LEARNING OUTCOME

• Able to explain the relationship between social control and motivation.
• Able to explain what factors/elements that cause motivation to explore.
INTRODUCTION

- Motivation is that driving force which allows you to achieve your goals and go after what you want in life.
- Motivation involves a collection of beliefs, perceptions, values, interests, and actions that are all closely related.
SELF CONTROL

- Self-control is the ability to control one's emotions, behaviour, and desires in the face of external demands in order to function in society.

- Self-control can have a deep influence on a wide range of human activities – central to success across life domains, from school to work to relationship.

- Where does the skill of self-control come from?
SELF CONTROL

- Recent studies have shown that incentives, individual perceptions of task difficulty, personal beliefs about willpower, feedback on task performance, and changes in mood all seem to influence the ability to exercise self-control (Michael Inzlicht & Brandon Schmeichel, 2012).

- The researchers propose an alternative model that describes self-control as a process involving motivation and attention.
SELF CONTROL & EXPECTANCE THEорY

- Expectancy theory proposes that an individual will decide to behave or act in a certain way because they are motivated to select a specific behaviour over other behaviours due to what they expect the result of that selected behaviour will be.

- In essence, the motivation of the behaviour selection is determined by the desirability of the outcome.
VROOM’S EXPECTANCY THEORY

Motivational Force (MF)
Force directing specific behavioral alternatives

Expectancy (E → P)
Perceived likelihood that Effort will lead to performance

Instrumentality (P → R)
Perceived likelihood that Performance will lead to desired Rewards

Valance V(R)
The value of expected rewards to the individual

Self Efficacy
Goal Difficulty
Perceived Control

Trust
Control Policies

Needs
Values
Goals
Preferences
Expectancy theory

Person exerts work effort → to achieve task performance → and realize work-related outcomes

Expectancy
“Can I achieve the desired level of task performance?”

Instrumentality
“What work outcomes will be received as a result of the performance?”

Valence
“How highly do I value work outcomes?”
CURIOSITY AND EXPLORATORY BEHAVIOUR

- Curiosity is defined as a need, thirst or desire for knowledge.
- Organisms are motivated to interact with new or novel/unique objects - learn in the process - just like children who like to explore their environments - occurs without much encouragement from parents.
- Interest in novel things lessens with repeated exposure.
Humans show a preference for complexity.

Human exploratory behaviour is highly systematic:

As an individual becomes accustomed/habituated to a certain level of complexity he/she is motivated to explore stimuli that are slightly more complex.

Curiosity motivates exploration.
CONTINUE

CURIOsITY

Millions saw the apple fall, but Newton asked why.

~Bernard Baruch
COMPETENCE AND EXPLORATORY BEHAVIOUR

- Interacting with stimuli in the environment increases competence (ability to process information).

- **Evolutionary perspective:** animals explore to help ensure their survival; motivation is to know everything that might affect one’s survival; roots in curiosity drive (aroused by novelty).

- Having new skills or competence, we discover new or different aspects of that object.
MOTIVATION TO EXPLORE

- Level of arousal is basic mechanism underlying exploratory and play behaviours.
- Person experiencing low arousal will seek to increase arousal; experiencing high arousal will seek to lower arousal.
- New information is governed by the ability of the new stimulus to elicit arousal:
  - greater difference = greater arousal.
Exploration is a person-environment interaction in which the environment provides a challenge to the individual; individual develops wide range of competencies.
ANXIETY AND EXPLORATORY BEHAVIOUR

- **Exploration decreases or stops altogether when the individual is anxious.**

- **Anxiety drive is conceptualised as motivating stimulus avoidance.**

- **Securely attached infants explore more; early attachment has been shown to reduce anxiety and increase achievement/mastery behaviour.**
CURIOSITY AND EXPLORATORY BEHAVIOR

The Biological Component:

- Children vary in tendencies to approach novelty; stable temperaments are more receptive to new situations.
- Inhibited (constrained) and uninhibited (unrestrained) temperaments are inherited - influence inclination to approach novel objects.
Extraversion has been linked to tendency to select variety, novelty, complexity.

- High anxiety/arousal focuses on survival cues.
- Individuals are motivated to explore while being cautious.
The Learned/Cognitive Component:

- Experience/competence plays central role in tendency to respond to variety, novelty, and complexity.
- Organisms become familiar with something by conceptualising information.
✓ We tend to develop more complex cognitive structures as the result of processing info.
✓ Individuals will lose interest in repeatedly exposed stimulus.
✓ Intrinsic motivation: tendency to seek out novelty and challenge, to extend and exercise one’s capacities, to explore and learn.
SELF-DETERMINATION THEORY AND EXPLORATORY BEHAVIOUR

- Humans have three innate needs: competence, relatedness, and autonomy.

- Innately inclined to systematically respond to novelty and challenge and to develop competence.

- Can self-regulate: set goals, find paths to goals, and activate mental capacities to meet challenges.
Feelings of competence are important motivators for exploring/responding to challenge.

Relatedness grows out of feelings of being connected or belonging; people internalise rules for cooperative behaviour - motivation for internalising values.
SENSATION SEEKING AND EXPLORATORY BEHAVIOUR

- Trait defined by the need for varied, novel, and complex sensations or experiences and the willingness to take physical and social risks for the sake of such experiences.

- Based on four factors:
  1. Thrill and adventure seeking.
  2. Experience seeking.
  3. Disinhibition/Unembarassed
The Biological Component:

- Negatively correlated with monoamine oxidase (MAO) levels - important in regulation of norepinephrine, dopamine, and serotonin.
- High sensation seekers are likely to experience greater pleasure/reward when they take drugs; likely to use drugs, again.
✓ Differences in MAO levels is inherited.
✓ Sensation seeking is also related to testosterone levels in men.
The Learned/Cognitive Component:

- Thrill seekers learn to use fear as a means of increasing arousal level in order to experience a psychological high.
- Because they have good coping skills, they do not experience much fear.
- They experience self-satisfaction associated with exercising highly developed coping skill in face of uncertainty; value variety.
People come to control their fears and anxiety through mastery training.

Driven by need for new experiences; more willing to break previous commitments.

Develop better cognitive skills, higher IQs, superior scholastic/reading ability, and better social skills/intimacy.
CONTINUE

✓ May lead to creativity (or delinquency) - view things in new ways.

✓ Adapt at working in environments where change is a way of life.

✓ Cannot be committed to any one activity in case something new or more interesting comes along.

✓ Inclined to self-disclose - not inclined to commit to long-term relationships.
CREATIVITY AND EXPLORATORY BEHAVIOUR

- The tendency to generate/recognise ideas, alternatives, or possibilities that can be useful in solving problems, communicating with others, and entertaining ourselves/others.

- **Motivation to engage in creative acts:**
  - The need for novel, varied, complex stimulation.
  - The need to communicate ideas and values.
  - The need to solve problems.
The Biological Component:

- Linked to active right prefrontal cortex; also evidence that linked to left side and communication between two sides.

- Linked to positive affect; elevated dopamine levels increase cognitive flexibility and facilitate the selection of different cognitive perspectives.
✓ Viewed as playful activity; sense of disinhibition.
✓ No correlation between intelligence and creative behavior.
✓ Creative people are independent, nonconformist, unconventional; characterized by wide interests, greater openness to new experiences, greater flexibility, and tendency to take risks.
The Learned/Cognitive Component:

- People can learn to become creative with motivation and with techniques for generating new possibilities.
- People have tendency to act creatively but restrain tendencies for fear of rejection by society.
- Many people are afraid of change or motivated to avoid it; they may be anxious, fearful, or highly aroused.
✓ Support and recognition of creative effort leads to innovation - extrinsic rewards motivates creativity.

✓ Individuals faced with adversity or need to deal with new people can turn out to be more creative.

✓ Later-borns are more creative than first-borns.
IMPORTANT COMPONENTS OF CREATIVITY

1. Defining the problem: defining the problem gives direction to thinking.

2. Knowledge: need a well-developed information base to generate new ideas; new ideas often elaboration of existing ideas.

3. Constructing images and categories: groups of patterns or components can be rearranged to form new ideas.
4. **Synthesis:** putting together components to create whole; deliberately activating various patterns in brain (lateral thinking)

5. **Suspension of judgment:** judgments stop creative process.

- According to Teresa Amabile, the elements of creativity are interconnected: each is caused by and causes the others.
Three Components of Creativity

Expertise: knowledge-technical, procedural and intellectual

Creative thinking skills: How flexibly and imaginatively people approach problems

Motivation: Intrinsic is more effective than extrinsic
SUMMARY

- **Self-control** is a process of motivation and attention.
- **Motivation to explore** involves a collection of many elements such as beliefs, perception, value, interest, expectation and desirability of outcomes, curiosity, competence, sensation seeking, and creativity.
THANK YOU