or consequences.

Maslow termed the highest-level of the pyramid as growth needs (also known as being needs or B-needs). Growth needs do not stem from a lack of something, but rather from a desire to grow as a person.

Self-actualization is a growth need. This does not just address what we are lacking in our lives, but it gives us room to grow and develop as an individual. This need is always intrinsically motivated, because we do it out of pure enjoyment and desire to grow.

Maslow explains that self-actualization is rarely achieved, even as adults. However, teachers must make sure the students have satisfied their deficiency needs in order to move on to their growth. Intrinsic motivation will not occur until they are well fed, safe in their environment, and can love and respect the teachers and their classmates. From there on motivation will be a breeze.

4.2.4. Theories of Motivation

Human civilization is a dynamic process. Researches and exploration are going on incessantly in order to reach the climax. Tireless efforts have been put to discover the way outs for utilizing human power and energy to its maximum level and in proper channel. It has been resolved that motivation lies at the center point of success. As a result a number of theories have been brought out by eminent researchers. Each theory tends to be rather limited in scope. However, by looking at the key ideas behind each theory, one can gain a better understanding of motivation as a whole. Here is a short description of each of the theories.

4.2.4.1. Instinct Theory of Motivation

According to instinct theories, people are motivated to behave in certain ways because they are evolutionarily programmed to do so. An example of this in the animal world is seasonal migration. These animals do not learn to do this; it is instead an inborn pattern of behavior.

William James created a list of human instincts that included such things as attachment, play, shame, anger, fear, shyness, modesty, and love. The main problem with this theory is that it did not really explain behavior; it just described it. By the 1920s, instinct theories were pushed aside in favor of other motivational theories, but contemporary evolutionary psychologists still study the influence of genetics and heredity on human behavior.

4.2.4.2. Incentive Theory of Motivation

The incentive theory suggests that people are motivated to do things because of external rewards. For example, you might be motivated to go to work each day for the monetary reward of being paid. Behavioral learning concepts such as association and reinforcement play an important role in this theory of motivation.

4.2.4.3. Drive Theory of Motivation

According to the drive theory of motivation, people are motivated to take certain actions in order to reduce the internal tension that is caused by unmet needs. For example, you might be motivated to drink a glass of water in order to reduce the internal state of thirst. This theory is useful in explaining behaviors that have a strong biological component, such as hunger or thirst. The problem with the drive theory of motivation is that these

behaviors are not always motivated purely by physiological needs. For example, people often eat even when they are not hungry.

4.2.4.4. Arousal Theory of Motivation

The arousal theory of motivation suggests that people take certain actions to either decrease or increase levels of arousal. When arousal levels get too low, for example, a person might watch an exciting movie or go for a jog. When arousal levels get too high, on the other hand, a person would probably look for ways to relax such as meditating or reading a book. According to this theory, we are motivated to maintain an optimal level of arousal, although this level can vary based on the individual or the situation.

4.2.4.5. Humanistic Theory of Motivation

Humanistic theories of motivation are based on the idea that people also have strong cognitive reasons to perform various actions. This is famously illustrated in Abraham Maslow's "Hierarchy of Needs," which presents different motivations at different levels. First, people are motivated to fulfill basic biological needs for food and shelter, as well as those of safety, love, and esteem. Once the lower level needs have been met, the primary motivator becomes the need for self-actualization, or the desire to fulfill one's individual potential.

4.2.4.6. Psychology Theories

Again, some eminent psychologists have brought out a few theories, known as psychology theories that demonstrate human behavior. All these theories have contributed tremendously to our understanding of human

thought and behavior.

4.2.4.7. Behavioral Theories

Behavioral psychology is usually known as behaviorism. It is a theory of learning based upon the idea that all behaviors are acquired through conditioning. Advocated by famous psychologists such as John B. Watson and B.F. Skinner, behavioral theories dominated psychology during the early half of the twentieth century. Today, behavioral techniques are still widely used in therapeutic settings to help clients learn new skills and behaviors.

4.2.4.8. Cognitive Theories

Cognitive theories of psychology are focused on internal states, such as motivation, problem solving, decision-making, thinking, and attention.

4.2.4.9. Developmental Theories

Theories of development provide a framework for thinking about human growth, development, and learning. If one has ever wondered about what motivates human thought and behavior, understanding these theories can provide useful insight into individuals and society.

4.2.4.10. Humanist Theories

Humanistic psychology theories began to grow in popularity during the 1950s. While earlier theories often focused on abnormal behavior and psychological problems, humanist theories instead emphasized the basic goodness of human beings. Some of the major humanist theorists include Carl Rogers and Abraham Maslow.

4.2.4.11. Personality Theories

Almost every day we describe and assess the personalities of the people around us. Whether we realize it or not, these daily musings on how and why people behave as they do are similar to what personality psychologists do. Personality psychology looks at the patterns of thoughts, feelings, and behavior that make a person unique. Some of the best-known theories in psychology are devoted to the subject of personality.

Almost every day we describe and assess the personalities of the people around us. Whether we realize it or not, these daily musings on how and why people behave as they do are similar to what personality psychologists do.

While our informal assessments of personality tend to focus more on individuals, personality psychologists instead use conceptions of personality that can apply to everyone. Personality research has led to the development of a number of theories that help explain how and why certain personality traits develop.

4.3.4.11.1. Components of Personality

While there are many different theories of personality, the first step is to understand exactly what is meant by the term personality. A brief definition would be that personality is made up of the characteristic patterns of thoughts, feelings, and behaviors that make a person unique. In addition to this, personality arises from within the individual and remains consistent throughout life.

Some of the fundamental characteristics of personality include the following:

4.3.4.11.1.1. Consistency

There is generally a recognizable order and regularity to behaviors. Essentially, people act in the same ways or similar ways in a variety of situations.

4.3.4.11.1.2. Psychological and physiological

Personality is a psychological construct, but research suggests that it is also influenced by biological processes and needs.

4.3.4.11.1.3. Impact behaviors and actions

Personality does not just influence how we move and respond in our environment; it also causes us to act in certain ways.

4.3.4.11.1.4. Multiple expressions

Personality is displayed in more than just behavior. It can also be seen in our thoughts, feelings, close relationships, and other social interactions.

4.3.4.11.2. Theories of Personality

There are a number of different theories about how personality develops. Different schools of thought in psychology influence many of these theories. Some of these major perspectives on personality include:

4.3.4.11.2.1. Type Theories

Type Theories are the early perspectives on personality. These theories suggest that there are a limited number of "personality types," which are related to biological influences.

4.3.4.11.2.2. Trait Theories

It views personality as the result of internal characteristics that are genetically based.

4.3.4.11.2.3. Psychodynamic Theories of Personality

The works of Sigmund Freud heavily influence Psychodynamic theories of personality, and emphasize the influence of the 'unconscious' on personality. Psychodynamic theories include Sigmund Freud's psychosexual stage theory and Erik Erikson's stages of psychosocial development.

4.3.4.11.2.4. Behavioral Theories

These types of theories suggest that personality is a result of interaction between the individual and the environment. Behavioral theorists study observable and measurable behaviors, rejecting theories that take internal thoughts and feelings into account. Behavioral theorists include B. F. Skinner and John Watson.

4.2.4.12. Social Psychology Theories

Social psychology is focused on helping us understand and explain social behavior. Social theories are generally centered on specific social phenomena, including group behavior, pro-social behavior, social influence, love and much more.