



What drives us?

Health Psychology (CMED2006)

LKS Faculty of Medicine

University of Hong Kong



Learning Objectives

At the end of the lecture, student should be able to

- Describe different levels of motivations
- Identify the three human basic psychological needs
- Suggest ways to motivate self and others in health contexts
- Suggest ways to modify people's behaviour using Maslow's Hierarchy of needs



Part 1

Needs, Motives, and Self-determination



Motivation as a Reason for Behaviours

One way to explain and understand a behaviour is to look at what drives it, and what needs it help us fulfill

In general, people engage in a behaviour because they are motivated (by something) – and not when we are not motivated



Notes

Same behaviours does not mean the same needs

Same needs can be fulfilled through different behaviours

All needs are not equal

Same behaviours does not mean same level of motivation



Part 2

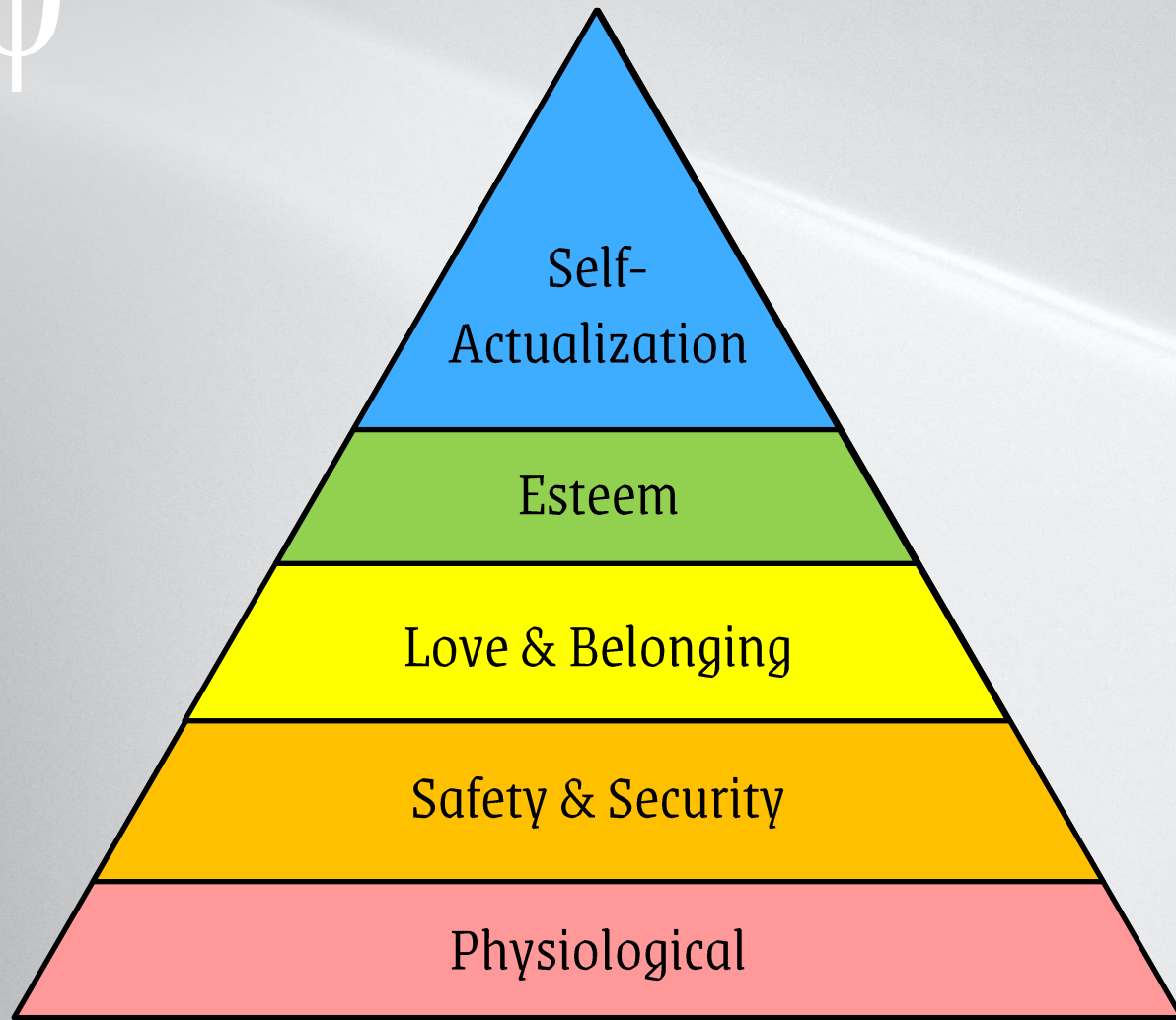
Maslow's Hierarchy of Needs



Maslow's Hierarchy of Needs

According to Abraham Maslow, all humans have some common needs – some are more basic than others; basic needs are usually fulfilled first before more advanced needs

We can explain that people engage in a particular behaviour because they are trying to fulfill one of these needs





Tool 28a: Physiological Needs

Needs for oxygen, food, water, sex, sleep, homeostasis, excretion

In extreme case, hunger and thirst can kill – but they modify our behaviours even when they are not threatening our lives



Tool 28b: Safety & Security Needs

Needs for health, safety, and security of body, of resources and property, of morality

Note that health and psychological safety are sometimes contradictory – e.g. people might not want to seek medical help because they are afraid of being diagnosed of a disease even though they also want to be healthy



Tool 28c: Love & Belonging Needs

Needs for friendship, family, and sexual intimacy, relatedness

This level can be further divided into negative love (obtain tenderness and sexual satisfaction) and positive love (generous interchange of emotions)

Negative love is lower level than positive love – and both are related to the concept of relatedness



Tool 28d: Esteem Needs

Respect from others: needs for status, recognition, fame,
prestige, attention

Self-respect: needs for strength, competence, mastery,
self-confidence, independence, autonomy, freedom

What it takes to live a humane, dignified, rich and happy life



Tool 28e: Self-Actualization Needs

Needs for fulfilling one's potential and one's full humanness

One's potential in terms of abilities, social role, time and place

One's humanness in terms of the positive aspects of human nature – including acceptance, compassion, appreciation of others, autonomy, social interest



Tool 28: Maslow's Hierarchy of Needs

A behaviour can be explained by the fact that it helps the person fulfill a particular need – in particular physiological, safety & security, love & belonging, esteem, or self-actualization needs

We can use this tool to predict a person's need and plan for their fulfilment; we can also change someone's behaviour by suggesting an alternative way for them to fulfil a particular need



Part 3

Self-Determination Theory (SDT)



SDT (Deci & Ryan, 2008)

Just because people are engaging in the same behaviour,
it does not mean that they all have the same level of motivation

There are differences between intrinsic and extrinsic motivation

People become self-determined when 3 intrinsic psychology
needs are fulfilled



Different Levels of Motivation

- Amotivation
- Extrinsic Motivation
 - External regulation
 - Introjected regulation
 - Identified regulation
 - Integrated regulation
- Intrinsic Motivation

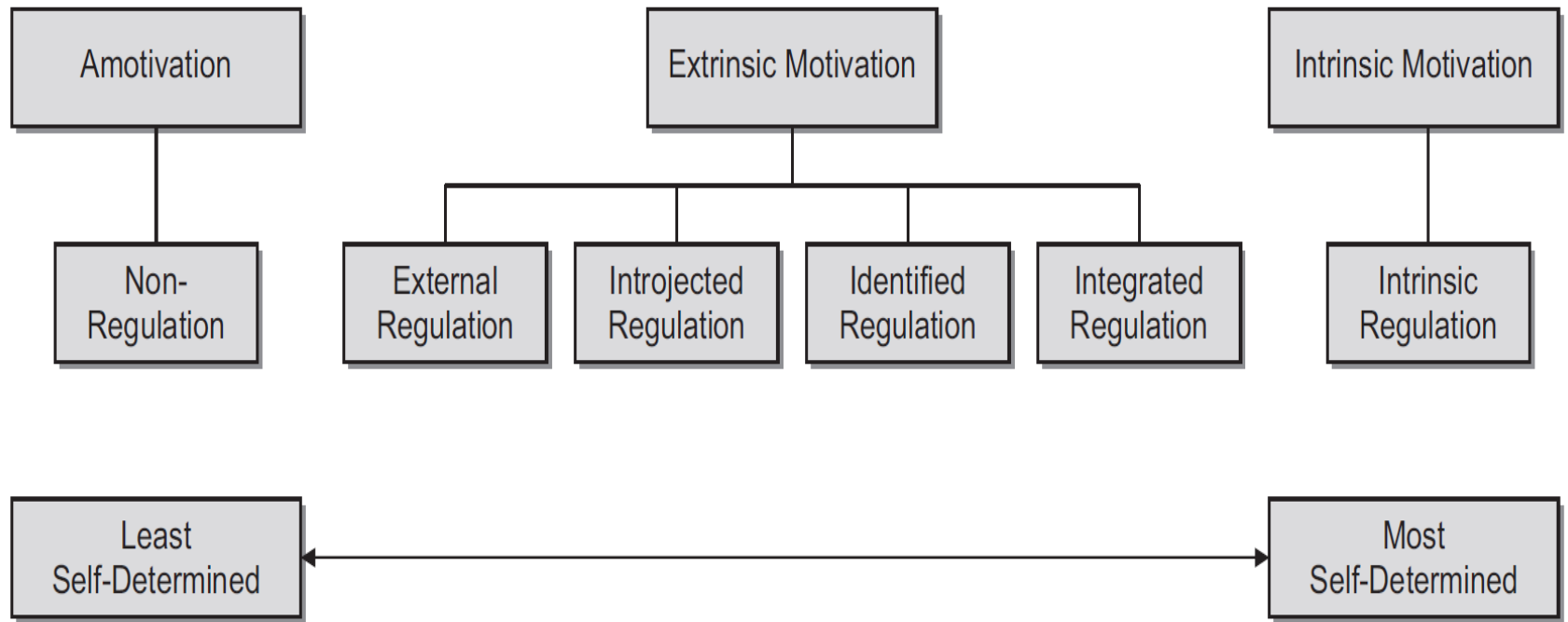


Figure 1. The types of motivation and regulation within self-determination theory, along with their placement along the continuum of relative self-determination.

Deci, E. L., & Ryan, R. M. (2008). Facilitating optimal motivation and psychological well-being across life's domains. *Canadian Psychology*, 49(1), 14-23. doi:10.1037/0708-5591.49.1.14



Amotivation

Absence of motivation

(resulted from)

Lack of confidence

(or)

Not being able to find any purpose or reasons to engage in
behaviour



External Regulation

Least self-determined form of controlled motivation

(resulted from)

External demands

(or)

Pressure



Introjected Regulation

Most self-determined form of controlled motivation

(resulted from)

Guilt and shame

(or)

Satisfaction of pride and ego



Identified Regulation

Least self-determined form of autonomous motivation

(resulted from)

Values

(or)

Importance



Integrated Regulation

Most self-determined form of extrinsic motivation

(resulted from)

Life goals

(or)

Meaningful values originated from sense of self



Intrinsic Motivation

Most self-determined form of motivation

(resulted from)

Enjoyment

(or)

Internal satisfaction



Tool 29: SDT: Levels of Motivation

A behaviour (or lack of behaviour) can be explained by the levels of motivation a person has – from amotivation, to different levels of extrinsic motivation, to intrinsic motivation

It can also be used to predict whether someone would engage in a behaviour



Three Main Psychological Needs

According to SDT, there are 3 main psychological needs that are positively correlated to motivation:

Autonomy; Competence; Relatedness

Situations that increase these would improve one's motivation;

Situations that prevent these would reduce one's motivation



Autonomy

Need for oneself to be in control

Situations that promote autonomy	Situations that thwart autonomy
<p>When we feel we have choices & options</p> <p>When we feel that we have a say in how things are done</p>	<p>When we are made to feel we act for obligations and commands</p>



Competence

Need for oneself to be capable

Situations that promote competence	Situations that thwart competence
<p>When we feel that we are capable of doing what we need to do</p>	<p>When we are made to feel incompetent or inadequate</p> <p>When we are subjected to unrealistic expectations</p>



Relatedness

Need for oneself to be connected to others

Situations that promote relatedness	Situations that thwart relatedness
<p>When we feel accepted and liked</p> <p>When we feel we are valued</p>	<p>When we are made to feel rejected or being disliked</p> <p>When we are made to feel dismissive or unimportant</p>



Tool 30: Needs & Needs-Thwarting

A person's motivation (and therefore their behaviour)
can be explained by whether the behaviour &
the situation surrounding it fulfils
the needs for autonomy, competence, and relatedness

We can increase one's motivation by satisfying the needs
and by avoiding needs-thwarting



Part 4

Overjustification Effect



Operant Conditioning

Positive reinforcement happens when
a positive outcome follows a desired behaviour –
and that typically results in an increase in the behaviour

But what if (or when) the positive outcome stops?
Similarly, what if (or when) the negative outcome of a
positive punishment stops?



Lepper MR, Greene D & Nisbett RE (1973)

In this study, they recruited 51 children aged 3-5 years who all like to draw; they then told the children that some people are coming to visit them in a few days and invite them to draw some pictures to show the visitors

Group 1 & 3: no mention about reward

Group 2: mention that they can get an award for drawing



Experiment: Part 2

Group 1 drew fewer pictures than group 2, and those who drew pictures did not receive any award

Group 2 drew the most pictures, and were awarded as promised

Group 3 also drew fewer pictures than group 2, but those who drew pictures did receive the award as those from group 2



Result: Part 2

Group 2 drew the most picture during the first phase
(i.e. before the awards were given out),
but drew least afterwards

Group 3 drew the most afterwards

Can you explain this behaviour?



Tool 31: Overjustification Effect

A reduction in a particular behaviour might be explained by the fact that “a person’s intrinsic interest in an activity may be decreased by inducing them to engage in that activity as an explicit means to some extrinsic goal.”

Intrinsic interest is more likely to result in long-term behaviour



Part 5

Explaining and Suggesting Behaviours



Scenario 0.1

List out the reasons you are attending this lecture



Scenario 0.1

List out the reasons you are attending this lecture

How do your reasons map to Maslow's Hierarchy of needs?

(Can you think of other ways to fulfill these needs?)



Scenario 0.1

List out the reasons you are attending this lecture

How do your reasons relate to STD's level of motivation?
(Can you think of ways for me to increase your motivation?)



Scenario 0.2

If you are a player of games:
including sports, video games, boardgames, role-playing games

Can you identify what drives you to these games/activities

Are these drives universal? Or are these drives more powerful
to you than to other people?



Out of syllabus
Not for assessment

GAMER MOTIVATION MODEL



Action "Boom!"	Social "Let's Play Together"	Mastery "Let Me Think"	Achievement "I Want More"	Immersion "Once Upon a Time"	Creativity "What If?"
Destruction Guns. Explosives. Chaos. Mayhem.	Competition Duels. Matches. High on Ranking.	Challenge Practice. High Difficulty. Challenges.	Completion Get All Collectibles. Complete All Missions.	Fantasy Being someone else, somewhere else.	Design Expression. Customization.
Excitement Fast-Paced. Action. Surprises. Thrills.	Community Being on Team. Chatting. Interacting.	Strategy Thinking Ahead. Making Decisions.	Power Powerful Character. Powerful Equipment.	Story Elaborate plots. Interesting characters.	Discovery Explore. Tinker. Experiment.



Scenario 1

You are a Bachelor of Nursing student at a local university.
Today, you went to a number of lectures.

- i) Based on Maslow's hierarchy of needs, list out the needs that were fulfilled during some of the lectures;
- ii) Based on the self-determination theory, list out ways that your autonomy, competence, and relatedness needs were either fulfilled or thwarted



Scenario 2

You are a student at the University of Hong Kong

Based on Maslow's Hierarchy of needs, describe 2 ways where HKU can (or should) fulfill each level of your needs



Scenario 3

Abby just gave birth to a daughter; she is happy about the child and the delivery, but is weak and is still in pain

Based on Maslow's Hierarchy of needs, describe 2 ways where the hospital that Abby is staying at can (or should) fulfill each level of her needs.



Scenario 4

Ben is a citizen of a war-torn country ruled by a dictator.

Based on Maslow's Hierarchy of needs, describe 2 ways where the Ben's government can (or should) fulfill each level of his needs.



Scenario 5

Quincy is a diabetic patient. His doctor prescribed him with insulin and advises him to do the following:

- Take insulin tablets on time
- Perform home blood-glucose monitoring
- Engage in physical activity
- Reduce intake of food that are high in fat, sugar, glycemic index

Suggest ways to increase Quincy's sense of autonomy, competence and relatedness.



Part 6

Behavioural Change



Case 6

Canice, 40, is a homemaker with two young children. Recently, he realized that he is not as physically fit as he once was, and is wondering whether he should start going to the gym (or otherwise do more physical exercise). He does not have any family history of cardiovascular diseases, and both his blood pressure, blood glucose level, and BMI are normal.

During weekdays, he typically gets up at 6:30am to prepare breakfast for his children; and does not have much free time during the day for exercise. He used to enjoy playing badminton and football, and but finds it increasingly difficult to find someone to play with (or the time and venue to play). He also feels intimidated by the thought of going to the gym.



Case 6 Focuses

Name some probable reasons for Canice's lack of physical exercise; also suggest any questions you might want to ask him in order to better understand his situation

Suggest some specific interventions to encourage Canice to exercise – in particular, think about interventions that match and/or improve his motivation to exercise



Conclusion

People often decide to engage in a behaviour because they want to fulfil certain needs – we can use the Maslow's hierarchy of needs to predict and identify people's needs, and possibly suggest (alternative) ways to fulfil these needs

On the other hand, we can use the self-determination theory to analyze people's motivation of engaging in a behaviour, and possibly suggest ways to enhance their motivation



Reading / References

- Cacioppo, JT, Freberg, LA & Cacioppo, S (2022). Discovering Psychology: Science of Mind (4th ed.). Chapter 7: Emotion and Motivation. Cengage Learning.
- Deci, E. L., & Ryan, R. M. (2008). Facilitating optimal motivation and psychological well-being across life's domains. *Canadian Psychology*, 49(1), 14-23.
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- Lepper, M. R., Greene, D., & Nisbett, R. E. (1973). Undermining children's intrinsic interest with extrinsic reward: A test of the "overjustification" hypothesis. *Journal of Personality and Social Psychology*, 28(1), 129-137.



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