

ATTITUDE

It is influenced by values and is acquired from the same sources as values, friends, teachers, parents, and role models. Attitudes focus on specific people or objects, whereas values have a more generic sense as to what people value more than attitudes. Attitude is used in a generic sense, as to what people perceive, feel and express their views about a situation, object or other people. Attitude cannot be seen but behavior can be seen as an expression of attitude.

Attitude is the evaluative statements or judgments concerning objects, people or events.

COMPONENT OF ATTITUDES

1. Cognitive component is the opinion or belief segment of an attitude.
 2. Affective component is the emotional or feeling segment of an attitude.
 3. Behavioral component is an intention to behave in a certain way towards someone or something.
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1. Cognitive component, this is related to value statement. It consists of belief, ideas, values and other information that an individual may possess or has faith in.
 2. Affective component is related to person's feelings about another person, which may be positive, negative or neutral.

3. Behavioral component, this is related to impact of various situations or objects that lead to individuals' behavior based on cognitive and affective components.

ACTIVITY

1. Explain how attitudes are reinforced.

EMOTION

Emotions are the feeling of the state, involving physical arousal cognitive of the situation and out ward expression of the state. Much of our motivation to act is flounced b our emotional state. We normally describe emotions in terms of the feeling state, for instance, lonely, happy, angry, or afraid. Therefore, behaviorists state emotional according to three states namely;

1. Physiological state
2. Behavioral state
3. Cognitive state

Physiological state

This is the physiological arousal that accompanied an emotion without the physical component, for instance, if you come face to face with a lion, the perception of the stimuli lion causes muscles, skin and internal organs to under go changes i.e. faster heart rate, dilated ppils and increased perspective. The emotion of fear is simply your awareness of these changes. In other wards the physiological component involves

different patterns in the nervous system that will cause alteration or changing of the heart rate, blood pressure, perspiration or sweating.

Behavioral state

This is the outward expression of the emotions our facial expressions, gestures and body posture as well as tone of voice convey the emotions we feel. Some of these facial expressions are in born and all the same across cultures, but some of the emotions are influenced by our cultures.

The cognitive component state

The way we perceive or interpret stimuli in situation determines the specific emotions emotive we feel. For instance, if you busy reading your books and someone taps you, and you perceive it as a slap, then you will become angry and react in an angry manner. Therefore, the way we cognitively appraise or interpret stimuli determines the emotional state will be manifested.

Other related readings on emotion

James Lange's theory

Cannon bard theory

ACTIVITY

1. Explain three states of emotions.

MOTIVATION

Motivation refers to the state within a person that drives behavior towards a goal, satisfying our physiological and psychological needs. It is a process that initiates, directs and sustains behavior, and it has three aspects which include;

1. The driving state within the organism for instance, set emotions by biological needs, environmental stimuli or mental process such as thoughts and memories.
2. The behavior directly by the driving state.
3. The goal towards which the behavior is directed to.

THEORIES OF MOTIVATION

They include:

1. The instinct theory
2. The driving reduction theory
3. Maslow's hierarchy of needs theory
4. The opponent process theory
5. The arousal theory

The instinct theory:

The instinct theory is an inborn, unlearned, fixed personal behavior that is characteristic of the entire species. An instinct does not improve with practice. For instance, nobody teaches birds to fly, as William James attributes humans as well as animal behavior to instinct.

The drive reduction theory:

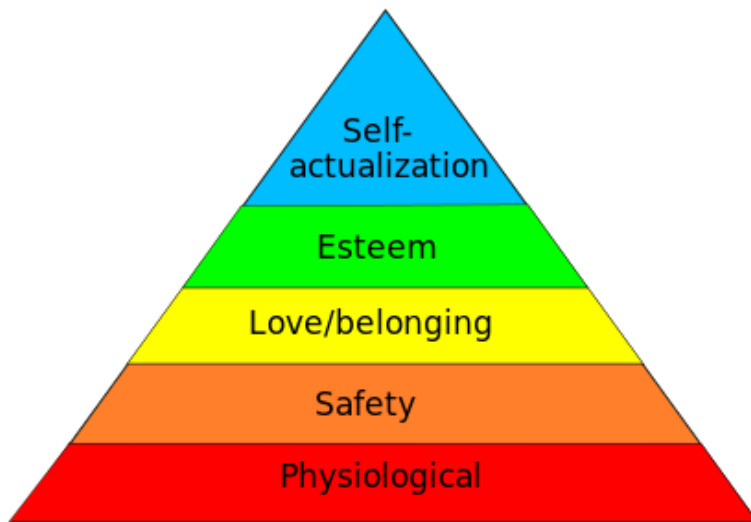
according to this theory, human beings have certain biological needs that are to be met in order to survive, and this gives rise to an internal state of tension or a arousal called the drive, and we are motivated to reduce it, for instance, when we are in need for food, we are motivated to look for it.

The drive theory is derived from the biological theory of homeostasis i.e. the tendency of the body to maintain an internally balance state, in order to ensure physical survive. The reduction theory can not however fully account to a broad range of human motivation.

MASLOW'S HIERARCHY OF NEEDS:

Abraham Maslow's hierarchy of needs in 1970 proposed a theory of needs to account for the range of human motivation. The theory arranges needs in order of urgency, ranging from physical needs of security needs, love and belonging needs to extreme needs involving desire for respect, confidence and finally to self actualization, meaning doing what you are best suited and realizing ones' own potential to the maximum.

Diagram showing Maslow's hierarchy of needs



Maslow's hierarchy of needs

The needs at one level must be at least partially satisfied before those at the next level become important determinants of action. When food and safety are difficult to obtain, the satisfaction of these needs will dominate the person's actions and higher motives will have little significance.

Maslow's hierarchy of needs

An interpretation of Maslow's hierarchy of needs, represented as a pyramid with the more basic needs at the bottom.

Maslow's hierarchy of needs is a theory in psychology, proposed by Abraham Maslow in his 1943 paper.

A theory of Human motivation. Maslow subsequently extended the idea to include his observations of humans' innate curiosity. His theories parallel many other theories of human developmental psychology, all of

which focus on describing the stages of growth in humans. Maslow use the terms physiological, safety, belongingness and love, esteem and self actualization needs to describe the pattern that human motivations generally move through.

Hierarchy

Maslow's hierarchy of needs is often portrayed in the shape of a pyramid, with the largest and most fundamental levels of needs at the bottom, and the need for self-actualization at the top. While the pyramid has become the de facto way to represent the hierarchy, Maslow himself never used a pyramid to describe these levels in any of his writings on the subject.

The most fundamental and basic four layers of the pyramid contain what Maslow called deficiency needs or d-needs. Esteem, friendship and love, security, and physical needs. With the exception of the most fundamental (physiological) needs, if these deficiency needs are not met, the body gives no physical indication but the individual feels anxious and tense. Maslow's theory suggests that the most basic level of needs must be met before the individual will strongly desire (or focus upon motivation). The secondary or higher level needs. Maslow also coined the term Meta-motivation to describe the motivation of people who go beyond the scope of the basic needs and strive for constant betterment.

Meta-motivated people are driven by b-needs (being needs), instead of deficiency needs (d-needs).

Physiological needs: these are obvious, they are the literal requirements for human survival. If these requirements are not met, the human body simply cannot continue to function. Physiological needs are the most proponents of all the other needs. Therefore, the human that lacks food, love, esteem or safety would consider the greatest of his/her needs to be food.

Air, water and food are metabolic requirements for survival in all animals, including humans. Clothing and shelter provide necessary protection from the elements. The intensity of the human sexual instinct is shaped more by sexual competition than maintaining a birth rate adequate to survival of the species.

Safety needs: with all the physical needs relatively satisfied, the individual's safety needs take precedence and dominate behavior. In the absence of physical safety due to war, natural disaster, or in case of a family violence, childhood abuse, etc. people experience post traumatic stress disorder and trans-generational trauma transfer. In the absence of economic crisis and lack of work opportunities these safety needs manifest themselves in such things as a preference for job security, grievance procedures for protecting the individual from unilateral authority, savings accounts, insurance policies, reasonable disability,

accommodations, and the like. This level is more likely to be found in children because they have a greater need to feel safe.

Safety and security needs include;

1. Personal security
2. Financial security
3. Health and well being
4. Safety net against accidents or illness and their adverse impacts.

Love and belonging

After physiological and safety needs are fulfilled, the third layers of human needs are interpersonal and involve feelings of belongingness. The need is especially strong in childhood and can over ride the need for safety as witnessed in children who cling to abusive parents. Deficiency with respect of Maslow's hierarchy. due to hospitalism, neglect, shunning, ostracism etc, can impact individuals' ability to form and maintain emotionally significant relationships in general, such as;

1. Friendship
2. Intimacy
3. Family

Human need to feel a sense of belonging and acceptance, whether it comes from a large social group , such as clubs, culture, religion, organizations, sports or gangs intimates partners, mentors, close

colleagues. They need to love and be loved both sexually and non-sexually by others. In the absence of these elements, many people become susceptible to loneliness, social anxiety, and clinical depression. This need for belonging can often overcome the physiological and security needs, depending on the strength of the peer pressure; an anorexic, for instance, you may ignore the need to eat and the security of health for a feeling of control and belonging.

ESTEEM

All humans have a need to be respected and to have self-esteem and self respect. Esteem presents the normal human desires to be accepted and valued by others. People need to engage themselves to gain recognition and have an activity or activities that give the person a sense of contribution, to feel self valued, be it in a profession or hobby. Imbalances at this level can result in low self-esteem or an inferiority complex. People with low self esteem need respect from others. They may seek fame or glory, which again depends on others. However, that many people with low self-esteem will not be able to improve their view of themselves simply by receiving fame, respect, and glory externally, but must first accept them internally. Psychological imbalances such as depression can also prevent one from obtaining self-esteem on both levels.

Most people have a need for a stable self-respect and self-esteem. Maslow noted two versions of esteem needs, a lower one and a higher one. The lower one is the need for the respect of others, the need for self-respect the need for status, recognition, fame, prestige, and attention. The higher one is the need for self-respect, the need for strength, competence, mastery, self confidence, independence and freedom. The latter one ranks higher because it rests more on inner competence won through experience. Deprivation of these needs can lead to an inferiority complex, weakness and helplessness.

Self – actualization

What a man can be, he must be. This forms the basis of the perceived need for self-actualization. This level of need pertains to what a person's full potential is and realizing that potential. Maslow describes this desire as the desire to become more and more what one is to become everything that one is capable of becoming. This is a broad definition of the need for self actualization, but when applied to individuals the need is specific. For instance, one individual may have the strong desire to become an ideal parent, in another it may be expressed athletically, and in another it may be express in painting, pictures or inventions. As mentioned before, in order to reach a clear understanding of this level of need one must first not only achieve the previous needs, physiological, safety, love and esteem but master these needs.

Self transcendence

Viktor Frankl later added self-transcendence to create his own version of Maslow's hierarchy. Cloninger later incorporated self-transcendence as a spiritual dimension of personality in the temperament and character inventory.

The opponent process theory

In this you consider a frightened activity such as parachute jumping. It is claimed that, there is tremendous or great relief and excitement following the sky diving experience that needs a person to repeat the experiment that needs activity to represent the feeling of excitement. According to opponent process theory, the initial emotion gradually weakness with the repletion of the activity. The opposing emotion becomes stronger and eventually provides the motivation for the activity. In this therefore, there is shift from negative state of fear to positive excitement.

The arousal theory

Arousal is a state of alertness involving mental and physical activation. It states that, we are motivated to maintain an optimal level of arousal, if arousal is less than the optimal level and we do something to stimulate it. If exceeds the optimal level, we seek to reduce the arousal. The biological needs such as needs for water increases our arousal. We also

get aroused when we encounter new stimuli or when the strength of the stimuli is greatly increased, as in the cases of loud noise, bright light and bad smell. Therefore, an individual can however at high or low levels of arousal, but she or he is motivated to achieve a comfortable optimal level of arousal by acting in ways that increase or decrease stimulation.

ACTIVITY

1. Explain any three theories of motivation