UNIT 2: NEEDS, MOTIVATION, PERSONALITY AND EMOTION

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2.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- identify the needs that influence our behaviour
- identify the drives that motivate an individual to behave in a certain manner
- describe what is personality
- explain the components and different types of personality
- discuss what is emotion and feelings

2.2 INTRODUCTION

This unit aims to give an understanding of human need, drive, motivation and the nature of some important human motives. It aims to give us a clear picture of the reasons for acting or behaving in a particular way. Needs give rise to drives, and incentives and motives determine our behaviour. A number of internal and external factors determine our behaviour. It also helps us understand how every individual is different from another because of their unique personality. Based on the interpretation of various events, thoughts and circumstances, emotions and feelings are generated in people which sometimes drive their behaviour. Emotions are an integral part of human personality. In this unit we will discuss the distinct traits that characterize a person. Let us start by discussing the concepts of need

2.3 NEED

The basic level requirements of an individual which help an individual to survive in this world are called needs. A need basically arises due to a lack or insufficiency of some necessity. For an organism to live a healthy life¸ a need defines something that is necessary. Needs can be divided into two types - objective and physical. An example of an objective need is the need for food. A subjective and psychological need can be the need for self-esteem. The psychologist Abraham Maslow proposed the most widely known academic model of needs, in which he says human beings have a set of psychological needs that can be arranged in a hierarchical model ranging from the most basic level - security to self-actualization, the highest level. Food, shelter, clothing and sex are some of the basic needs of an individual.

2.4 DRIVE

Drive propels an individual to attain their goals or satisfy their needs. The condition of need leads to drive. A drive is a state of tension or arousal produced by a need. It instigates random activities for its fulfilment. When one of the random activities leads to a goal, it reduces the drive and the



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organism stops being active and a balanced state is achieved. For example, if one is thirsty, she feels the need for water and it drives her searching for a water tap nearby.

2.5 INCENTIVE

Anything that can satisfy a need or decrease the intensity of a drive is called an incentive. Incentives are those stimuli in the environment which motivate our behaviour. They can be both positive and negative. These are objects or things that pull us to behave in a certain way. For example, a thirsty man by drinking water satisfies his thirst and stops looking for water anymore. Here water is the incentive.

2.6 MOTIVATION

Motivation is generally the drive which makes an individual put his or her effort in attaining the desired goals or satisfying the needs. The concept of motivation focuses on explaining what "moves" behaviour. It has been derived from the Latin word 'movere' referring to movement of activity.

Most of our everyday explanation of behaviour is given in terms of motives. Motives help make predictions of behaviour. Broadly there are three different kinds of motives viz., Primary Motives, Secondary Motives and General Motives.

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Primary Motives are not learned and are based on physiological needs. These motives are basically guided by the physiological mechanisms of the body. These motives focus on the innate biological causes of motivation like hormones, neurotransmitters, brain structures, etc. Hunger, thirst and sleep are examples of primary motives.

Secondary Motives are learned or acquired by an individual over time. These motives are based on psychological, social as well as environmental factors and how they work together to produce motivation. In acquiring these motives, social groups such as family, friends, neighbourhood and relatives contribute immensely. For example, when an individual attains maturity, he or she feels the need to get recognition in society - the need to become powerful or successful.

General Motives are complex as they are not learned and do not arise due to physiological need. Examples of general motives are curiosity, manipulation and activity. These kinds of motives are often observed in children who are generally active, highly curious and eager to explore.

2.7 PERSONALITY

Personality describes the growth and development of a person's psyche. The word Personality has been derived from the Latin word "Persona". In ancient times, this word was used to mean the mask worn by actors in Roman theatre. In psychology, personality refers to the distinctive and relatively stable qualities that define a person. It includes the behaviour patterns of an individual across different situations and over a period of time, i.e, across time and space.

2.7.1 Personality Traits



Research indicates that there are basically 16 personality traits that form the basis of an individual's personality. These traits are formed from the permutation and combination of dichotomies (i.e. bipolar dimensions where each pole represents a different preference) representing 4 areas of an individual's preference or attitude. They are also known as Myers-Briggs Type Indicators (MBTI).

THE 4 DICHOTOMIES ARE :

1) Extraversion (E) - Introversion (I): The terms Extravert and Introvert are used to demarcate the different sources viz. outer and inner, from where extraverts and introverts draw their energy. This is an innate characteristic an individual possesses which mainly determines his /her dominant function. A person high on extraversion always seeks other people's company. They are highly sociable, talkative and friendly. Likewise, a person who is low on extraversion i.e. an introvert always prefers to be alone and avoid social relationships.

Extraversion A person high on extraversion always seeks other people's company. They are highly sociable, talkative and friendly.

2) Sensing (S) - Intuition (N): The source of information gathering also plays a major part in determining personality. A person who gathers information from real world occurrence/events and develops his/her perception on that subject is categorized as a person with a high degree of sensing. A person with intuition, on the other hand, is a person who mainly believes in information s/he receives from his or her imaginary world.

3) Thinking (T) - Feeling (F): This refers to the decision making ability of an individual. Thinking means that a person makes a decision mainly through logic. Feeling means that he or she makes a decision based on emotion, i.e. based on what they feel they should do. Therefore Thinking and Feeling characteristics help one to make rational or emotional choices based on the information received from his/her preferred sources.

4) Judging (J) - Perceiving (P): The final dichotomy added by Myers & Briggs describes the external lifestyle we prefer to lead. Myers & Briggs termed this function the 'extraverted' function. Building on the work of Carl Jung, Myers & Briggs suggested that in our daily lives, we also have a preference for using either our 'perceiving' function (S or N) (gathering new information) or our 'Judging' function (T or F) (decision making and closure). Judging - Perceiving are extraverted functions - we demonstrate this preference in our relationship with the outside world. Judging means that a person organizes all of his or her life events and, as a rule, sticks to their plans. Perceiving means that he or she is inclined to improvise and explore alternative options i.e. the individual adjusts himself or herself according to the situation.

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A discussion on personality involves some emphasis on the self-concept of an individual. The personality of a person is generally judged by those people with whom the person interacts. They categorize that individual on the basis of what they think about him or her, and how they evaluate and

perceive his or her behaviour towards them. On the other hand, self-concept refers to how an individual thinks about, evaluates or perceives himself or herself. To be aware of oneself, one has to have a concept of oneself.

There are two different aspects of Self viz. The Existential Self and the Categorical Self.

The Existential Self makes one realize that he or she is separate and distinct from others. The existential self begins from two to three months of age and develops in part as the child interacts with the outer world. For example, the child smiles and someone smiles back, or the child touches a toy and sees it move.

The Categorical Self is the realization that one in this world is an object and has properties that can be experienced. For example, expressions such as "I am 3 years old", "I am a girl" etc. reflects categorical self.

Self -Image reflects what you see in yourself. It may not reflect the reality. For example, a fat person may see himself or herself as a slim individual.



CHECK YOUR PROGRESS -1

1. Explain the Need-Drive-Incentive model. What are the different types of motives?
2. What are Meyers-Briggs Type Indicators used to show different personality types?

2.7.2 Personality Determinants

The personality of a person is influenced by heredity, environment and situation.

Heredity: According to this , the personality of a person is determined by the type of genes he or she inherits. Research conducted on 100 identical twins separated at birth and brought up at different places revealed that there are quite a few personality similarities between twins. Personality traits like shyness and fear are inherited (i.e. come with one's birth).

Environment: This factor include the culture of the society in which the individual is brought up, the values he or she learns from his or her family (parents), teachers and social groups.

Situation: Different situations bring out different aspects of an individual's personality.

For example, a person is reserved in front of her parents but once she is with friends, she talks a lot.

2.7.3 Components Of Personality

1. Physical appearance: It refers to the physique of an individual.

2. Character: It refers to the ethical and moral aspect of a personality which one possesses. The character of an individual is judged by the level of consistency exhibited in his or her behaviour.

3. Temperament: It refers to the deep rooted emotional trends present in an individual. It plays an important role in one's ability to adjust to his or her environment.

4. Interest: It refers to a felt need.

5. Ability: It refers to a natural power to do something well - physically or mentally.

6. Sociability: It refers to an ability of the individual to socialize himself or herself in a social environment and how others perceive his or her presence in the group.

7. Emotionality: It refers to the ability of an individual to show mature emotional behaviour in suitable situations.

2.7.4 Development Of Personality And Socialization

The process through which the personality of a person is influenced by his or her interaction with others such as persons, groups and society at large is known as the socialization process. This process is continuous and is observed throughout one's life cycle.

According to Daniel Levinson's Theory of Adult Life Stages, the 4 periods of stability occur between the following ages.

A) 22 -28 years (during which an individual enters adult stage)

B) 33-40 years(during which an individual is in the process of settling down)

C) 45-50 years(during which an individual enters middle adulthood)

D) 55-60 years(a stage where middle adulthood terminates and individual approaches old age)

Chris Argyris, a famous behavioural scientist, proposed a 7- dimension immaturity-maturity model and claimed that personality does not develop in stages but develops along a continuum from immaturity to maturity. This model is particularly used to analyze behaviour of employees at workplace.



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Immaturity Characteristics	Maturity Characteristics
Passive	Active
Dependent	Independent
Few behaviours	Many behaviours
Shallow interest	Deep interest
Short term perspective	Long term perspective
Subordinate position	Super-ordinate position
Little self awareness	More self awareness

2.7.5 Assessment of Personality

- Observational Methods: These methods are used to assess overt or observable behaviour of an individual through observations. The various tools and techniques used for assessment incude rating scales, interview

and behavioural tests.

A rating scale may be self-rating or rating by other observers on an established scale that measures the degree or magnitude of a particular trait of personality present in a given person. For example, the statement "I am lonely" can be measured using a 3 point Likert scale like "1. Always", "2. Sometimes", "3. "Never". The person or the observer can choose any one of the above options to describe the frequency of the above statement.

In an interview, personality is assessed by asking questions orally. Generally, an interview is held as a part of an assessment programme.

In behavioural tests, the person undergoes some simulated real life situations and then his or her response towards that situation is assessed. For example, the nurse may be asked to face an emergency situation like taking care of a severe heart attack patient. Depending upon how effectively that situation is faced by the said person, his or her personality will be assessed.

- Personality Inventories: Psychologists have developed many well tested questionnaires, tests and inventories to assess personality. These tests are used across the world to determine the personality of an individual. Some of the popular questionnaires/inventories are (a) Minnesota multiphasic personality inventory (MMPI), (b) Eysenck personality inventory (EPI), (c) Bell's adjustment inventory (d) Mysore personality inventory, (e) RB Cattell's 16 Personality Factors Test, etc.
- Projective Techniques: The projective tests/techniques are based on the subject's responses to some unstructured, ambiguous scenes, words or images. The responses make the subjects reveal their mind, mainly their fears, frustrations and conflicts. Thus, projective techniques provide us an insight into the personality of the individual. Thematic Appreciation Test (TAT) is a well-known projective technique.

2.8 EMOTION AND FEELINGS

Emotions are basically chemicals released in our brain in response to our interpretation of a specific trigger or stimulus. It takes our brains about 1/4 second to identify the trigger, and about another 1/4 second to produce

the chemicals.

Feelings happen as we begin to integrate the emotion, think about it, and start sensing it. For example, we can say we physically feel pain, but we can feel pain emotionally too. Feelings last longer than emotions. Moods are more generalized feelings. They are not tied to a specific incident, but a collection of inputs. Mood is heavily influenced by our environment (weather, lighting, colour, people around us), by our physiology (what we've been eating, how we've been exercising, whether we have a cold, how well we slept), by our thinking (where we're focusing attention), and by our current emotions. Moods can last minutes, hours, probably even days.

2.8.1 Emotional Intelligence and its Importance

Emotional intelligence (EQ) is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills:

1. Emotional Awareness: the ability to identify your own emotions and those of others;

2. Emotional Integration: the ability to make a synergy between emotions and apply them to tasks like thinking and problems solving;

3. Emotional Control: the ability to manage emotions, including the ability to regulate your own and others' emotions. For example, the ability to stay calm when somebody abuses you, or cheer up others when they are sad etc.

Emotional intelligence (EQ) is the ability to identify and manage your own emotions and the emotions of others.

Emotional regulation proves beneficial in case of managing stress and maintaining good health. High EQ means high positive attitude and happier outlook towards life. It also helps to build long sustaining relationships with others.

CHECK YOUR PROGRESS -2

1. What are the main personality determinants? How is personality developed?
2. What are the methods of assessing the personality of an individual?
3. What is the difference between emotions, feelings and moods?

ACTIVITY

1. List the personality traits (E or I, S or P etc) you have according to MBTI technique of determining personality. Describe the factors you think are responsible for having such a personality.



2. Compare Emotional Intelligence (EI) with Intelligence Quotient (IQ).



2.9 LET US SUM UP

- Motivation is generally the drive which makes an individual put his or her effort to attain the desired goals or satisfy the needs.
- Primary Motives are not learned and are based on physiological needs. Secondary Motives are learned or acquired by an individual over time. General Motives are complex as they are not learned and do not arise due to physiological need.
- Personality of a person describes the person's growth and development of his or her psyche.
- The concept of Self is important to judge one's own personality. The Existential Self makes one realize that he or she is separate and distinct from others. The Categorical Self is the realization that one in this world is an object and has properties that can be experienced. Self -Image reflects what you see in yourself. It may not reflect reality.
- Personality of a person is influenced by heredity, environment and situation.

- The process through which the personality of a person is influenced by his interaction with others such as persons, groups and society at large is known as the socialization process.
- Personality can be accessed through Observational Methods, Personality Inventories and Projective Techniques
- Emotions trigger feelings. Moods are more generalized feelings. They are not tied to a specific incident.
- Emotional intelligence (EQ) is the ability to identify and manage your own emotions and the emotions of others.
- Emotional regulation proves beneficial in case of managing stress and maintaining good health.



2.10 FURTHER READING

1. Baron, R. A. (2001). Psychology (5th Edition). Allyn & Bacon.
2. Luthans, F. (2010). Organizational behaviour: An evidence-based approach (12th Edition). New York, NY: McGraw-Hill/Irwin.
3. Psychology Today. Emotional Intelligence. Retrieved from https://www.psychologytoday.com/basics/emotional-intelligence.

2.11 ANSWERS TO CHECK YOUR PROGRESS

Answers to Check Your Progress 1

1. Needs trigger the drive in an individual to meet the deficiency or gap. Incentive is the reward the individual seeks. It can be the need or anything which actually drives him or her to put his or her effort in satisfying the deficiency or gap. Incentives satisfy a need or decrease the intensity of a drive.

   Primary motives, Secondary Motives and general Motives are the three different kinds of motives.

2. Extraversion (E), Introversion (I), Sensing(S), Intuition (N), Thinking (T), Feeling (F), Judging(J) and Perceiving(P).

Answers to Check Your Progress 2

1. The main personality determinants are 1. Heredity 2. Environment and 3. Situation. The personality is mainly developed through the socialization process. Some models of personality development depict development of personality as a stage-wise development process while other models depict personality as a degree an individual varies in a continuum of immaturity-maturity characteristics.
2. Observational, Personal Inventories and Projective Techniques.
3. Emotions trigger feelings. Moods are more generalized feelings. They are not tied to a specific incident. Emotional Intelligence is basically an art of emotional regulation which proves beneficial in case of managing stress and maintaining good health.



2.12 MODEL QUESTIONS

1. What are personality inventories ?
2. Why Emotional Intelligence is considered an important characteristic of an individual?
3. Why is emotional intelligence an important characteristic of an individual ?
4. Explain the concept of 'sey'

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