

THEORIES OF MOTIVATION: AN EXTENSIVE EXAMINATION OF THE FACTORS THAT DRIVE HUMAN BEHAVIOR

Mr. Lovepreet Singh*
Ms. Mandeep Kaur**

ABSTRACT

This paper explores the complex relationship between human behavior and motivation, looking at a number of theories that try to explain why people do the things they do. Both internal and external influences can impact motivation, which drives people to attain their goals. It may be extrinsic, impacted by incentives or penalties from outside sources, or intrinsic, motivated by one's own interests and fulfillment. Various viewpoints on the psychological and social elements that influence human motivation are explored through the examination of theories including Maslow's Hierarchy of Needs, Instinct Theory, Incentive Theory, and Self-Determination Theory. For example, the Self-Determination Theory emphasizes the significance of autonomy in motivation, while Maslow's theory suggests that people must first fulfill their basic needs before reaching self-actualization. The paper also discusses how these theories relate to organizational contexts, where employee behavior, job satisfaction, and production are all greatly impacted by motivation. This study examines the literature to determine how motivation theories affect behavior, learning, and personal growth, especially in educational settings. Additionally, it talks about the difficulties in assessing motivation, highlighting the difference between intrinsic and extrinsic motivators and their significance for sustained engagement and self-control in the learning process. The study also highlights how emotional factors and brain activity are increasingly influencing motivational processes, opening up new research directions. In the end, investigating various motivating theories yields insightful knowledge about human behavior with useful applications in domains like psychology, business, and education.

Keywords: *Intrinsic Motivation, Emotional Influences, Intrinsic Satisfaction, Instinct Theory.*

Introduction

Many elements interact in a complex way to influence human behavior. The way people interact and react to their surroundings is greatly influenced by a variety of factors, including biological determinants, psychological factors, social and cultural aspects, economic and environmental factors, and external stressors. Understanding motivation, a psychological component that influences human behavior, is the main goal of this essay. The desire to complete a task combined with the zeal and will to see it through is known as motivation. It serves as the motivation that pushes a person to take initiative and accomplish their objectives. Whereas "extrinsic" refers to motivation that is influenced by outside factors like rewards and penalties, "intrinsic" refers to motivation that comes from within, such as a person's interests and objectives. (Amaro et al., 2021; Harris & McDade, 2018; Sharma & Gupta, 2022). There are two types of motivation: positive, which encourages someone to act in a positive way and make positive changes, and negative, which causes someone to act negatively or make negative changes. (Eccles & Wigfield, 2002; Gollwitzer & Oettingen, 2001; Schiefele, 1991). Motivation has no

* Assistant Professor, Commerce (Management), Rayat Bahra Institute of Management, Hoshiarpur, Punjab, India.
** Student, Commerce (Management), Rayat Bahra Institute of Management, Hoshiarpur, Punjab, India.

universally accepted definition. However, a number of academics have defined it according to their own viewpoints. "Motivation is the driving force within an individual that impels them to achieve their goals," according to John Adir. (Schiefele, 1991) as opposed to Dwight, who claimed that it can be used to help others complete their work. In a similar vein, Tony Robbins described motivation as the spark that ignites the success engine. (Robbins, 2011), which emphasizes once more how important motivation is to a person's success in life. Many theories have been proposed in an attempt to explain human motivations. Since educators, psychologists, and philosophers have been studying and discussing the notion of motivation for centuries, it is challenging to pinpoint who provided the first definition of motivation in education. Although each theory sheds light on a certain aspect of motivation, they all invariably overlook others. The vast range of views leads to ambiguity because they all have certain things in common but also disagree on important issues, and many of them use language that is specific to them. (Cook & Artino, 2016a; Murphy & Alexander, 2000; Petri, 2012). Even if this is disturbing, it is crucial to keep in mind that every theory has a unique perspective that could result in fresh insights and various consequences for research and learning activities.

In an organizational setting, motivation can be characterized as the positive mindset that drives individuals toward the accomplishment of their objectives. Numerous psychologists who have studied human behavior have introduced various theories of motivation within the realm of organizational behavior. This field of study is extensive and multifaceted. Theories of motivation provide insights into human behavior and offer strategies for enhancing performance. According to organizational behavior literature, the primary emphasis should be placed on understanding how individuals act within an organizational framework rather than their emotional responses to it. Motivational theories are utilized to analyze individual behaviors, concentrating on the acceptance of goals, the role of feedback and attributions, and the consequences of performance. It is posited that factors such as job design and leadership significantly influence motivation, which in turn affects behavior. Research and practical observations have shown that employees who are highly motivated tend to demonstrate greater ambition, creativity, and loyalty to the organization, along with increased levels of job satisfaction. Positive employee motivation cultivates strong relationships among colleagues and promotes enduring, constructive organizational behavior. Numerous studies conducted in developed countries and large enterprises indicate that organizational behavior, which serves as the cornerstone of business vitality, effective management practices, and the ability to implement swift organizational changes in response to market demands and conditions, is significantly influenced by motivation. Additionally, any exploration of motivation would be incomplete without acknowledging the foundational theories established by Abraham Maslow in the 1940s. Maslow introduced a hierarchy of needs that delineates the various forms of motivation that propel human actions. He posited that individuals are driven by physiological needs, safety needs, social belonging and love needs, esteem needs, and self-actualization needs, with each successive level of needs building upon the preceding one. This theory implies that human needs are structured in a hierarchical manner, with the most fundamental needs positioned at the base and the more intricate needs at the apex. Maslow suggested that individuals need to fulfill their basic needs before attending to their more advanced needs. The hierarchy of needs proposed by Maslow is a well-known and impactful theory regarding human motivation. It is frequently referenced in fields like psychology, business, and education as it offers a framework for comprehending what drives people's actions. Maslow's hierarchy of needs serves as a model for gaining insight into the factors that influence human behavior. This comprehension can be beneficial in various scenarios, such as creating motivating work environments for employees or designing educational programs that engage students. Since that time, numerous scholars have investigated the concept of motivation and adapted its definition to suit their specific contexts and requirements. (Collins, 2009; Cook & Artino, 2016b; Dinbandhu & Jadhav, 2020; Schunk & Zimmerman, 2012; Tracy, 2018).

From the available research, it has been noted that motivation serves as a psychological force that fuels and guides behavior towards achieving a specific aim. It is an intricate process shaped by numerous factors, including biological, psychological, social and cultural influences, economic conditions, the environment, and external pressures. In educational environments, motivation plays a crucial role in enabling students to thrive. Lacking motivation, learners may find it difficult to muster the energy and resolve needed to finish assignments, prepare for examinations, and attain their academic objectives. This paper examines various theories related to learning motivation: instinct theory, Maslow's theory, incentive theory, intrinsic motivation theory, extrinsic motivation theory, self-determination theory, and attribution theory. The emphasis will be on grasping the fundamental concepts, assumptions, and ramifications that these theories may have on human behavior.

Literature Review

Learning Motivation Theories

Motivation is a psychological concept that propels people to participate in specific actions or behaviors. Within the realm of learning, motivation pertains to the elements that encourage a person to take part in the journey of gaining knowledge and skills. (Willy, n.d.; Hilgard, 2004; Svinicki & Vogler, 2012). Various theories of motivation can impact the learning process.

Instinct Theory of Motivation

Instinct theory, regarded as a foundational concept for various motivational theories, enjoyed significant popularity during the early 20th century. The concept of 'instinct' was introduced by Charles Darwin and George Romanes in the late 19th century to describe animal behavior. This psychological theory posits that certain behaviors are innate or inherently embedded within individuals and that these behaviors are activated by particular stimuli or signals in the environment. It proposes that some actions are not learned through experiences but are instead biologically pre-determined in the individual. It is worth mentioning that this theory has been increasingly discredited in recent studies, which indicate that the majority of behaviors stem from an interplay of genetic, environmental, and cultural factors. Critics of instinct theory point out that it is challenging to define an instinct in a clear and objective manner and that many actions deemed "instinctive" arise from complex interactions between genetic makeup and the surrounding environment. Additionally, several behaviors that seem instinctive in one species are absent or significantly less pronounced in closely related species, indicating that they are not purely dictated by genetics. (Burnham, 1972; Gillespie, 1971; Harlow, 2004; Loewald, 1972; Loewald, 1978; Oppenheimer, 1958). The instinct theory proposes that certain behaviors are inherent rather than learned. In terms of learning, this indicates that some actions might be motivated by instinctual reactions instead of learned experiences or conditioning.

The Motivational Theory of Maslow

Abraham Maslow developed the hierarchy of needs in the 1940s and 1950s, making it one of the most well-known and longstanding theories. The theory comprises five essential levels arranged in a specific order:

- **Self-Realization:** This level, known as self-actualization, reflects an individual's aspiration to achieve their fullest potential in terms of personal growth and development. This hierarchy falls under the category of self-fulfillment needs.
- **Esteem Needs:** According to Maslow's motivation theory, the second level of hierarchy, self-esteem, highlights an individual's need for respect. Esteem is characterized by the desire to be valued, respected, and appreciated by others, placing it in the psychological needs category.
- **Love and Belonging Needs:** The third level of this hierarchy, which pertains to love and belonging, emphasizes an individual's need to belong to social groups, establish community ties, and receive affection. It is essential for individuals to feel accepted and to have a sense of belonging within their social circles, categorizing it as a psychological need.
- **Safety Needs:** This hierarchy of safety and security outlines the basic needs for a reliable source of income, housing, health, and well-being. These aspects represent fundamental human needs, classified under basic requirements. Only when these foundational needs are met can individuals contemplate the next two needs, self-satisfaction and a psychologically supportive environment.
- **Physiological Needs:** This level of the hierarchy encompasses the most basic human requirements for survival, including food, water, and air.

Incentive Theory of Motivation

The incentive theory, initially introduced by behaviorist Clark Hull in 1943, posits that behavior results from both drive—a physiological state that creates a demand—and incentive, which refers to the positive or negative values associated with a situation. This theory elucidates how behavior is affected by the availability or lack of incentives or rewards. It asserts that the size and closeness of an incentive can sway behavior by enhancing the perceived value of a specific action or result, which ultimately boosts the motivation to pursue that action. Furthermore, it argues that behavior is fueled by an organism's desire to maximize pleasure and minimize discomfort. Incentives can be either positive or negative and can originate from external sources, such as money, or internal ones, like hunger or thirst. The incentive theory has been employed to clarify a variety of behaviors, including drug dependence, consumer

decisions, and motivation in the workplace. Additionally, it has been utilized to explain how rewards and penalties can shape behavior in educational and professional environments. Recent findings have indicated that incentives are merely one factor among many that can affect behavior, and their effectiveness may rely on the particular context and individual traits. It's important to note that some criticisms exist regarding the theory, with some critics arguing that it simplifies the intricate nature of human motivation and can be overly reductionist. (Bosha et al., 2017; Ellingsen & Johannesson, 2008; Hattie et al., 2020; Killeen, 1982; Vi & Thuy, 2020). Incentive theory highlights how rewards and motivations affect behavior. In the context of learning, it indicates that providing incentives, such as rewards or favorable results, can boost engagement and improve the learning experience.

Intrinsic Theory of Motivation

The intrinsic theory of motivation is a psychological concept that proposes people participate in specific actions or activities due to their inherent interest or satisfaction, rather than in response to external rewards or pressures. Intrinsic motivation is viewed as self-directed and is marked by emotions of enjoyment, curiosity, and fulfillment in the activity itself. (Ryan & Deci, 2020). Intrinsic motivation is viewed as a more durable and enduring type of motivation since it stems from personal interests and values instead of external incentives. However, this does not imply that external rewards lack significance; they can still influence the motivation process, depending on the specific situation and the individual. (Deci & Ryan, 2013; Ryan & Deci, 2020). The intrinsic theory of motivation proposes that individuals are inherently motivated to learn when they find the material engaging and personally significant. In the context of learning, this implies that teachers can boost motivation by making the content pertinent and appealing to students' natural curiosity and interests.

Extrinsic Theory of Motivation

Extrinsic theory posits that individuals partake in specific behaviors or activities due to potential external rewards or pressures, rather than from personal interest or satisfaction. Extrinsic motivation is regarded as being driven by outside influences and is marked by the existence of external elements like grades, money, or praise that act as incentives to participate in a behavior or activity. Extrinsic motivation can manifest in various ways, such as rewards like earning a prize for finishing a task, or penalties, such as facing a consequence for failing to complete a task. The theory indicates that individuals engage in activities to obtain rewards or to steer clear of punishments. (Deci et al., 1991; Ryan & Deci, 2000; Ryan & Deci, 2020).

The theory of extrinsic motivation suggests that external rewards or penalties can influence learning by providing incentives for preferred behaviors. In the context of education, this indicates that students may be encouraged to learn when they receive concrete rewards or are able to evade adverse outcomes; however, the difficulty resides in sustaining long-term involvement and cultivating a true interest in the material.

Self-Determination Theory (SDT) of Motivation

The self-determination theory (SDT) concerning motivation is a psychological framework that elucidates how human actions are affected by the extent to which those actions are autonomous or self-directed. This theory suggests that actions which are self-directed or autonomous are more likely to be maintained over time and result in enhanced well-being and personal development compared to actions that are influenced by external forces or a person's belief in their limited options. (Ryan, 2009).

The theory also posits that when individuals feel a sense of autonomy and competence in their actions, they are more inclined to achieve favorable results like personal development, well-being, and peak performance. Self-Determination Theory (SDT) has been utilized across various domains, including education, sports, health, and the workplace, providing insights into how different forms of motivation impact behavior and overall well-being. Studies indicate that fostering environments and behaviors that support autonomy can lead to enhanced outcomes, such as greater performance and satisfaction. (Sheldon et al., 2014; Teixeira et al., 2012).

The long-standing discussions between learning theory, which focuses on extrinsic motivation, and Self-Determination Theory (SDT), which prioritizes intrinsic motivation and autonomy, have been crucial in understanding motivational dynamics and their effects on human behavior and achievement. Learning theory, grounded in behaviorism, underscores the significance of external rewards and reinforcements in influencing behavior. It asserts that individuals are driven to participate in activities to secure desired outcomes or evade punishment. This viewpoint highlights the role of extrinsic motivators, such as grades, rewards, and praise, in steering behavior and learning. However, it has faced criticism

for its narrow focus on internal motivational elements and its disregard for individuals' innate psychological needs. Conversely, SDT highlights the intrinsic motivation that stems from people's fundamental psychological needs for autonomy, competence, and relatedness. According to SDT, individuals are inspired when their pursuits resonate with their values, interests, and sense of personal freedom. SDT acknowledges the significance of internal motivators like enjoyment, curiosity, and self-directed choice in fostering engagement, satisfaction, and overall well-being. (Deci & Ryan, 2008; Sheldon et al., 2014; Teixeira et al., 2012).

Attribution Theory of Motivation

The theory of attribution related to motivation is a field of psychology that explores how individuals' beliefs regarding causation impact their motivation. It posits that people often ascribe the cause of an event to either internal factors or external circumstances, and that these attributions can affect their motivation to participate in similar actions in the future. When someone connects an event to internal aspects, such as their own capabilities or effort, it is referred to as an internal attribution; for instance, if an athlete performs well in a sports event, they may credit their success to their own talent, commitment, or hard work. In contrast, when individuals link an event to external factors, such as luck or the influence of others, this is known as an external attribution; for example, a student who does poorly on a test might blame it on the complexity of the questions rather than their own insufficient preparation. (Graham, 1991; Graham, 2020; Weiner, 2010).

Attribution theory was first introduced by Fritz Heider during the 1950s and subsequently elaborated on by Harold Kelley and other scholars. (Muschetto & Siegel, 2021) It suggests that individuals possess an inherent need to comprehend the reasons behind events and utilize various cues to make determinations about these causes. The theory further indicates that these determinations can impact motivation by shaping one's views on their competence, control, and self-worth. For instance, if a person credits their success to their own abilities, they are more likely to feel assured in their capacity to replicate that success later, thus becoming more motivated to pursue similar actions. Conversely, if an individual blames a failure on outside circumstances, they may perceive themselves as less accountable for the result, leading to decreased motivation to engage in similar actions in the future. (Moring, 2022; Spitzberg & Manusov, 2021; Suhartini et al., 2019).

Methodology

Methodology The literature review demonstrates that there has been a limited amount of research undertaken. This study, which makes use of both primary and secondary sources, is both exploratory and enlightening. Secondary sources comprise books, case studies, research articles, journals, newspapers, online materials, and magazines. Primary sources include telephone interviews. In conclusion, we have examined the influence of motivation on human behavior.

Summary and Recommendation

Several incentive theories applied to academic learning have been discussed in this study. Self-determination theory (SDT) has historically been widely used in the context of learning activity motivation. Throughout, the objective was to find models that may increase student involvement in the educational process. Learning is a complicated process that needs guidance to be completed successfully. For resolute efforts to succeed, theories are essential. It would be devastating to stray from the necessary objective. Consequently, academics have created theoretical frameworks to guide these endeavors. In addition to providing guidance for addressing real-world challenges, theoretical frameworks are helpful for planning and carrying out instructional activities. Motivation structures, like other psychological theories, have given rise to a number of conflicting ideas that aim to explain similar behaviors. There is disagreement over whether motivation is a function, a trait, or a condition. It is more difficult to obtain correct information when conducting academic research on a topic because of the contradictory yet related character of these hypotheses. On a phenomenological level, everyone agrees that intrinsic drive plays a significant role in learning, yet conventional approaches to assessment focus on self-report, which is infamously inaccurate, or on observed behavioral changes, which entails circular reasoning. This dilemma presents some interesting issues.

The first is the difference between the concepts of self-regulation of motivation and contextual motivation. According to the former perspective, which is consistent with behavioral psychology, motivation is influenced by ecological factors and has only recently been taken into account in studies of learning goal concepts and their impact on academic motivation. A student who practices self-regulated motivation manages their motivation through active regulatory strategies. There are many fascinating unresolved questions surrounding the relationship between intrinsic and extrinsic forces/factors of

motivation. What is the potential influence of an extrinsic kind of motivation in comparison to motivation that originates inside or is intrinsically useful to the endeavor? Problems like these call for answers, especially for educators who want to promote self-directed, lifelong learning yet find it difficult to pique their students' interest in traditional courses and often use grades as a kind of encouragement. Beyond this, emotional influences on motivation are a new area of research that emphasizes how the brain shapes behavior. The need for a more precise measure of motivation was the starting point for this part, and the ability to evaluate the brain's reactivity to changes in the environment on several levels may hold the key to the solution.

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