TOPIC 5
PSYCHOLOGICAL THEORY, MOTIVATION & HUMAN ACHIEVEMENT
LEARNING OUTCOMES

1. Able to explain psychological theory (psychoanalytic & humanistic).

2. Able to explain the application of psychological theory in motivation and human achievement.
In psychology, theory is used to provide a model for understanding human thought, emotions and behaviours. Motivation is an area of psychology. Motivation can be explained by a person’s personality. There are a few approaches that can explain personality.
PERSONALITY

- The word personality is derived from the Latin word persona, which translates into English as mask.
- In psychology, personality is defined as the consistent ways in which one person’s behaviour differs from that of others, especially in social contexts.
- Personality embraces person’s moods, attitudes, opinions, motivations, and style of thinking, perceiving, speaking and acting. It is a part of what makes each individual distinct (Britannia Concise Encyclopaedia, 2001).
- Personality can be defined as a dynamic and organised set or characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviours in various situations (Ryckman, 2004).
- The study of personality focuses on two broad areas:
  1. Understanding individual differences, in particular, personality characteristics such as sociability and irritability.
  2. Understanding how the various parts of a person come together as a whole.
## COMPONENTS OF PERSONALITY

<table>
<thead>
<tr>
<th>Consistency</th>
<th>Psychological and physiological</th>
<th>It impacts behaviours and actions</th>
<th>Multiple expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is generally a recognisable order and regularity to behaviours. Essentially, people act in the same ways or similar ways in a variety of situations.</td>
<td>Personality is a psychological construct, but research suggests that it is also influenced by biological processes and needs.</td>
<td>Personality does not just influence how we move and respond in our environment; it also causes us to act in certain ways.</td>
<td>Personality is displayed in more than just behaviour. It can also be seen in our thoughts, feelings, close relationships and other social interactions.</td>
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</table>
ORGANISING STRUCTURE FOR
PERSONALITY THEORY

Historical approach
- Psychodynamic theory
- Humanistic theory

Contemporary approach
- Trait theory
- Social-cognitive theory
HISTORICAL APPROACH: PSYCHODYNAMIC THEORY - SIGMUND FREUD

▪ ASUMPTIONS:

- Our behaviour and feelings are powerfully affected by unconscious motives.

- Our behaviour and feelings as adults (including psychological problems) are rooted in our childhood experiences.

- All behaviour has a cause (usually unconscious). Therefore all behaviour is determined.

- Personality is made up of three parts (i.e. tripartite): the id, ego and super-ego.
PSYCHODYNAMIC THEORY/PSYCHOANALYTIC APPROACH

✓ Behaviour is motivated by two instinctual drives: Eros (the sex drive & life instinct) and Thanatos (the aggressive drive & death instinct). Both these drives come from the id.

✓ Parts of the unconscious mind (the id and superego) are in constant conflict with the conscious part of the mind (the ego). This conflict creates anxiety, which could be dealt with by the ego’s use of defence mechanisms.

✓ Personality is shaped as the drives are modified by different conflicts at different times in childhood (during psychosexual development).
The exact way in which the ego deals with the id and superego is determined during childhood as the child goes through the psychosexual stages of development.

During the first three stages, the child’s personality develops as the source of its libido moves around its body and different impulses come to bear from the parents.

Problems at any stage of development can result in the child getting fixated (stuck) at a stage. If this happens, traces of that stage will remain in their behaviour as an adult.
During these stages the id’s pleasure-seeking energies focus on pleasure sensitive body areas called erogenous zones.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Focus</th>
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<tbody>
<tr>
<td>Oral (0–18 months)</td>
<td>Pleasure centers on the mouth—sucking, biting, chewing</td>
</tr>
<tr>
<td>Anal (18–36 months)</td>
<td>Pleasure focuses on bowel and bladder elimination; coping with demands for control</td>
</tr>
<tr>
<td>Phallic (3–6 years)</td>
<td>Pleasure zone is the genitals; coping with incestuous sexual feelings</td>
</tr>
<tr>
<td>Latency (6 to puberty)</td>
<td>Dormant sexual feelings</td>
</tr>
<tr>
<td>Genital (puberty on)</td>
<td>Maturation of sexual interests</td>
</tr>
</tbody>
</table>
Fixation + Adult Personality

**Oral**
- Forceful feeding
- Deprivation
- Early weaning
- Oral activities (e.g. smoking), dependency, aggression.

**Anal**
- Toilet training:
- Too harsh
- Too lax
- Obsessiveness, tidiness, meanness; untidiness, generosity

**Phallic**
- Abnormal family set-up leading to unusual relationship with mother/father
- Vanity, self-obsession, sexual anxiety, inadequacy, inferiority, envy
FREUDIAN MODEL OF MIND

- Personality Structure
  - Personality develops as a result of our efforts to resolve conflicts between our biological impulses (id) and social restraints (superego).
  - Ego mediates the demand between id and superego.
<table>
<thead>
<tr>
<th>Mechanism</th>
<th>Description</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repression</td>
<td>Repression is an unconscious mechanism employed by the ego to keep disturbing or threatening thoughts from becoming conscious.</td>
<td>During the Oedipus complex aggressive thoughts about the same sex parents are repressed</td>
</tr>
<tr>
<td>Denial</td>
<td>Denial involves blocking external events from awareness. If some situation is just too much to handle, the person just refuses to experience it.</td>
<td>For example, smokers may refuse to admit to themselves that smoking is bad for their health.</td>
</tr>
<tr>
<td>Projection</td>
<td>This involves individuals attributing their own unacceptable thoughts, feeling and motives to another person.</td>
<td>You might hate someone, but your superego tells you that such hatred is unacceptable. You can 'solve' the problem by believing that they hate you.</td>
</tr>
<tr>
<td>Displacement</td>
<td>Satisfying an impulse (e.g. aggression) with a substitute object.</td>
<td>Someone who is frustrated by his or her boss at work may go home and kick the dog,</td>
</tr>
<tr>
<td>Regression</td>
<td>This is a movement back in psychological time when one is faced with stress.</td>
<td>A child may begin to suck their thumb again or wet the bed when they need to spend some time in the hospital.</td>
</tr>
<tr>
<td>Sublimation</td>
<td>Satisfying an impulse (e.g. aggression) with a substitute object. In a socially acceptable way.</td>
<td>Sport is an example of putting our emotions (e.g. aggression) into something constructive.</td>
</tr>
</tbody>
</table>
PSYCHOANALYSIS PROJECTIVE PERSONALITY TEST

- Projective Tests allow people to “project” unconscious needs, wishes, and conflicts onto ambiguous stimuli.

  Rorschach Test
  
  A test in which people are asked to report what they see in a set of inkblots.

  Thematic Apperception Test (TAT)
  
  A test in which people are asked to make up stories from a set of ambiguous pictures.
CRITIQUE OF PSYCHOANALYTIC THEORY

1. Personality develops throughout life and is not fixed in childhood.
2. Freud under emphasised peer influence on the individual, which may be as powerful as parental influence.
3. Gender identity may develop before 5-6 years of age.
4. Unconscious mind is really just information processes that occurs without our awareness.
5. There may be other reasons for dreams besides wish fulfillment.
Two enduring aspects of the theory remain influential:

1. The view of the mind as an iceberg (i.e., the importance of the unconscious mind).

1. The analysis of defence mechanisms, which is supported throughout psychology in studies of attention, thinking, feeling, etc.
HUMANISTIC THEORY

- Focuses on people’s unique capacity for choice, responsibility, and growth.
- Stresses the positive, healthy aspect of personality and the uniqueness of the individual.
- Emphasis on the conscious mental process (responsibility).
- Humanistic Psychologists:
  - Abraham Maslow
  - Carl Rogers
1. Human beings, as human, supersede the sum of their parts. They cannot be reduced to components.

2. Human beings have their existence in a uniquely human context, as well as in a cosmic ecology.

3. Human beings are aware and are aware of being aware - i.e., they are conscious. Human consciousness always includes an awareness of oneself in the context of other people.

4. Human beings have the ability to make choices and therefore have responsibility.

5. Human beings are intentional, aim at goals, are aware that they cause future events, and seek meaning, value, and creativity.
While some of the existing school's of thought at the time (such as psychoanalysis and behaviourism) tended to focus on problematic behaviours, Maslow was much more interested in learning more about what makes people happy and the things that they do to achieve that aim.

As a humanist, Maslow believed that people have an inborn desire to be self-actualised, to be all they can be. In order to achieve this ultimate goal, however, a number of more basic needs must be met first such as the need for food, safety, love, and self-esteem.
Physiological needs: food, water, warmth, rest

Safety needs: security, safety

Belongingness and love needs: intimate relationships, friends

Esteem needs: prestige and feeling of accomplishment

Self-actualization: achieving one’s full potential, including creative activities

Self-fulfillment needs
- Maslow believed that these needs are similar to instincts and play a major role in motivating behaviour.

- 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.
CARL ROGERS

- A humanistic psychologist who agreed with the main assumptions of Abraham Maslow, but added that for a person to grow, they need an environment that provides them with genuineness (openness and self-disclosure), acceptance (being seen with unconditional positive regard), and empathy (being listened to and understood).

- Without these, relationships and healthy personalities will not develop as they should, much like a tree will not grow without sunlight and water.

- Rogers rejected the deterministic nature of both psychoanalysis and behaviourism and maintained that we behave as we do because of the way we perceive our situation. He says: "As no one else can know how we perceive, we are the best experts on ourselves."

- He believed that humans have one basic motive, that is the tendency to self-actualise - i.e. to fulfill one's potential and achieve the highest level of 'human-beingness' we can.
Like a flower that will grow to its full potential if the conditions are right, but which is constrained by its environment, so people will flourish and reach their potential if their environment is good enough.

However, unlike a flower, the potential of the individual human is unique, and we are meant to develop in different ways according to our personality.

Rogers believed that people are inherently good and creative. They become destructive only when a poor self-concept or external constraints override the valuing process.

For a person to achieve self-actualisation they must be in a state of congruence.

This means that self-actualisation occurs when a person’s “ideal self” (i.e. who they would like to be) is congruent with their actual behaviour (self-image).
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Rogers describes an individual who is actualising as a fully functioning person.

The main determinant of whether we will become self-actualised is childhood experience.
Central to Rogers' personality theory is the notion of self or self-concept. This is defined as "the organised, consistent set of perceptions and beliefs about oneself".

The self is the humanistic term for who we really are as a person. The self is our inner personality, and can be likened to the soul, or Freud's psyche.

The self is influenced by the experiences a person has in their life, and out interpretations of those experiences. Two primary sources that influence our self-concept are childhood experiences and evaluation by others.
Self worth (or self-esteem): what we think about ourselves. Rogers believed feelings of self-worth developed in early childhood and were formed from the interaction of the child with the mother and father.

Self-image: How we see ourselves, which is important to good psychological health. Self-image includes the influence of our body image on inner personality. At a simple level, we might perceive ourselves as a good or bad person, beautiful or ugly. Self-image has an affect on how a person thinks feels and behaves in the world.

Ideal self: This is the person who we would like to be. It consists of our goals and ambitions in life, and is dynamic - i.e. forever changing. The ideal self in childhood is not the ideal self in our teens or late twenties etc.
To sum up Rogers idea on personality:

- **Positive regard** - love, affection, attention, nurturance
- **Positive self-regard** - self-esteem, self-worth, a positive self-image

**Conditions of worth** - As we grow up, our parents, teachers, peers, the media, and others, only give us what we need when we show we are “worthy,” rather than just because we need it. We get a drink when we finish our class, we get something sweet when we finish our vegetables, and most importantly, we get love and affection if and only if we “behave!”
- Getting positive regard on “on condition” Rogers calls conditional positive regard.

- Because we do indeed need positive regard, these conditions are very powerful, and we bend ourselves into a shape determined, not by our organismic valuing or our actualising tendency, but by a society that may or may not truly have our best interests at heart.

- A “good little boy or girl” may not be a healthy or happy boy or girl!

- Over time, this “conditioning” leads us to have conditional positive self-regard as well.

- We begin to like ourselves only if we meet up with the standards others have applied to us, rather than if we are truly actualising our potentials.

- And since these standards were created without keeping each individual in mind, more often than not we find ourselves unable to meet them, and therefore unable to maintain any sense of self-esteem.
CRITIQUE OF HUMANISTIC THEORY

1. Concepts in humanistic psychology are vague and subjective and lack scientific basis.
2. Very difficult to even figure out what to test, let alone, how to test.
3. Take people’s self-report statements at face value
4. Too optimistic about human nature and ignoring human capacity for evil.
MURRAY’S NEED THEORY

- Murray developed a theory of personality that was organised in terms of motives, presses, and needs.
- Murray described a needs as a, "potentiality or readiness to respond in a certain way under certain given circumstances" (1938).
- Theories of personality based upon needs and motives suggest that our personalities are a reflection of behaviours controlled by needs.
- While some needs are temporary and changing, other needs are more deeply seated in our nature.
- According to Murray, these psychogenic needs function mostly on the unconscious level, but play a major role in our personality.
- Primary needs: based upon biological demands such as the need for oxygen, food and water.
- Second needs: needs are generally psychological such as need for nurturing, independent and achievement.
Henry Murray’s Psychogenic Needs

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<tbody>
<tr>
<td>Acquisition</td>
<td>Superiority</td>
<td>Dominance</td>
<td>Aggression</td>
<td>Affiliation</td>
<td>Cognizance</td>
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<tr>
<td>Conservancy</td>
<td>Achievement</td>
<td>Deferrence</td>
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<td>Rejection</td>
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<tr>
<td>Order</td>
<td>Recognition</td>
<td>Similance</td>
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<td>Nurturance</td>
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<tr>
<td>Retention</td>
<td>Exhibition</td>
<td>Autonomy</td>
<td>Abasement</td>
<td>Succorance</td>
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<tr>
<td>Construction</td>
<td>Infavoidance</td>
<td>Contrariance</td>
<td></td>
<td>Play</td>
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MCCLELLAND’S (1961) NEED ACHIEVEMENT THEORY

- Basing his work on the work of Henry Murray.
- This theory proposed that an individual’s specific needs are acquired over time and are shaped by one’s life experiences.
- This theory emphasises the need to accomplish something, to do a good job and to be the best.
- People who have a high degree of a need for achievement derive great satisfaction from working to accomplish some goal and they are motivated to excel in whatever task they undertake.
- McClelland says that, regardless of our gender, culture, or age, we all have three motivating drivers, and one of these will be our dominant motivating driver.
- This dominant motivator is largely dependent on our culture and life experiences.
<table>
<thead>
<tr>
<th>Dominant Motivator</th>
<th>Characteristics of This Person</th>
</tr>
</thead>
</table>
| **Achievement**    | • Has a strong need to set and accomplish challenging goals.  
                   | • Takes calculated risks to accomplish their goals.  
                   | • Likes to receive regular feedback on their progress and achievements.  
                   | • Often likes to work alone. |
| **Affiliation**    | • Wants to belong to the group.  
                   | • Wants to be liked, and will often go along with whatever the rest of the group wants to do.  
                   | • Favors collaboration over competition.  
                   | • Doesn't like high risk or uncertainty. |
| **Power**          | • Wants to control and influence others.  
                   | • Likes to win arguments.  
                   | • Enjoys competition and winning.  
                   | • Enjoys status and recognition. |
Unlike many other theories of personality, such as psychoanalytic or humanistic theories, the trait approach to personality is focused on differences between individuals.

The combination and interaction of various traits forms a personality that is unique to each individual.

Trait theory is focused on identifying and measuring these individual personality characteristics.
## 3 LEVELS OF TRAITS

### 1. Cardinal Traits:
- These are traits that dominate an individual’s whole life, often to the point that the person becomes known specifically for these traits.
- People with such personalities often become so known for these traits that their names are often synonymous with these qualities.
- Allport suggested that cardinal traits are rare and tend to develop later in life.

### 2. Central Traits:
- These are the general characteristics that form the basic foundations of personality.
- These central traits, while not as dominating as cardinal traits, are the major characteristics you might use to describe another person.
- Terms such as intelligent, honest, shy and anxious are considered central traits.

### 3. Secondary Traits:
- These are the traits that are sometimes related to attitudes or preferences and often appear only in certain situations or under specific circumstances.
- Some examples would be getting anxious when speaking to a group or impatient while waiting in line.
HAN EYSENCK

- Developed a model of personality based upon just three universal traits:

  - Introversion/Extroversion
  - Psychoticism
  - Neuroticism/Emotional Stability
Cattel used statistical approach to relate personality traits.

Used factor analysis to develop a 16 Personality Factor (16PF) inventory.

The 16PF provides a measure of normal personality and can also be used by psychologists, and other mental health professionals, as a clinical instrument to help diagnose psychiatric disorders, as well as help with prognosis and therapy planning.
<table>
<thead>
<tr>
<th>Cattell’s sixteen Factors of Personality (16PF)</th>
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<tbody>
<tr>
<td>Reserved</td>
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<tr>
<td>1</td>
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<tr>
<td>Outgoing</td>
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<tr>
<td>Less intelligent</td>
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<tr>
<td>1</td>
</tr>
<tr>
<td>More intelligent</td>
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<tr>
<td>Afected by feelings</td>
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<tr>
<td>1</td>
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<tr>
<td>Emotionally Stable</td>
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<tr>
<td>Submissive</td>
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<tr>
<td>1</td>
</tr>
<tr>
<td>Dominant</td>
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<tr>
<td>Serious</td>
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<tr>
<td>1</td>
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<tr>
<td>Happy-go-lucky</td>
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<tr>
<td>Expedient</td>
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<tr>
<td>1</td>
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<tr>
<td>Conscientious</td>
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<tr>
<td>Timid</td>
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<td>1</td>
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<tr>
<td>Venturesome</td>
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<td>Tough-minded</td>
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<td>1</td>
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<tr>
<td>Sensitive</td>
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<td>Trusting</td>
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<td>1</td>
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<tr>
<td>Suspicious</td>
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<tr>
<td>Practical</td>
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<td>1</td>
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<tr>
<td>Imaginative</td>
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<td>Forthright</td>
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<td>1</td>
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<tr>
<td>Shrewd</td>
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<td>Self-assured</td>
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<td>1</td>
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<tr>
<td>Apprehensive</td>
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<td>Conservative</td>
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<td>1</td>
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<tr>
<td>Experimenting</td>
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<td>Group dependent</td>
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<td>1</td>
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<tr>
<td>Self-sufficient</td>
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<tr>
<td>Uncontrolled</td>
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<td>1</td>
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<tr>
<td>Controlled</td>
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<tr>
<td>Relaxed</td>
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<tr>
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<tr>
<td>Tense</td>
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</table>
More recent researches have identified 5 global personality traits - The Big Five

<table>
<thead>
<tr>
<th>Trait</th>
<th>Description</th>
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<tbody>
<tr>
<td>Openness</td>
<td>Curious, original, intellectual, creative, and open to new ideas.</td>
</tr>
<tr>
<td>Conscientiousness</td>
<td>Organized, systematic, punctual, achievement oriented, and dependable.</td>
</tr>
<tr>
<td>Extraversion</td>
<td>Outgoing, talkative, sociable, and enjoys being in social situations.</td>
</tr>
<tr>
<td>Agreeableness</td>
<td>Affable, tolerant, sensitive, trusting, kind, and warm.</td>
</tr>
<tr>
<td>Neuroticism</td>
<td>Anxious, irritable, temperamental, and moody.</td>
</tr>
</tbody>
</table>
THE FIVE-FACTOR THEORY OF PERSONALITY

- **Low Score**
  - Practical, conventional, prefers routine
  - Impulsive, careless, disorganized
  - Quiet, reserved, withdrawn
  - Critical, uncooperative, suspicious
  - Calm, even-tempered, secure

- **Trait**
  - Openness (imagination, feelings, actions, ideas)
  - Conscientiousness (competence, self-discipline, thoughtfulness, goal-driven)
  - Extroversion (sociability, assertiveness, emotional expression)
  - Agreeableness (cooperative, trustworthy, good-natured)
  - Neuroticism (tendency toward unstable emotions)

- **High Score**
  - Curious, wide range of interests, independent
  - Hardworking, dependable, organized
  - Outgoing, warm, seeks adventure
  - Helpful, trusting, empathetic
  - Anxious, unhappy, prone to negative emotions
PERSONALITY CONSISTENCY ACROSS THE LIFESPAN

- Evidence indicates that personality is least stable during childhood.
- The consistency of personality increases with age.
ASSESSING TRAITS

- Personality inventories are questionnaires (often with true-false or agree-disagree items) designed to gauge a wide range of feelings and behaviors assessing several traits at once.
  - Minnesota Multiphasic Personality Inventory (MMPI)
    - Is the most widely researched and clinically used of all personality tests.
    - It was originally developed to identify emotional disorders.
    - Composed of 567 true-false items.
ALBERT BANDURA
SOCIAL-COGNITIVE THEORY

- Bandura (1977) believes that humans are active information processors and think about the relationship between their behaviour and its consequences.
- Observational learning or modelling could not occur unless cognitive processes were at work.
- Bandura’s work focused on the acquisition and modification of personality traits, particularly as they are affected by observational learning.
- In order to learn through observation close attention is needed.
- To imitate the behaviour that we have has seen as a model, we have to remember it.
- This involves mentally representing the model action in some way.
- Retention can be improved by mental rehearsal or by actual practice.
- Practice helps us remember the elements of the desired behaviour such as the sequence of carrying out the task.
- Reinforcement play important role in observational learning.
Motivation can be explained by a person’s personality.

Human personality can be explain by Psychodynamic Theory, Humanistic Theory, Trait Theory and Social-Cognitive theory.

Each theory have their own explanation about personality.

And all approach have their own assessment to assess individual personality.
thank you!