



# FUNDAMENTALS OF GUIDANCE AND COUNSELLING

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# CHAPTER 6

## EGC 105: MOTIVATION

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### INTRODUCTION

Many at times we realise that there is consistency in the manner in which an individual pursues a goal or desire to attain an objective. For instance, a politician who continues to contest after losing to his opponent thrice, or a case of a student who abandoned his bed for the sake of passing examination, must have certain propelling forces behind this action. Differently put, there is something motivating them to act in that direction.

Psychologists all over the world give proportional level of attention to motive behind behaviour because of many significant reasons among which are:-

- i) The motive behind behaviour can be used to determine the extent to which an individual will carry his/her activities.
- ii) The motive behind behaviour can be used to analyse the entire human behaviour.
- iii) The motive behind behaviour can be used to explain individual differences in human behaviours.
- iv) The motive behind behaviour can be used to predict to a certain extent the behaviour that an individual will engage in.

In the words of Eksrand (1985) "motivation raises question on why people behave in the way they do rather than how they do it". An individual could therefore, from psychologists' points of observation, be seen as politically motivated, socially motivated, academically motivated etc depending on the motive behind his/her activities.

### WHAT IS MOTIVATION

From the illustration given above, it is crystal clear that there is a motive behind every action of human endeavour regardless of the fact that such act is socially desirable or undesirable. This has, however, not given us a clear-cut definition of the term-motivation.

From etymological points of examination the term motivation has its origin from Latin language "movere" which when translated into English language denotes moving into action. Operationally, it has been given diverse definitions by various psychologists. While Morgan, et al. (1986:

303) regard it as “the driving and pulling forces which result in persistent behaviour directed toward particular goals”, Dececco and Crawford (1988; 137) see it as “those factors which increase and decrease the vigor of an individual’s activity” For the purpose of this chapter, however, motivation is regarded to be a persistent and propelling forces which continue to energise individual’s ability to attain a desired goal.

### Features of Motivation

A number of observations experiments and researches have revealed the fact that motivation has certain features. One of these is the concept of homeostasis which is explained below

Homeostasis: For an individual to maintain a perfect state of being the physiological system ought to attain state of equilibrium. For instance, the body temperature must be normal i.e. neither too high nor too low among many other things. When, however, the reverse is the case such an individual is in a state of disequilibrium. Differently stated, the internal physiological processes are not at their optimal levels. Whereas there is the need to maintain a state of equilibrium (balance state) in the physiological system. The ability of the body to maintain a balance (equilibrium) in the internal physiological processes is what is known as homeostasis.

### Types of Motivation

Motivation are of different types but attention will be focused on the following: intrinsic, extrinsic achievement and social motivation.

Intrinsic Motivation: When an individual directs his behaviour at attaining a specific goal without the sole aim of getting external reward we conclude that he is intrinsically motivated.

The word “intrinsic” according to dictionary meaning means something that is lying within. Intrinsically motivated individual, therefore, connotes an individual who is internally motivated to attain a specific goal without being forced to do it or without expecting an external remuneration. He engages in such behaviour for the sake of it. The attainment of such goal is the reward. For instance, a lover of music who learns how to play guitar for the fun of it and not for commercial purpose is intrinsically motivated. The ability to play guitar is the reward. Morgan and his collaborators (1986; 297) opined that this type of behaviour is called intrinsic because “the goals are internal feelings of effectiveness, competence, and self-determination.

Extrinsic Motivation Extrinsic motivation unlike intrinsic motivation occurs when the sole aim of behaving in a specific manner is to get external

reward. The focus from the beginning is the reward to be given at the end of the day. It, therefore, implies that the reward to be given is the motivating factor.

A clear-cut example is a boy who has been promised a toy gun if only he can perform **excellently** in his examination. If the boy, therefore, prepares well in order to perform excellently, he is motivated because of the toy gun to be given at the end of the day. This is the reason why extrinsic motivation is regarded as behaviour brought about by reinforcement.

**Achievement Motivation** The experimental researches carried out by McClelland, Atkinson, Clark, Lowell, Spence have tremendously improve our knowledge about the motive to achieve. Achievement motivation could be described as self determination to succeed in whatever activities one engages in be it academic work, professional work, sporting events among others.

The urge to achieve, it must be added, varies from one individual to the other. While some individuals need for achievement is very high others need for achievement is very low. Hence, there are high achievers and low achievers. The reason for the variation could be found in the fact that achievement motivation is believed to be learned during socialization processes and learning experiences as a matter of facts vary from one individual to the other. Those who have high achievers as their models in their early life experience would develop the high need to achieve while those who have low achievers as their models would hardly develop the need to achieve.

There are certain characteristics which distinguish an high achievers from low achievers according to McCCelland and Winter, (1969); Hoyenga, (1984) in Morgan and others (1986; 284-285)

- 1) High achievement people prefer to work on moderately challenging tasks which promote success.
- 2) High achievement people like tasks in which their performance can be compared with that of others; they like “how they are doing”
- 3) High achievement people tend to be persistent in working on tasks they perceive as career-related or as reflecting those personal characteristic (such as intelligence) which are involved in “getting ahead”
- 4) When high achievement people are successful, they tend to raise their levels of aspiration in a realistic way so that they will move on to slightly more challenging and difficult tasks.
- 5) High achievement people like to work in situation in which they have some control over the outcome; they are not gamblers.

A number of techniques have been developed to heighten achievement motivation by McClelland (1965, 1972) in Gibson (1970; 193) Thus:

- a) A person must be taught that he can and will develop the ability to achieve.
- b) A person is more likely to increase his achievement motivation if he is given a clear ideal of what he must do in order to achieve his goal.

**Social Motivation** : In the process of relating with others in the environment a number of behaviours are learned among which are social motives. They are behaviours learned in social groups and have become part and parcel of one's personality social motives consist of both desirable and undesirable behaviours such as achievement, affiliation, autonomy, counter-action, definite deference, dominance, abasement, aggressions, rejection etc.

### **Theories of Motivation**

There are many ways by which issues relating to human and animal motivation could be explained. One of the such best ways is to x-ray postulations made by motivation theorists as contained in various theories of motivation. In this chapter, however, attention would only be given to instinct theory, need theory and anxiety theory of motivation.

**Instinct Theory** The concept of instinct has been in existence since the days of Charles Darwin. The origin of the word has ever been traced to his theory of evolution. The support given to it by William McDougall, William James and Sigmund Freud has made it more prominent in motivational theories.

The term "instinct" is the label given to certain specific behaviour. These are unlearned, genetically determined and goal directed behaviour. Ekstrand (1985; 258) submitted that "instincts are like driving forces that compel or motivate you to behave in a particularly way". Marx (1976; 256) on his own defined an instinct as a complex behaviour that:

- i) Occurs universally in a species
- ii) Is inevitable under the appropriate stimulating conditions.
- iii) Achieves some kind of objectives generally important to the organism.
- iv) Is not dependent upon practice or learning.

The instinct theorists submitted that every behaviour carried out by an organism is genetically or biologically determined. There is an innate or inherited force which motivates an organism to act in a way that will satisfy biological and social needs.

The ability to act in that manner is unlearned but inborn. It, therefore, implies that an organism has no control over his actions and inactions.

There are different types of instincts. Those identified by McDougall include acquisition, construction, curiosity, flight, gregariousness, pugnacity, reproduction, repulsion, self-abasement, self-assertion among others. Sigmund Freud, on the other hand, identified two major types of instinct-life instinct and death instinct. While the former enhances survival and development in life the latter moves an individual towards destruction.

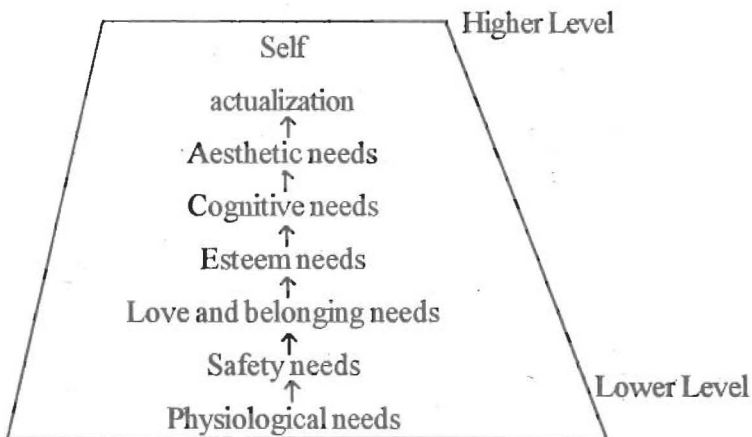
Discussions on instinct theory would, however, be incomplete if the fact that the use of instinct has been jettisoned by psychologists is not made known. One of the major reasons is the subjection of all behaviours to inherited or innate forces. Its inability to adequately explain how and why an organism behaves in a particular way and lack of some instincts in certain parts of the world could also be said to be responsible for its jettisoning. Emphasis has been shifted to learning theories from where instinct concept has been replaced by concept of drive.

Needs Theory One other basic concept that motivation theorists are concerned with is the concept of need. Although it is in an unobservable concept, it is used to explain the functions of motivation in behaviour.

A need is a state of biological or acquired deficit in an organism. It is a state of biological, cognitive or physical vacuum that must be filled by an organism in his attempt to adjust and cope with the environment. Every organism makes attempt on daily basis to satisfy these needs.

In general terms two categories of need have been identified. These are primary and secondary needs. While primary needs, otherwise known as physiological needs, such as the need for food, water, sleep, rest etc. are essential for organism's survival, secondary needs, such as the need for love, orderliness and beauty are not necessary for survival but for social relevance.

One major outstanding scholar who has contributed immensely to the development of need theory is Abraham Maslow. His comprehensive theory explained human motivation in terms of satisfying hierarchy of needs. He postulated that every attempt by human beings is to gratify seven hierarchy of needs (Maslow 1970). These are:



He submitted that the lower level of the needs must be gratified before the higher level of needs. In other words, physiological needs must be met before safety needs must be met and all other synchronically.

**Anxiety theory of Motivation** Anxiety is an unpleasant emotional state which reveals a feeling of uneasiness, uncertainty and restlessness in an organism. The fear which this state of emotion (anxiety) will produce according to Stewart (1977) may be rational or irrational. It is rational when it is based on an actual event while it is irrational when it is based on an anticipated event. The degree of this state of emotion, it must be added, in an individual varies from mild to acute or chronic depending on the circumstances.

There are two major types of anxiety which have been given prominence in theory of motivation, these are trait anxiety and state anxiety. Trait anxiety occurs when an individual is anxious in virtually all situations regardless of threatening or nonthreatening nature of the condition. State anxiety, on the other hand, occurs when an individual responds anxiously to real but not anticipatory threatening situation. Spielberger, (1972) in Mathews & Deary (1998; 233) submitted that state anxiety is general and more harmful than trait anxiety.

Trait or state anxiety motivation, notwithstanding, certain symptoms have been found to accompany people who are anxious such include dry mouth, dizziness, feeling of boredom, loss of sexual interest, pounding of heart, perspiration, sinking feelings in the abdomen, sweating palms, tension in the muscle, tightness in the chest and trembling among others.

The feeling of uneasiness or apprehension which an anxious individual experiences is considered as motive because it initiates and sustains goal-directed behaviour. (Thornburg, 1984; 333). In other words, the feeling of uneasiness (anxiety) has motivational consequence. Ekstrend (1985; 275) submitted that psychologists are interested in motivational consequence of anxiety chiefly because "it appears to play a central role in the motivation of abnormal as well as everyday behaviour.

From the above, motivational consequence of anxiety may be desirable or undesirable behaviour depending on the degree or level of anxiety. For instance, an individual who is mildly or moderately anxious will be motivated to learn effectively while an individual who is chronically anxious will be unable to settle down for any meaningful learning. Ruebush (1963) in Goodwin and Klausmeier, (1975; 392) reported that acute or chronic anxiety produces disorganization of cognitive responses.

Several experiments have been carried out by various psychologists to demonstrate the fact that anxiety is a motivational force to be reckoned with. One of the most outstanding, though classical, is the one executed by Neal Miller using rats as experimental objects.

In the experiment a shuttle box of two compartments was used to carry out the experiment. While one of the compartments is painted white the other is black. The rat used for the experiment was placed inside the white compartment and electric shock was applied. Due to the application of electric shock the rat escaped from the white compartment to the black compartment. This was repeated on several occasions until the white compartment associated with the electric shock and the black compartment is associated with relief from the shock. At this stage the application of electric shock was suspended but it was realised that whenever the rat is put inside the white compartment symptoms of anxiety were exhibited which caused the rat to move to the black compartment despite the fact that electric shock was not applied.

In conclusion, a door was put between the two compartments with a wheel that can be used to open the door from white compartment to black compartment if turned. Eventually the rat learned how to turn the wheel and escaped from the white compartment to the black compartment of the shuttle box despite the fact that electric shock was not turned on.

From the above experiment by Neal Miller it could be concluded that the rat is motivated by conditioned anxiety to escape from the white compartment to the black compartment.

### Factors Affecting Human Motivation

Certain factors have been found to affect motivational status of



human beings. The importance of these factors could be seen in the fact that the way they are handled will determine the extent to which an individual will be motivated to engage in an activity.

In the learning situation, for instance, the process of motivating learners has been categorised into three in the postulation presented by Woolfolk and McCune-Nicolich (1984; 277). Learning according to them will be result - Oriented if learners are motivated in all the three areas viz: before learning, during learning and after learning.

**Before Learning:** Before learning experience it is believed that learners have certain attitudes and needs toward what to be learned which to a significant extent influence what to learn. It, therefore, means that if positive attitude is developed and needs are identified and met, learners will be motivated to learn. Wlodkowski, (1981) in Woolfolk and McCune-Nicolich (1984; 278) enjoined teachers to ask the following two questions relating to motivation before learning experience:

- 1) What can I do to guarantee a positive attitude toward the oncoming activity?
- 2) How can I best meet my students' need through this activity?

**During Learning** At this stage teachers have a lot of role to play. For instance, their methodology should stimulate the feelings of learners toward a positive direction. Learners interest must be sustained throughout the entire duration of the lesson. Teachers are not only expected to determine learners interest areas but also to relate it to learning. The use of cooperation techniques have been found to sustain and motivate learners during learning processes.

**After Learning** The process of motivating learners should not be terminated after the second stage (during learning). There is the need to allow learners have a sense of competence from their efforts. Provision of feedback and adequate reinforcement for the efforts put into learning by learners would go a long way to motivate learners in the right direction. This in turn would prepare them for future learning experiences.

In a similar but slightly different approach, Gorman (1974; 123) identified three major factors influencing motivation. These are needs, emotions and motives. Attempt is made below to explain how these three factors affect motivation respectively.

**Needs** The needs of learners have been subdivided into two viz: physiological needs and psychological needs. The physiological needs which include the need for food, activity/rest ought to be met if learners

are to be motivated to learn. In the same manner, psychological needs such as safety, affection, self-esteem, and self-actualization which has been subdivided into curiosity, fulfilment, excellence and contribution should also constitute needs to be met.

For instance, teachers can meet the safety needs of learners if how a topic would help learners in making a living is exposed. Similarly, affection needs of learners could be gratified when teachers provide enabling environment such as warm and accepting attitude. When students are praised for a task accomplished self-esteem need is fulfilled while attempt made by teachers to explain what learners could do with what they have learned could satisfy the need for self-actualization.

**Emotions** There are two different types of emotional state that could be identified under this. These are pleasant and unpleasant emotions. Pleasant emotional state are occurrences that bring about joy, happiness, excitement etc. while unpleasant emotional state creates fear, anger, hate, sadness among others. It is, therefore, imperative that teachers should create an atmosphere that would enable learners have pleasant emotional experiences. For instance, rather than coming to class with a cane a teacher should be a humorist during lesson hour without deviating from the set objectives of the topic.

**Motives** This is the third motivational factor. Areas to be manipulated by teachers in order to motivate learners include goals/objectives, incentive, interest, reasons, values and ideas. Specifically speaking, the following are the highlighted roles of the teacher:

- i) Objectives/goals to be attained at the end of the lesson should be made known to the learners by the teacher.
- ii) As a measure of incentive, teachers should indicate expected grade for completing a task.
- iii) In the process of giving out assignment outside reading the interest areas of learners should be given adequate consideration.
- iv) The reasons why learners should study a particular course of instruction should be made known by the teacher.
- v) Teachers should also see to it that projects given to learners are in line with their values and ideas.

Gorman, 1974: Motivational factors and their sub-division.



### Motivation and Application to Learning

The relevance of motivation to learning cannot be overemphasized. For learning to be meaningful and result oriented the learners motivational level is very important. Motivation of learners, however, does not occur ordinary like that without the teacher performing certain motivational functions. It is the performance of these that would arouse and sustain the interest of learners and thereby making learning result-oriented. Specifically, teachers are expected to:

i) **Identify Specific Objectives of topic and focus learners' attention on them** At the beginning of every lesson there are set behavioural objectives to be attained at the end of the lesson. Such stated behavioural objectives are yardsticks to be used to evaluate whether learning has really taken place or not. It is, however, disheartening to note that while some teachers are aware of these stated objectives but refused to make it known to learners others are not aware talkless of making them known to learners. Ironically enough, it is this stated objectives that would enable learners identify what to be achieved at the end of the day and the progress so far made. It therefore, means that if learners are aware of specific behavioural objectives expected to be attained at the end of the lesson they would be motivated to listen and observe how these objectives would be attained at the end of the lesson.

Summarily, therefore, teachers are expected not only to identify specific behaviour objectives of each topic to be taught but also focus learners attention on them.

ii) **Increase Learners' participation:** For meaningful learning to take place there must be the teacher and the learner. While the former is expected to present what to learn the latter is expected to "consume" what to learn. Boredom, lack of interest, lack of motivation and monotony would, however, set in if learners are not allowed to contribute to learning processes. It is, therefore, the responsibility of teachers to increase learners participation during and after learning. In order to do this, teachers are expected to enable learners:

- a) Ask questions
- b) Share experiences
- c) Express their views
- d) Work in groups
- iii) **Provide Feedback:** At a stage in learning process, the teacher is expected to assess the extent at which the learners have mastered what to learn. This could be through the application of test, examination or assignment. Motivation level of learners would however, be increased if the feedback i.e.: the result of test, examination or assignment is given to the learner as soon as practicable. The provision of feedback would not only enable them to know their strengths and weaknesses but also motivate them to improve on it.
- iv) **Provide Reinforcement:** Reinforcement are rewards given to an individual who behaves in a desirable manner. It has been found to strengthen desirable behaviour. Learners would continue to be motivated to learn if rewards are given for behaving in an appropriate way. Learners who attain learning goals should be positively reinforced; such reinforcement should be presented immediately after the omission of desirable behaviour.

### **Motivation and Applications for Counselling Theories and Practices.**

As motivation has much to do with learning so also it has significant role to play in counselling practice. In the process of assisting counselees overcome their difficulties counsellors make use of certain counselling theories. These include psychoanalytic theory of Sigmund Freud; person centred theory of Carl Rogers; rational emotive therapy (RET) of Albert Ellis; Gestalt therapy of Fritz Perls; reality therapy of William Glasser; transactional analysis of Eric Berne; behavioural counselling approaches; existential counselling; etc.

Counsellors are expected to use any of these counselling techniques in order to realise counselling goals. It would, however be practically impossible to make use of any of these counselling theories if the counselees are not motivated for counselling. Motivated client keeps counselling going while an unmotivated clients could abruptly put an end to the relationship between a counsellor and client which would make counselling goals unrealisable. Clients that are unmotivated for counselling pose a threat to successful counselling because there is tendency for them to be uncooperative, hide information etc.

Besides, the method by which a client comes in contact with the counsellor for counselling purpose has implication for motivating clients for counselling. There are two major ways by which clients could contact

the counsellor for counselling purpose. While some clients come for counselling on their own volition others are referred to the counsellor for counselling by significant persons. The first group of clients is known as self-referred while the second group of clients is known as others referred. In most cases, self-referred clients are intrinsically motivated to engage in counselling while a lot of motivational strategies may be needed to sustain the interest of others referred. This does not, however, suggest that such motivational techniques would not be useful for self-referred clients if they appear unmotivated for counselling. The following are some of the factors to be given considerations when a counsellor is faced with an unmotivated clients:

**Provision of Information:** Counselling profession is relatively new in this part of the world. As a result adequate information on its usefulness are yet to be exposed to most people. This lack of appropriate information serves as an hindrance to motivation for counselling. It is when an individual understands the operations, functions, effectiveness, relevance of a thing that he/she would be motivated to be involved. It is, therefore, the responsibility of a counsellor, as a motivational technique to provide relevant information about counselling as from the beginning of counselling session. The provision of relevant information would go a long way to motivate clients for counselling purpose.

**Gratification of affection needs:** Clients visit counselling room with various needs. The manner by which the counsellor handles the need for affection to a significant extent will influence the client's motivation for counselling. The counsellor is expected to be caring, accepting, warm, empathic among other characteristics of good counsellor. The exhibition of these characteristics would go a long way to convince the client of the sincerity of the counsellor, thereby motivating his/her interest in counselling.

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