

## Focus Questions

How can we define “motivation”?

What is the difference between biological and social motivation?

# Motivation

Have you ever wondered why certain people do the things they do? Dian Fossey, for example, always wanted to study gorillas. She spent much of her life in the wild, defending gorillas against poachers. Sadly, Fossey was murdered by unknown assailants. Why did she choose gorillas as her focus of interest? And what drove her to be willing to risk her life for them? On a more mundane level, why do we get upset about certain things and not others? Why do some people have quick tempers, while others are more easygoing? What influence does heredity have on behaviour? **Motivation** is the study of why we do things—the causes of our behaviour.

## Biological and Social Motivation

Motivation can be divided into two general categories: biological motivation, which refers to innate, physical needs such as hunger and thirst, and social motivation, which focuses on learned, psychological needs such as praise and success. In other words, some needs derive from nature, while others are driven by nurture. However, as with other “nature versus nurture” issues, psychologists continue to argue over the boundaries between these two categories.

To what extent are our motivations determined by nature, or our biological needs? While all psychologists agree that we are motivated by physical drives such as hunger, thirst and sex, they differ when determining the role biology plays in the origin of more complex behaviours. Sociobiologists study the genetic and evolutionary bases of behaviour in humans and other species. They argue that many behaviours are genetically programmed,

**Figure 4-1**

Dian Fossey with gorillas. What might have motivated Fossey? What motivates us to do the things we do?



## Gathering and Recording Information

As you have seen, social scientists use a range of methods to gather information. In Chapter 1, you learned about case studies, experiments, surveys, interviews and observation. Literature review—looking at the studies of other researchers—is another social science method. This is also a method that students often use to research topics of interest.

### Here's How

1. **Start with a question** or problem, as in any social science inquiry. Then develop a tentative answer or **hypothesis** that will help to focus your research.
2. Try several sources of information:
  - **Library:** Start with general reference works to get an overview of your topic. Then look for suitable books, magazine articles and newspaper articles.
  - **Computer searches:** You may find some information in the library on CD-ROM. You may also choose to use the Internet as a source, but use it only after you have found out as much as you can from other sources. Remember that information on the Internet is often badly organized and it is not always reliable. (See also Analyzing and Judging Information or Ideas, page 97.)
3. Ask yourself if the information you have found is **relevant**. Does it help to answer the question you are asking? If not, discard it, even if it is interesting.
4. **Take notes** of sources that will be useful. Follow these guidelines:
  - Make point-form notes in your own words. Read a whole passage first and then note down the main ideas and the key supporting details. Pay attention to the headings,

subheadings and boldface terms. These are the keys to understanding the main ideas.

- If you copy any passages from the source, use quotation marks to mark the work clearly as a quotation. Keep your quotations short. Remember to note the title of the book, the author, the publisher, the date of publication and the page number for each quotation. Using the ideas and words of others without giving proper credit is known as plagiarism and is considered highly dishonest.
- Use reflective notes to clarify your understanding of your sources. Add comments such as "Key point," "Connects to..." "Needs clarification" or "What would happen if this changed?"

5. **Organize the information** you have gathered—in a reasonable way. For example, you could consider the following categories: Nature of the problem, Cause of the problem, Ways to deal with the situation.

### Practise It

1. Using sources in the library and/or on the Internet, gather information to write a profile of Dian Fossey. You may wish to use the following as your question for inquiry: What were Dian Fossey's major accomplishments?
2. Be sure to organize your information in appropriate categories. Consider the following questions: When and where was Dian Fossey born? What was her field of study? What were her aims and to what extent did she accomplish them? What were her most important contributions?
3. Submit your notes with your profile for either teacher or peer evaluation.



especially behaviours such as aggression and competition. They maintain that these behaviours evolved to help us survive in hostile environments.

Other psychologists, however, emphasize the social, or learned aspect of human behaviour. They point out that even with biological drives such as hunger, social motivations play a significant role. Under normal circumstances, the brain will regulate how much food we need to maintain a reasonable weight. However, social learning often overrides these biological cues and determines not only how much we eat, but how we eat and what we eat. The prevalence of both obesity and eating disorders in our culture indicates the importance of factors other than biological need in determining our eating habits. The sex drive, too, is highly influenced by social learning and experience. What is attractive to one person is not to another; what is considered desirable in one society is not in another.

## Activities

### Understand Ideas

1. What is motivation? Give an example from your own experience.
2. What is the difference between biological and social motivation?

### Apply Your Learning

3. In what ways are each of the following activities biologically motivated, socially motivated or both? Explain your answers.

- playing hockey
- eating breakfast
- sleeping at night
- studying French
- blinking when an object approaches the eye
- drinking a cold glass of water on a hot day
- keeping regular hours
- getting together with friends
- showing respect for parents
- looking for a part-time job

### Focus Questions

What was Freud's model of the mind?

According to Freud, what role does the unconscious mind play as a cause of human behaviour?

How does psychoanalysis help to understand motivation?

What did Jung, Adler and Horney believe about the causes of human behaviour?

## Freud and Motivation

There are a number of ways to understand human motivation, or the causes of our behaviour. However, one name stands out above all the others who have studied this area: Sigmund Freud. Freud was born in Austria in 1856. As a teenager, he already showed signs of independence and brilliance. In 1873 Freud went to medical school in Vienna. After graduation he set up a private practice, specializing in disorders of the brain and the nervous system. However, he soon found that much of his medical training was of little help. People would come to see him with such problems as paralysis and numbness of the hand, but sometimes he could not find biological causes for these symptoms.

Freud became convinced that many of the physical problems his patients experienced were psychological in origin. At that time, most students of human behaviour believed that people were, in general,



conscious of their motives. Freud claimed, in contrast, that people are unaware of many of their thoughts and motives because these thoughts and motives come from the “unconscious mind.”

## Freud's Theory of the Mind

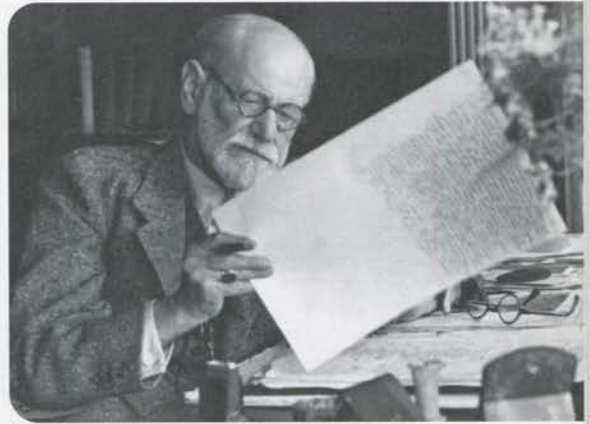
Freud developed the theory that the human mind has three aspects, each of which influences the way we think, feel and act. These aspects are not physical parts of the mind, but rather different ways in which the mind works. He called these parts of the mind the ego, the id and the superego.

According to Freud, the **ego** is the conscious and rational part of the mind. Your conscious awareness of this printed page, of the chair you sit on and of the thoughts and memories of the moment, are experienced by the ego. The ego is the part of the mind where decisions are made, though such decisions may be influenced by the unconscious mind. The ego develops and changes as we live and experience different aspects of life.

The **unconscious mind**, said Freud, consists of the id and the superego. The **id** is composed of instincts that give rise to aggressive impulses and to biological drives that sustain and promote life, such as hunger and thirst. However, it operates at the unconscious level, below the level of awareness. The id seeks pleasure and avoids pain, sometimes in ways that are socially unacceptable or out of touch with reality. Freud believed that wishful thinking and dreams are indications of the id striving to fulfill its desires.

The **superego** is the part of the mind that acts as a conscience, telling us what we should and should not do. While much of the superego derives from the unconscious mind, it is also influenced by the values of our culture and the people with whom we live. For instance, parents are important agents in shaping the superego. They teach moral principles by punishing negative behaviour and rewarding positive behaviour. We avoid negative behaviour not only through fear of punishment and hope of reward, but also because we have learned to internalize ideas of right and wrong.

According to Freud, when we are born, the mind is made up of only the id. As we grow and mature, we convert part of the id into the ego and the superego. The ego learns to deal with the drives of the id in ways that are socially acceptable and in line with past consequences. The ego operates according to the reality principle—that is, it must live according to the rules of society and the real world. It uses its rational abilities to manage and control the id by balancing desires against the restrictions of reality and the superego. However, conflict often erupts among the three aspects of the mind. The id may tell us to go ahead and enjoy, while the superego reminds us of what we “should” do. For example, when you are supposed to be studying, but the television in the next room beckons, you are experiencing a conflict between your id and your superego. The ego has to decide between the two.



**Figure 4-2**

Sigmund Freud in his office

**values**—principles or standards considered worthwhile or desirable

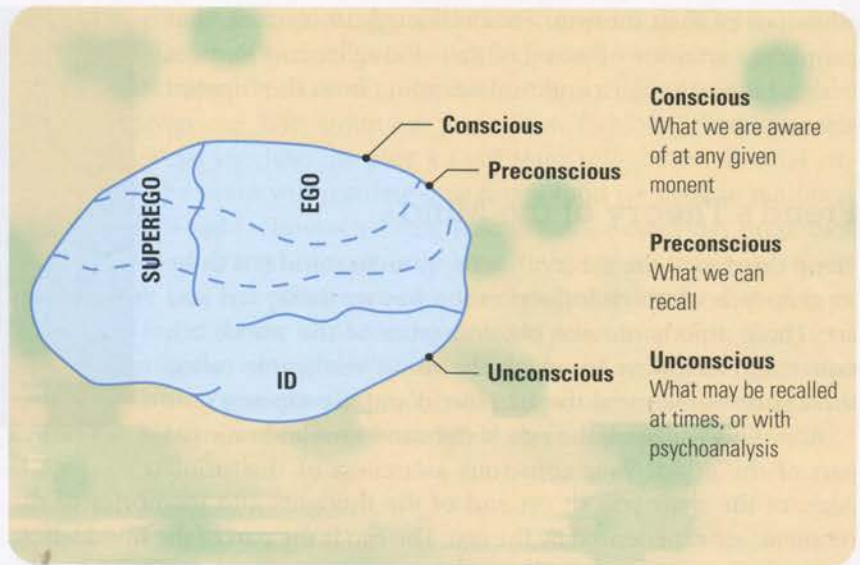
**internalize**—incorporate into one's own set of values, attitudes and beliefs

### Connections

In what ways does the superego reflect some of the non-material aspects of culture? (See Chapter 2, page 27.)

**Figure 4-3** ▶

In Freud's concept of the mind only a small proportion of the total is above the surface, or conscious, level.



**Figure 4-4**

According to Freud's model, why would adults behave, generally, in a more restrained manner? ▼

### Freud's model of the mind

	Id	Ego	Superego
What it does	Expresses sexual and aggressive instincts; follows the pleasure principle	Mediates between desires of the id and demands of the superego; follows the reality principle	Represents conscience and the rules of society
How conscious	Entirely unconscious	Partly conscious, partly unconscious	Partly conscious, mostly unconscious
When it develops	Present at birth	Emerges after birth, as child begins to learn through experience	Last system to develop
Example	"I'm so mad I could hit you" (felt unconsciously)	Might make a conscious choice ("Let's talk about this") or avoid the instinctive drive by denying it ("What, me angry? Never!")	"It is wrong to resort to physical violence."

Source: Adapted from Carol Wade and Carol Tavris, *Psychology, Sixth Edition*. Upper Saddle River: Prentice Hall (2000), p. 477.

**psychoanalysis**—a process whereby patients discuss their background, feelings and experiences with a trained psychologist

## The Start of Psychoanalysis

Freud experimented with various ways of tapping into the unconscious mind as a way of understanding people's motives more clearly. He believed that early childhood experiences were a particularly important source of emotional problems and conflicts, even when patients did not fully understand or remember them. He tried hypnosis as a way of helping people to recall these experiences and come to terms with them.



Gradually, Freud developed his technique of psychoanalysis, in which he used a variety of methods to help patients gain access to their unconscious thoughts. He used free association, for example, a process whereby patients responded to a word with the first thing that came to their minds. He also asked them to describe their dreams; then he would analyze the story of the dream in order to interpret the underlying meaning.

Freud believed that human beings have strong aggressive and sexual drives that come from the id. While we learn through the superego to control these drives, they do not disappear. They are rechannelled into behaviour or symptoms that seem unrelated. In order to rid ourselves of these symptoms, we first have to acknowledge the existence of these hidden urges. The following case study provides an example of Freud's treatment of such illnesses.

### Miss Elizabeth

A young woman had suddenly become ill while standing at the death-bed of her sister, when she found herself unable to walk because of an excruciating pain which persisted in her legs....

The doctors said that with a wearing away of her sorrow for her dead sister the illness would pass. But a year had passed; she no longer mourned for her sister, and still she was sick.

Freud hypnotized her and asked, "Miss Elizabeth, please tell me what thought came into your mind at the moment when you first looked at your dead sister?"

The sick girl twisted in her sleep with a look of anguish. "A terrible thought, a horrifying thought," she murmured, "that I would like to marry my dead sister's husband!"

"And you fought off this thought?"

"Yes! Yes!...I put it out of my mind entirely. I have never dared to think of it since..."

Freud woke up the sick girl, who was twisting her hands and sobbing with anguish. "Do you remember what you told me?"

"Yes, I remember."

"Is there any thought," asked Freud, "which is too terrible to face? Are we not all human? Are we not all subject to temptation, sometime?"

The girl lifted her face...and a little hope showed in her eyes. "Do you mean I am not...utterly horrible, miserably weak?"

"Only those who run away from their troubles are weak....You ran away from your troubles by becoming ill. Rather than face the thought which came to you at your sister's bedside, you developed the pain in your legs. After that you no longer had to think of what troubled you; you had only to think of the pain.

"Being a cripple," he went on, "you were safe from falling in love with your brother-in-law, or he with you. You were safe from temptation. Your illness had a purpose; it avoided for you the temptation which you yourself were not brave enough to face!..."

"Do you mean that if I could face what horrified me, I would walk again?"

#### CASE STUDY

1. According to Freud, what caused Miss Elizabeth's pain?
2. How was Miss Elizabeth cured?

From *Sigmund Freud* by Rachel Baker

**defence mechanisms**—  
unconscious mental processes  
used to protect the ego against  
anxiety, shame or other unac-  
ceptable feelings or thoughts



**Figure 4-5**  
Carl Jung

“Try,” said Freud....“You have only to forgive yourself for what you thought. You have only to consider the temptation you had, reasonably and logically....”

Some months later, on hearing that Miss Elizabeth was to be present at a charity ball, Freud went with his wife. He saw the young woman who had come to him on crutches passing by to the strains of a Viennese waltz in the arms of a handsome young man whom she had chosen to marry! She no longer yearned for her brother-in-law!

Freud pointed out that we often tend to deal with problems in the unconscious mind by using **defence mechanisms**. These processes allow the mind to hide or change a problem so that it does not bother us in a conscious way. For example, someone might repress an unpleasant experience, burying it in the unconscious. Although the person would not be conscious of the experience, it would still have an impact on his or her behaviour. Another person might regress to an earlier, less mature way of reacting in order to avoid dealing with a problem. He or she might resort to temper tantrums or sulking. Still another person might rationalize the problem by blaming it on an unrelated source or cause, rather than accepting responsibility. And someone else might go into denial, refusing to accept an unpleasant truth such as a serious illness or the loss of a friend.

In Freud’s time, his theories were difficult for people to accept. Nineteenth-century people liked to think of themselves as rational individuals, totally aware of the mind and its workings. Also, they were not impressed with the idea that aggressive and sexual urges could be so important. Yet, eventually, Freud’s theories gained wider acceptance. By the beginning and middle of the twentieth century, Freudian concepts and methods were not only accepted by psychologists, but were common in popular writings and media.

## Further Developments in Psychoanalysis

**Carl Jung** (1875–1961) was an early colleague of Freud. He accepted many of Freud’s ideas of the unconscious and its impact on mental health and illness. However, he questioned Freud’s emphasis on sexual motivation and eventually broke away to develop his own views. Jung thought that while the unconscious mind did contain selfish and hostile drives, it also contained positive, spiritual forces.

Jung developed the idea that human behaviour was often motivated by opposite tendencies: good and evil, male and female, mother and father. For example, he called one pair of opposites “extroversion and introversion.” The extroverted personality wants to be open to the things and the people in its environment, while the introverted personality is focused on itself and on meeting its own needs. Most of us have elements of both extroversion and introversion in our personalities. Jung felt that a balance of both tendencies is important.



Jung believed, like Freud, in an unconscious mind, but he maintained that this part of the mind contained both personal experiences and common cultural experiences, which he called the “collective unconscious.” The collective unconscious is expressed in a variety of images and symbols that are shared by all members of a culture, or even by all humans, and can be detected in myths or dreams. Possible examples would include archetypal figures found in the legends of many cultures, such as the hero, the nurturing mother, the wicked witch or the dangerous monster.

**Alfred Adler** (1870–1937) was also one of Freud’s early colleagues. Like Jung, Adler argued with Freud over some aspects of his theories. Adler shared with Freud an interest in early childhood experiences and agreed that it was important to deal with one’s aggressive and sexual impulses. But Adler felt that people’s lives are governed by the need to overcome feelings of inferiority that are usually perceived by the conscious mind. In his book entitled *Problems of Neurosis*, he said, “The individual... feels his existence to be worthwhile just so far as he is useful to others and is overcoming feelings of inferiority.” This idea was in opposition to Freud’s belief in the importance of unconscious motives.

**Karen Horney** (1885–1952) accepted many of Freud’s ideas regarding unconscious motives, but, like Jung and Adler, she also rejected a number of his theories, including his emphasis on sexual conflicts. She felt that conflicts develop as a result of feeling unsafe, unloved, or undervalued. She believed that individuals who experienced love and security as children would develop positive aspects of personality, while those who did not would create elaborate defence mechanisms to protect themselves.

Karen Horney also rejected Freud’s negative concept of women, which she claimed reflected the values of the male-dominated society of which Freud was a product. In her book, *Feminine Psychology*, she wrote, “The view that women are infantile and emotional creatures, and as such, incapable of responsibility and independence is the work of the masculine tendency to lower women’s self-respect.” While Freud believed that most women felt physically inferior to men, Horney proposed that men felt threatened by women’s ability to have children. She claimed that men compensated by focusing their energies on creative work. Women did not envy men’s bodies, but rather the social power and privilege men possessed.



**Figure 4-6**

Cultural symbols such as this mandala from Tibet can be seen as an expression of the collective unconscious. They often represent universal harmony.



**Figure 4-7**

Karen Horney was one of the founders of humanist psychology.



## Activities

### Understand Ideas

1. Identify the three major aspects of the mind according to Freud, and explain the role each aspect plays in human behaviour.
2. In what ways did Jung, Adler and Horney agree with Freud? In what ways did they disagree with him?

### Apply Your Learning

3. Review Figure 4–4. Give two or three other examples to illustrate the workings of the id, ego and superego.
4. Many people enjoy watching horror movies. What explanation do you think any two of the psychoanalytic psychologists might give for the attraction of such movies?

### Research and Communicate

5. Conduct further research into the ideas of Freud, Jung, Adler and Horney. Take part in a panel discussion in which you and others discuss the following questions from the point of view of each of these people. (See Skill Focus, page 73; and Skill Focus, page 43.)
  - What are the major forces at work in the unconscious?
  - How does the unconscious mind influence our thoughts and behaviour?
  - What role do early childhood experiences play in individual motivations?
  - Are the motivations of men and women significantly different?

### Focus Questions

How does Maslow's Hierarchy of Needs explain motivation?

What has been the major impact of Maslow's theory?

**needs**—physiological or psychological requirements for one's well-being; conditions for being motivated to take action

**hierarchy**—a ranking of people, items or ideas in order of dominance or priority

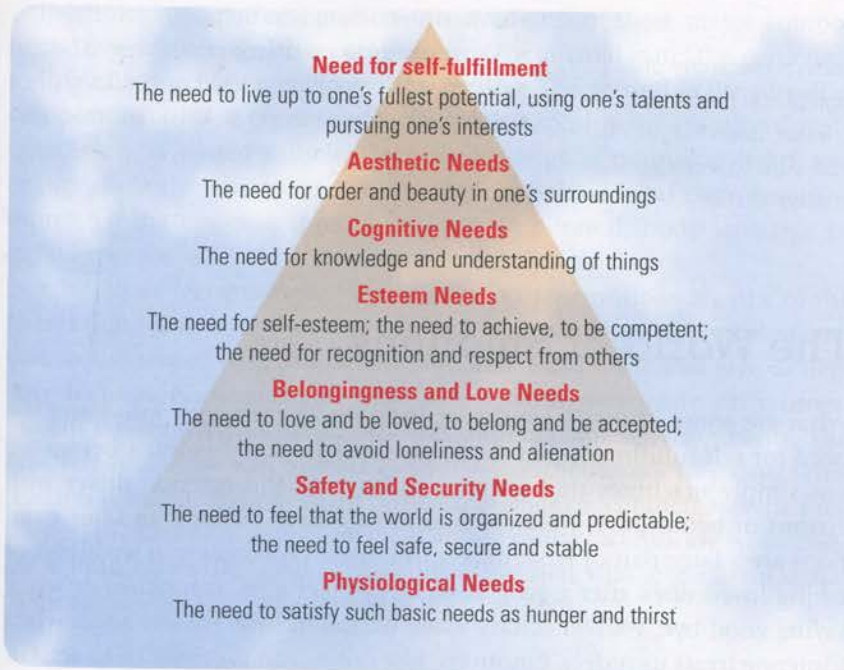
## Maslow and Motivation

While Freud believed that the unconscious mind motivates us to act in certain ways, Abraham Maslow (1908–1970) took a different approach. He asked the questions, How do we decide which needs to fulfill first? and Do our motivations have any order of importance? For example, we know that there are times when hunger or thirst is often the most important motivator. As the nineteenth-century American social reformer Dorothea Dix once said: "Nobody wants to kiss when they are hungry."

A humanist psychologist, Maslow studied prominent people who lived fulfilling lives. He found that individuals such as Mahatma Gandhi and Mother Teresa, who devote themselves to important causes, show continuous personal growth throughout their lives. As a result of his research, Maslow developed a theory that human needs could be arranged in order, beginning with **physiological needs**, such as **hunger**, and progressing upward through needs such as **love**, **achievement** and **understanding**, to the final stage of **self-fulfillment**—a sense that one has achieved as much as one is capable of achieving.

Maslow believed that we need to meet each of the lower needs on the hierarchy before we can turn our attention to the next one. All people, he claimed, are motivated to fulfill their needs in this order, and they never stop striving to reach the next level. What's more, Maslow suggested, once we have met our needs at a certain level, we may go back to play at lower-need levels. For example, the person who has nurturing social relation-





**Figure 4-8**  
Maslow's Hierarchy of Needs

ships and a satisfying job may take safety risks by trying new activities such as whitewater rafting or wilderness camping.

Maslow's theory has had a major impact on psychology as well as other disciplines, such as the world of business where these motivational principles are used to increase employee productivity and job satisfaction. However, not everyone agrees that all people fulfill their needs in the order Maslow suggested. Some point out that individuals may place a higher priority on esteem needs than on love and belonging needs. Poverty or homelessness, for example, may not destroy a person's need for respect.

### Connections

How might culture influence the order in which people fulfill their needs? (See Chapter 2, pages 26–28.)

## Activities

### Understand Ideas

1. Identify the stages in Maslow's model and provide an example of each.
2. In what ways does Maslow include both biological and social motivation?

### Think and Evaluate

3. Maslow's theory does not explain the order in which most people fulfill their needs and approach life choices. Discuss this statement.
4. What might Freud think of Maslow's ideas of motivation? What might Maslow say about

Freud's ideas? Role-play a meeting between the two psychologists in which they discuss their theories of human motivation.

### Apply Your Learning

5. **a)** Make a list of the things you would like to accomplish before you are 20, 30, and 40 years of age. For each age category, note why you want to accomplish these goals.
  - b)** Categorize each of these goals according to Maslow's hierarchy.
  - c)** Where are you currently located in the hierarchy? Provide some personal examples.