

Chapter 3

Learning and Theory Of Learning

Learning Outcomes

After you have studied this chapter, you will be able to:

- *Explain the general meaning, types, and factors of learning*
- *Identify the characteristics of learning*
- *Describe some of the theories designed to explain the characteristics of learning*
- *Differentiate the viewpoints of different theories of learning*
- *Discuss the applications of theories of learning*
- *State techniques used to motivate and reinforce behavior.*

3.1. Definition, Characteristics and Principles of Learning

3.1.1. Definitions of learning

Brain storming

- What is the meaning of learning to you?
- What are the elements of learning?

Learning is a ***relatively permanent change in behavior*** occurring as a result of ***experience or practice***.

The above definition emphasizes four attributes of learning:

- Learning is a change in behavior
- This change in behavior is relatively permanent
- It does not include change due to illness, fatigue, maturation and use of intoxicant.
- This permanent change in behavior is not because of biological factors (like hormonal changes) that bring permanent changes in behavior; but because of experience, or practice
- The learning is not directly observable but manifests in the activities of the individual

3.1.2. Characteristics of learning

Yoakman and Simpson have described the following major important characteristics of learning:

1. *Learning is continuous modification of behavior throughout life*
2. *Learning is pervasive, it reaches into all aspects of human life*
3. *Learning involves the whole person, socially, emotionally & intellectually*
4. *Learning is often a change in the organization of experiences*
5. *Learning is responsive to incentives*
6. *Learning is an active process*
7. *Learning is purposeful*
8. *Learning depends on maturation, motivation and practice*
9. *Learning is multifaceted*

3.1.3. Principles of learning

The important principles that help explaining how learning occurs effectively are;

1. Individuals learn best when they are ***physically, mentally, and emotionally ready to learn.***
2. Students learn best and retain information longer when they have ***meaningful practice and exercise***
3. Learning is strengthened when accompanied by ***a pleasant or satisfying feeling***, and that ***learning is weakened when associated with an unpleasant feeling***





4. Things learned first create a ***strong impression in the mind that is difficult to erase***
5. Things most ***recently learned are best remembered***
6. The ***principle of intensity implies*** that a student will learn more from the ***real thing than from a substitute.***
7. Individuals ***must have some abilities and skills*** that may help them to learn.
8. Things ***freely learned are best learned*** the greater the ***freedom enjoyed by individuals,*** the higher the ***intellectual and moral advancement.***

1Motivation:- the higher the motives the greater are the effort to learn.

3.2. Factors Influencing Learning

2Maturation: Neuro-muscular coordination and maturation

3Health condition of the learner:- physical and biological health

4Psychological wellbeing of the learner:- like worries, fears, feelings of loneliness and inferiority hinders learning. Whereas self-respect, self-reliance, and self-confidence are necessary for effective learning.

5Good working conditions :- fresh air, light, comfortable surroundings, temperature, absence of distractions, learning aids

6Background experiences: having background experiences

7Length of the working period: learning periods should neither be too short nor too long.

8Massed and distributed learning: learning that spreads across time with reasonable time gaps brings better results compared with crammed learning that occurs at once or within short span of time.

- across time with reasonable time gaps bring better results compared with cramed learning that occurs at once

3.3. Theories of Learning and their Applications

3.3.1. Behavioral Theory of Learning

- learning occurs as a result of stimulus-response associations.
- They emphasize observable behaviors, seek laws to govern all organisms, and provide explanations which focus on consequences.
- They differ among themselves with respect to their views about the ***role of reinforcement in learning***.
- The two major behavioral theories of learning are ***classical and operant Conditioning***.

3.3.1.1. Classical conditioning theory/respondent learning

Brainstorming Question

What do you expect/feel when there is thunder?

“What does a child expect when he sees the mother coming back home? Each of the responses in these questions seem to illustrate the nature of what is called classical conditioning that you are to explore know now.

Classical conditioning/substitution

learning/ focuses on the learning of making

involuntary emotional or physiological responses(reflex) to stimuli that normally elicit no response; e.g. fear that are

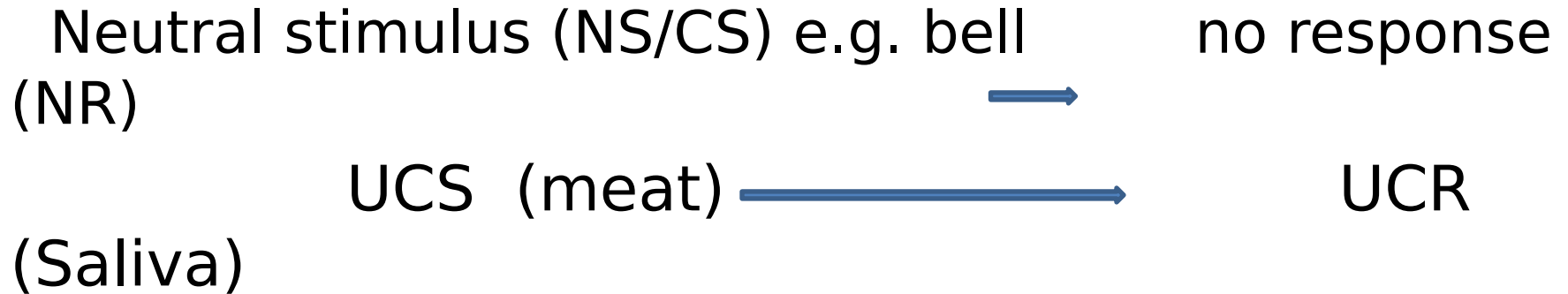
associated with increased heartbeat, salivation or sweating at the sight of some natural

Basics of Classical Condition

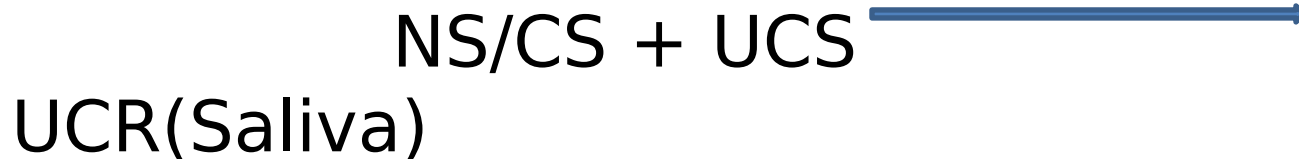
- ***Neutral stimulus***: a stimulus that, before conditioning, does not naturally bring about the response of interest.
- ***Unconditioned stimulus (UCS)***: a stimulus that naturally brings about a particular response without having been learned.
- ***Unconditioned response (UCR)***: a response that is natural and needs no training (e.g., salivation at the smell of food).
- ***Conditioned stimulus (CS)***: a once neutral stimulus that has been paired with an unconditioned stimulus to bring about a response formerly caused only by the unconditioned stimulus.
- ***Conditioned response (CR)***: A response that, after conditioning, follows a previously neutral stimulus (e.g., salivation at the ringing of a bell)

Steeps in conditioning

1. Before conditioning



2. During conditioning



3. After conditioning



Pavlov's classical conditioning experiment

Principles of Classical Condition

A. Stimulus generalization and stimulus discrimination

- ***A stimulus generalization :-*** is a process in which, after a stimulus has been conditioned to produce a particular response, stimuli that are similar to the original stimulus begin to produce the same responses.
- ***Stimulus discrimination:-*** is the process of distinguishing two similar stimuli; the ability to differentiate between stimuli. Example, the dog salivates only in response to the dinner bell instead of the doorbell or the telephone bell.

B. Extinction and spontaneous recovery

- **Extinction:-** if a CS is repeatedly presented without presenting the UCS, the CR will diminish and eventually stop occurring.
- ***Spontaneous recovery :-*** is the reemergence of an extinguished conditioned response after a period of rest and with no further conditioning.
- In spontaneous recovery, the CR is weaker and extinguishes faster than it did originally.

Reflection

- Suppose a one-year old child is playing with a toy near an electrical out-let. He sticks part of the toy into the outlet. He gets shocked, becomes frightened, and begins to cry. For several days after that experience, he shows fear when his mother gives him the toy and he refuses to play with it. What are the UCS? UCR? CS? CR? Show in diagram there association into three stages of processes?

a) UCS _____

b) UCR _____

c) CS _____

d) CR _____

Could you please explain of something you learned through classical conditioning?

3.3.1.2. Operant/Instrumental conditioning

Brainstorming Questions

- Why do you think a child cries when feeling hungry?
- why do you think a child learns to become aggressive?
- What is the role of reward and punishment in learning?
- What are the types and schedule of reinforcement?

Operant conditioning is learning in which a voluntary response is strengthened/more recur or weakened less recur, depending on its favorable or unfavorable consequences.

- An emphasis on environmental consequences is at the heart of *Operant Conditioning (Reward and punishment)*
- In operant conditioning, the organism's response operates or produces effects on the environment. These effects, in turn, influence, whether the response will occur again.
- B.F Skinner, argued that to understand behavior we should focus on ***the external causes of an action*** and the ***action's consequences*** (look outside the individual, not inside).

- In Skinner's analysis, a response (operation) can lead to three types of consequences, ***a neutral consequence, a reinforcement or punishment.***
- ***A neutral Consequence*** that does not alter the response
- ***A reinforcement*** that strengthens the response or makes it more likely to recur increases the probability that the behavior that precedes will be repeated.

There are two basic types of **reinforcers or reinforcing** stimuli: primary and secondary reinforcers.

- ***Primary reinforcers***: food, water, light, stroking of the skin, and a comfortable air temperature
- ***Secondary Reinforcers***: they reinforce behavior because of their prior association with primary reinforcing stimuli. money, praise, applause, good grades, awards, and gold stars are common secondary reinforcers.

- Both Reinforcers can be positive or negative. ***Positive reinforcement*** is the process whereby presentation of a stimulus makes behavior more likely to occur again.
- ***Negative reinforcement*** is the process whereby termination of an aversive stimulus makes behavior more likely to occur.
- The basic principle of negative reinforcement is that eliminating something aversive can itself be a reinforcer or a reward. For example, if someone nags you all the time to study, but stops nagging when you comply, your studying is likely to increase- because you will then avoid the nagging.

Negative reinforcement explained by *escape and avoidance learning*.

- 1. *Escape learning*** :- animals learn to make a response that terminates/stops a noxious, painful or unpleasant stimulus.
- 2. *Avoidance Learning***:-which refers to learning to avoid a painful, noxious stimulus prior to exposure.

Schedules of reinforcement

- i. Continuous reinforcement:-** when a response is first acquired, learning is usually most rapid if the response is reinforced each time
- II. Partial or intermittent:-** involves reinforcing only some responses.
1. ***Fixed-ratio schedules:*** reinforcement occurs after a fixed number of responses. produce high rate of responding. Employers often use fixed ratio schedules to increase productivity. An interesting feature of a fixed ratio schedule is that performance sometimes drops off just after reinforcement.
 2. ***Variable-Ratio Schedule:*** reinforcement occurs after some average number of responses. It produces extremely high steady rates of responding and more resistant to extinction
 3. ***Fixed Interval Schedule:*** occurs only if a fixed amount of time has passed since the previous reinforcer.
 4. ***Variable Interval Schedule:*** a variable interval schedule of reinforcement occurs only if a variable

Schedule	Description	Example
Fixed-ratio schedules	- occurs after a fixed number of responses - produce high rate of responding - performance sometimes drops off just after reinforcement	Employers often use fixed ratio schedules to increase productivity/contr actual work -- birr per days or weeks
Variable-Ratio Schedule	- reinforcement occurs after some average number of responses - produces extremely high steady rates of responding - more resistant to extinction	The vigorous characteristic of gambling
Fixed Interval Schedule	reinforcement occurs only if a fixed amount of time has passed since the	Studying habit of students for fixed scheduled test

Punishment

- Punishment is a stimulus that weakens the response or makes it less likely to recur.
- Punishers can be any aversive (unpleasant) stimuli that weaken responses or make them unlikely to recur.

1. Primary punisher:- Pain and extreme heat or cold are inherently punishing and are therefore known as primary punishers.

2. Secondary punishers:- criticism, demerits, catcalls, scolding, fines, and bad grades are common secondary punishers

The two forms of punishment are ;

- 1. Positive Punishment:-*** the administration of aversive stimulus following behaviours.
- 2. Negative punishment:-*** the removal of pleasant stimulus following behaviour

Four ways of modifying behaviour

Positive (adding)	Reinforcement Something valued or desirable <i>Positive reinforcement</i> .e.g. getting a good start	Punishment Something unpleasant; <i>Punishment by application</i> Example; getting spanking for disobeying
Negative (removing/avoiding)	Reinforcement Something unpleasant; <i>Negative reinforcement</i> Example avoiding a ticket by stopping at a red light	Punishment Something valued or desirable; <i>Punishment by removal</i> Example losing a privilege such as going out with friends

The Pros and Cons of Punishment

Factors affecting the effectiveness of punishment are;

- 1. *Immediacy*** – when punishment follows immediately after the behavior to be punished.
- 2. *Consistency***- when punishment is inconsistent the behavior being punished is intermittently reinforced and therefore becomes resistant to extinction.
- 3. *Intensity***- severe punishments are more effective than mild ones. However even less intense punishments are effective if applied ***immediately and consistently***.

when punishment fails:

1. People often administer punishment inappropriately or mindlessly.
2. The recipient of punishment often responds with anxiety, fear or rage. Negative emotional reactions can create more problems than the punishment solves.
3. The effectiveness of punishment is often temporary, depending heavily on the presence of the punishing person or circumstances
4. Most behavior is hard to punish immediately.
5. Punishment conveys little information. An action intended to punish may instead be

Shaping

- Shaping is an operant conditioning procedure in which successive approximations of a desired response are reinforced.
- In shaping you start by reinforcing a tendency in the right direction.
- Then you gradually require responses that are more and more similar to the final desired response.
- The responses that you reinforce on the way to the final one are called successive approximations.

Application/Implication of the theory of operant condition

1. ***Conditioning study behavior:*** for effective teaching, teachers should arrange effective ***contingencies of reinforcement***. E.g. reinforcing with variety of incentives - smile, praise, affectionate patting
2. ***Conditioning and classroom behavior:*** during a learning process, children can acquire unpleasant experiences. This unpleasantness becomes conditioned to the teacher, subject and the classroom and learners begin to dislike the subject and the teacher.
3. ***Managing Problem Behavior:*** teachers should admit positive contingencies like praise, encouragement etc. for learning. One should not admit negative contingencies. Example

4. ***Dealing with anxieties through conditioning:*** to break the habits of fear, a teacher can use desensitization techniques.

5. ***Conditioning group behavior:*** conditioning can make an entire group learn and complete change in behavior with reinforcement. Asking questions, active participation in class discussion will make the teacher feel happy – interaction will increase and teaching learning process becomes more effective.

6. ***Conditioning and Cognitive Processes:*** reinforcement is given in different form, for the progress of knowledge and in the feedback form. When response is correct, positive reinforcement is given. Organizing in logical sequence helps in learning.

7. ***Shaping Complex Behavior:*** Complex behavior exists in the form of a chain of small behavior. Control is required for such kind of behavior.

3.3.2. Social Learning (observational learning)

Brainstorming Question

- Who is the person that you admire the most?
- Why do you aspire to become like him/her?
- What do you do to become one?
- What do you feel if you manage to become like your model?.

- Social learning is learning by watching the behavior of another person, or *model* (Albert Band).
- Bandura identifies three forms of social reinforcement in observational learning.

- 1. Modeling :-** the observer may reproduce the behaviors of the model and receive *direct reinforcement*. The from what one think prestigious, respected, popular person
- 2. Vicarious reinforcement :-**, the observer may simply see others reinforced for a particular behavior and then increase his or her production of that behavior.
- 3. Self-reinforcement**, or controlling your reinforcers:- we want our students to improve not because it leads to external rewards but because the students ***value and enjoy their growing competence.***

- *Conditions* that are necessary before an individual can successfully model the behavior of someone else as to Bandura;
- 1. *Attention*:** the person must first pay attention to the model.
 - 2. *Retention*:** the observer must be able to remember the behavior that has been observed.
 - 3. *Motor reproduction*:** the observer has to be able to replicate the action.
 - 4. *Motivation*:** learners must want *to demonstrate* what they have learned.

Remember that since these four conditions vary among individuals, different people will reproduce the same behavior differently.

Educational Implications of Social Learning Theory

- Social learning theory has numerous implications for classroom use.
1. Students often learn a great deal simply by observing other people.
 2. Describing the consequences of behavior can effectively increase the appropriate behaviors and decrease inappropriate ones.
 3. Modeling can provide a faster and more efficient means for teaching new behavior than shaping .
 4. Teachers and parents must model appropriate behaviors and take care that they do not model inappropriate behaviors.

5. Teachers should expose students to a variety of other models. This technique is especially important to break down traditional stereotypes.
6. It is very important to develop a sense of self-efficacy for students. Teachers can promote such self efficacy by having students receive confidence-building messages, watch others be successful, and experience success on their own.
7. Help students ***set realistic expectations*** for their academic accomplishments.
- 8. *Self-regulation techniques*** provide an effective method for improving student behavior.

3.3.3. Cognitive Learning Theory

cognitive learning may take two forms
Latent learning and Insight learning
(gestalt learning or perceptual learning)

1. Latent/hidden learning:- Latent' means hidden and the learning occurs but is not evident in behavior until later. A great deal of human learning also remains latent until circumstances allow or require it to be expressed.

2. Insight Learning “the Aha learning”

- It is a cognitive process whereby we *reorganize our **perception of a problem.***
- In a typical insight situation where a problem is posed, a period follows during which no apparent progress is made, and then the solution comes suddenly.
- What has been learned in insight learning can also be applied easily to other similar situations.
- Human beings who solve a problem insightfully usually experience a good feeling called an 'aha' experience.

CHAPTER FOUR

MEMORY AND FORGETTING

Learning Outcomes

At the end of this unit, you will be able to:

- *Define memory and forgetting.*
- *Describe the stages and memory structures proposed by theory of memory.*
- *Explain the processes that are at work in memory functions.*
- *Identify how learned materials are organized in the long term memory.*
- *State the factors underlying on the persistence, and loss of memory.*
- *Explain different theories of forgetting.*

Brain storming Question

- ❖ *What comes to your mind about memory?*
- ❖ *What is the meaning of memory?*
- ❖ *What is the function of memory in your studying?*

- Intelligent life does not exist without memory.
- If you don't have a memory, you cannot remember whatever information you acquire that makes your life disorganized, confused and meaningless.
- Your memory provides the function that your life to have continuity in place and time, adapt to the new situations by using previous skills and information, enriches your emotional life by recoiling your positive and negative life experiences.

5.1 Memory

Brain storming Questions

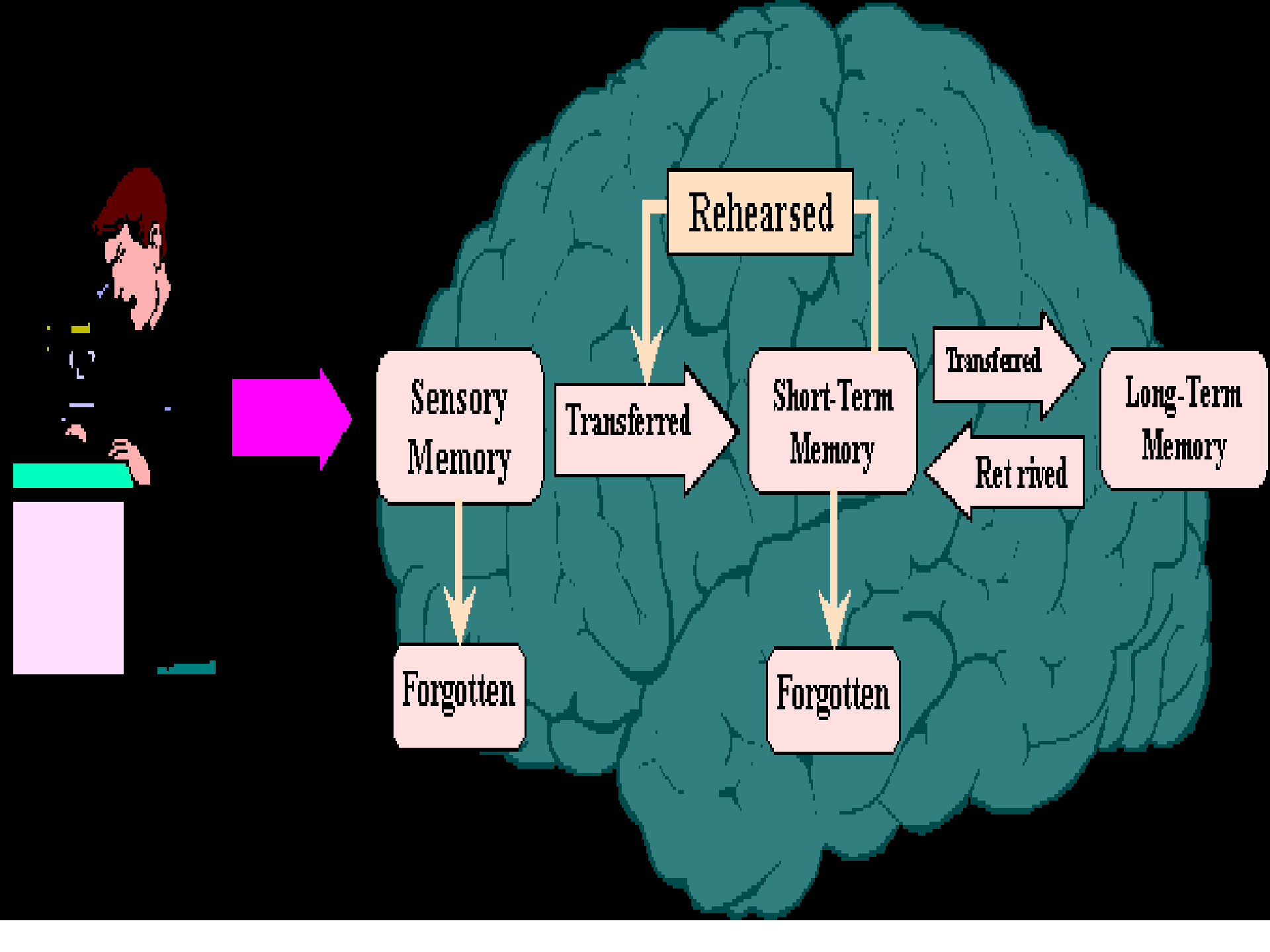
- What is memory?
- Are there different kinds of memory?
- What are the biological bases of memory?

4.1.1 Meaning and Processes of Memory

- Memory is the ***retention of information /what is learnt***
- Memory is a blanket label for a large number of processes that form the bridges between our past and our present.
- To learn about the nature of memory, it is useful to separate the process from the structure

Processes of Memory

- Memory processes are the ***mental activities*** to put information into memory, to store and to make use of it later. This involves three basic steps:
 - a)Encoding:*** refers to the form (i.e. the code) in which an item of information is to be placed in memory.
 - It is the process by which information is initially recorded in a form usable to memory.
 - Transforming a sensory input into a form or a memory code that can be further processed.
 - b)Storage:*** It is the location in memory system in which material is saved. Storage is the persistence of information in memory.
 - c)Retrieval:*** information in memory storage is brought into awareness and used.
 - Memory is the process by which information is encoded (phase1), stored (phase 2) and later retrieved (phase 3).



Sensory register

The initial information processing unit that transforms the incoming stimuli into information so that we can sense of them.

- ***Retention mechanism*** -attention, perception
- ***Capacity***- Unlimited information
- ***Duration*** -Fraction of seconds, less than one second
- ***Form***-Direct replica of Sound, color etc.

Short-term (working) memory

it is a temporary information store.

contains conscious experience or what we are thinking about the moment.

- **Retention mechanism-** Maintenance rehearsal
- **Capacity** - 7 ± 2 items or chunks
- **Duration-** Less than 30 seconds
- **Form-** Word , figure

ways of keeping forgetting in STM

- **Chunk** is a meaningful group of stimuli that can be stored as a unit
- **Maintenance rehearsal:-** is the process of repeating information over and over either verbally or mentally

Long-term memory

Information in long-term memory is filled and cataloged so that it can be retrieved when we need it.

- ***Retention mechanism-*** elaborative rehearsal
 - ***Capacity-*** unlimited information
 - ***Duration*** - relatively permanent
 - ***Form-*** idea, meaning
- ❖ ***Elaborative rehearsal:*** - involves connecting the information you are trying to learn with something you already know or with knowledge from long-term memory.

Sub Systems Or Contents Of LTM

1. *Declarative/explicit memory*- the conscious recollection of information such as specific ***facts or events*** that can be verbally communicated. Subdivided into;

a. *Semantic memory*- factual knowledge like *the meaning of words, concepts and our ability to do math*. They are internal representations of the world, independent of any particular context.

b. *Episodic memory*- memories for events and situations from personal experience. i.e. experiences of you late childhood

2. *Non-declarative/implicit memory*- refers to a variety of phenomena of memory in which behavior is affected by ***prior experience*** without that experience being consciously recollected. e.g. ***procedural memory***:-It is the —how to knowledge of procedures or skills: Knowing how to comb your hair, use a pencil, or swim.

Serial Position Effect

- If you are shown a list of items and are then asked immediately to recall them, your retention of any particular item will depend on its *position in the list*.
- 1. The primacy effect** :-recall will be best for items at the beginning of the list
 - 2. The recency effect**:-recall for items the end of the list

Remark:-when retention of all the items is plotted, the result will be a ***U-shaped curve***

4.1.3 Factors Affecting Memory

- 1. Ability to retain:** This depends upon good memory traces left in the brain by past experiences.
- 2. Health:** it matters the degree of retain the learnt material
- 3. Age of the learner:** e.g. youngsters vs. aged
- 4. Maturity:** the maturity of the individual affect learning
- 5. Will to remember:** if willing it helps for better retention
- 6. Intelligence:** degree of intelligence matters for memory
- 7. Interest:** interest affect in learning and retention
- 8. Over learning:** over learning will lead to better memory
- 9. Speed of learning:** quicker learning leads to better retention
- 10. Meaningfulness of the material:** meaningful materials remained more than nonsense material
- 11. Sleep/rest:** sleep/rest immediately after learning strengthens connections in the brain and helps for clear memory.

4.2 Forgetting

Brainstorming Questions

- What is forgetting?
- How forgetting occur or what causes forgetting?
- Why do human beings forget information?
- In what way and how do we forgot that information?
- Is forgetting bad or good for us?

4.2.1 ***Meaning and Concepts of Forgetting***

- The term *forgetting* refer to the apparent loss of information already ***encoded and stored in the LTM***.
- The first attempts to study forgetting were made by German psychologist Hermann Ebbinghaus (1885-1913).
- The most rapid forgetting occurs in the ***first hours***.
- After ***nine hours***, the rate of forgetting slows and declines little, even after the passage of many days.
- Always a strong initial decline in memory, followed by a more gradual drop over time.

4.2.2. Theories of Forgetting

Psychologists have proposed five mechanisms to account for forgetting: decay, replacement of old memories by new ones, interference, motivated forgetting, and cue dependent forgetting.

4.2.2.1. The Decay Theory

- Memory traces fade with time if they are not accessed now and then.
- This explanation assumes that when new material is learned a memory trace or engram- an actual physical change in the brain- occurs.
- The trace simply fades away with nothing left behind, because of the passage of time.
- Decay occurs in ***sensory memory in STM*** as well unless we give attention and rehearse the material
- However, the mere passage of time does not account so well for forgetting in long-term memory.

4.2.2.2. Interference

- Forgetting occurs because similar items of information interfere with one another in either storage or retrieval.
- There are two kinds of interference that influence forgetting:
 1. ***Proactive*** :- old information interferes with recall of newer material.
 2. ***Retroactive***:- new information interferes with the ability to remember old information.

4.2.2.3. New Memory for Old/ Displacement Theory

- new information entering memory can wipe out old information
- This theory is mostly associated with the ***STM***, where the capacity for information is limited.
- It cannot be associated with the **LTM** because of its virtually unlimited capacity.

4.2.2.4. Motivated Forgetting

- Sigmund Freud maintained that people forget because they block from consciousness those memories that are too threatening or painful to live with, and he called this ***self-protective process Repression***.
- Today many psychologists prefer to use a more general term, *motivated forgetting*.

4.2.2.5. Cue Dependent Forgetting

- When we lack retrieval cues, we may feel as if we have lost the call number for an entry in the mind's library but may not.
- In LTM retrieval cues failure the most common type of all.
- Cues that were present when you learned a new fact or had an experience are apt to be especially useful later as retrieval aids.
- That may explain why remembering is often easier when you are in the same physical environment as you were when an event occurred: Cues in the present context match from the past.
- Cues present during the initial stage of learning help us to recall the content of the specific learning materials in an easy manner.
- Your mental or physical state may also act as a retrieval cue, evoking a state dependent memory. For example if you are intoxicated when something happens, you may remember it better when you once again have had a few drinks than when you are sober.

Likewise, if your emotional arousal is specially high or low at the time of an event, you may remember that event best when you are once again in the same emotional state.

4.3. Improving Memory

General guidelines to improve memory through mental strategies

- 1. Pay Attention:*** when you do have something to remember, you will do better if you encode it.
- 2. Encode information in more than one way:*** the more elaborate the encoding of information, the more memorable it will be
- 3. Add meaning:*** the more meaningful the material, the more likely it is to link up with information already in long-term memory.
- 4. Take your time:*** minimize interference by using study breaks for rest or recreation. Sleep is the ultimate way to reduce interference.
- 5. Over learn:*** studying information even after you think you already know it
- 6. Monitor your learning:*** testing yourself frequently, rehearsing thoroughly, and reviewing periodically

4.1. Motivation

4.1.1. Definition and types of motivation

Learning Outcomes

After successful completion of this chapter, you are expected to:

- *Define what motivation is*
- *Identify the two types of motivation*
- *compare the different theories of motivation*
- *Explain the different types of conflicts of motives*
- *Define what emotion is*
- *Discuss the three elements of emotion*
- *Discuss the different theories of emotion*

4.1. Motivation

4.1.1. Definition and types of motivation

- Motivation is a factor by which activities are started, directed and continued so that physical or psychological needs or wants are met
- Motivation is what —moves|| people to do the things they do.
- Motivation can be categorize into two:

1 *Intrinsic motivation:-* a person acts because the act itself is rewarding or satisfying in some internal manner.

2 *Extrinsic motivation:-* individuals act because the action leads to an outcome that is external to a person.

4.1.2. Approaches to /theories of/ motivation

- Instinct, drive-reduction, arousal, incentive, cognitive, and humanistic theories are the dominant theories

1. *Instinct approaches to motivation*:- the biologically determined and innate patterns of both humans and animals behavior

- Instincts in humans including ***curiosity, flight***), ***pugnacity*** (aggressiveness), and ***acquisition*** (gathering possessions)
- This approach forcing psychologists to realize that some human behavior is controlled by **hereditary factors**



2. Drive-reduction approaches to motivation

- This approach involved the concepts of ***needs and drives***
- A **need** is a requirement of some material (e.g.. food, water) that is essential for the survival of the organism
- ***Drive-reduction*** :- is the connection between internal psychological ***states and outward behavior***
- there are two kinds of drives- ***primary and secondary***.
 - Primary drives:-*** involve survival needs of the body
 - Secondary/acquired drives:-*** are learned through experience or conditioning, such as the need for money, social approval.
- This theory includes the concept of ***homeostasis***, or the tendency of the body to ***maintain a steady-state***.
- When there is a primary drive need, the body is in a state of imbalance it stimulates behavior

3. Arousal approaches: beyond drive reduction

- Explain behavior in which the goal is to maintain or increase excitement.
- To motivation, each person tries to maintain a certain level of stimulation and activity.
- If our stimulation and activity levels become too high, we try to reduce them, but, if levels of stimulation and activity are too low, we will try to increase them by seeking stimulation.

4. Incentive approaches: motivation's pull

- motivation stems from the desire to attain external rewards, known as incentives. Eg. grades, money, affection, food
- the internal drives proposed by drive-reduction theory work in a *cycle with the external incentives of incentive theory* to —push and —pull behavior, respectively.
- Hence, at the same time that we seek to satisfy our ***underlying hunger needs*** (the push of drive-reduction theory), we are drawn to food that appears very appetizing (the pull of incentive theory). Rather than contradicting each other, then, drives and incentives may work together in motivating behavior

5.Cognitive Approaches: the thoughts behind motivation

- Motivation is a result of people's ***thoughts, beliefs, expectations, and goals.***
- They draw a key difference between intrinsic and extrinsic motivation.
- Intrinsic motivation causes us to participate in an activity for our enjoyment rather than for any actual or concrete reward that it will bring us.
- In contrast, extrinsic motivation causes us to do something for money, a grade, or some other actual, concrete reward.

6. Humanistic approaches to motivation (Abraham Maslow)

- Human behavior is influenced by a hierarchy of needs or motives.
- Needs of the lowest level of the hierarchy must be at least partially satisfied before people can be motivated by the ones at higher levels.

i. Physiological needs- biological requirements for human survival (air, food, drink, shelter, clothing, warmth, sex, sleep).

ii. Safety needs- protection from elements, security, order, law, stability, freedom from fear.

iii. Love and belongingness needs- friendship, intimacy, trust, and acceptance, receiving and giving affection and love.

iv. Esteem needs- the need to be respected as a useful, honorable individual; which Maslow classified into two categories:

a. Esteem for oneself:- dignity, achievement, mastery, independence

b. The desire for reputation or respect from others :- status, prestige

V. Self-actualization needs- realizing personal potential, self-fulfillment, seeking personal growth and peak experiences.

A desire —to become everything one is capable of becoming.

4.1.3. Conflict of motives and frustration

- Based on the sources of motivation and the importance of the decision, people usually face difficulty choosing among the motives that creating far more internal conflict and indecision. The ***types of motivational conflicts are:***
 - 1. Approach-approach conflicts*** - must choose only one of the two desirable activities.
 - 2. Avoidance-avoidance conflicts*** - must select one of the two undesirable alternatives.
 - 3. Approach-avoidance conflicts*** - happen when a particular event or activity has both attractive and unattractive features

4.2. Emotions

4.2.1. Definition of emotion

- The Latin word meaning —to move is the source of both words used in this chapter over and over again-motive and emotion.
- Emotion can be defined as the —**feeling aspect of consciousness**, characterized by certain physical arousal, certain behavior that reveals the feeling to the outside world, and an inner awareness of feelings.
- from definition, we can understand that there are three elements of emotion: **the physiology, behavior and subjective experience.**

1. The physiology of emotion - is physical arousal created by the sympathetic nervous system.

- The heart rate increases, breathing becomes more rapid, the pupils of the eye dilate.
- facial expressions do differ between various emotional responses, emotions are difficult to distinguish from one another based on outward bodily reactions alone.
- It is quite easy to mistake a person who is afraid or angry as being aroused if the person's face is not visible, which can lead to much miscommunication and misunderstanding

2. *The behavior of emotion*- facial expressions, body movements, and actions that indicate to others how a person feels.

- Frowns, smiles, and sad expressions combine with hand gestures, the turning of one's body, and spoken words to produce an understanding of emotion.
- People fight, run, kiss, and yell, along with countless other actions stemming from the emotions they feel.
- Facial expressions can vary across different cultures, although some aspects of facial expression seem to be universal.

3. Subjective experience or labeling

emotion :- it involves interpreting the subjective feeling by giving it a label:

anger, fear, disgust, happiness, sadness, shame, interest, surprise and so on.

- **The cognitive component of labeling**:- || the label a person applies to a subjective feeling is at least in part a learned response influenced by that person's language and culture.
- Such labels may differ in people of different cultural backgrounds.

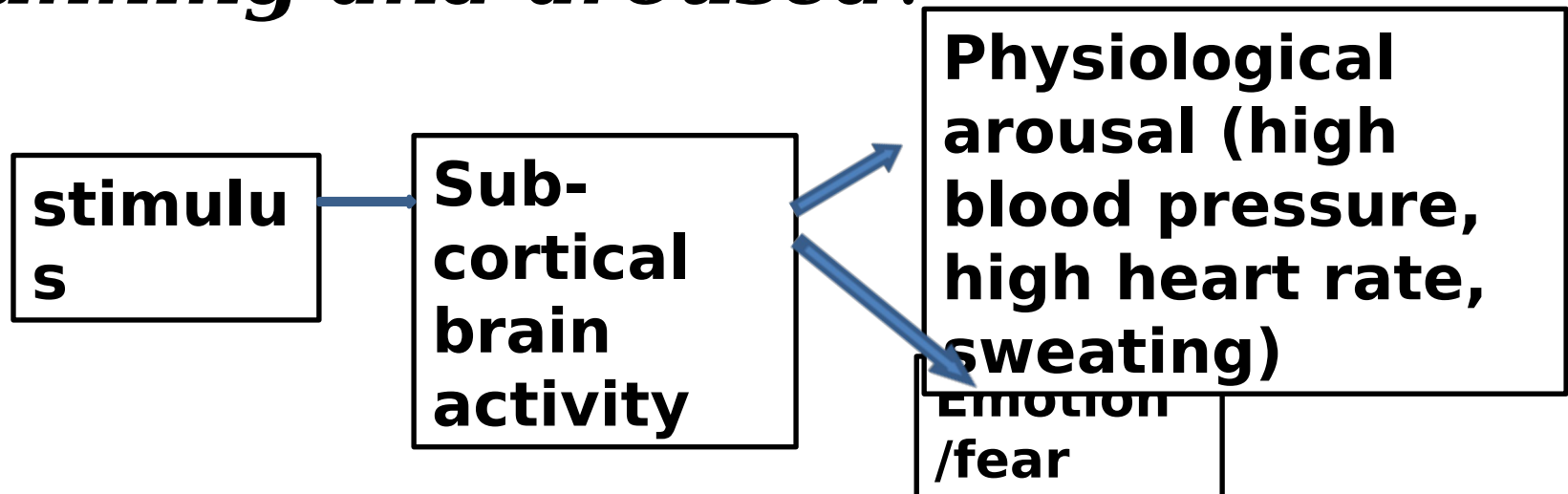
4.2.2. Theories of emotion

1. James-Lang Theory of Emotion (*William James -functionalism*)

- a stimulus of some sort (e.g.. the large snarling dog) produces a physiological reaction.
- This reaction, which is the arousal of the —fight-or-flight sympathetic nervous system (wanting to run), produces bodily sensations such as increased heart rate, dry mouth, and rapid breathing.
- James and Lang believed that physical arousal led to the labeling of the emotion (fear).
- Simply put, —I am afraid because I am aroused, I am embarrassed because my face is red, I am nervous because my stomach is fluttering, and I am in love because of my heart rate increases when I look at her or him

II. Cannon-Bard theory of emotion

- theorized that the emotion and the physiological arousal occur more or less at the same time.
- The fear and the bodily reactions are, therefore, experienced at the same time—not one after the other. ***I am afraid and running and aroused!***



III. **Schechter-Singer and Cognitive Arousal Theory**

- The physical arousal and labeling of the arousal base on cues from the surrounding environment.
- These two things happen at the same time, resulting in the labeling of the emotion.
- I am aroused in the presence of a scary dog; therefore, I must be afraid.

