

Motivation

Theory and Research

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Herbert L. Petri

Motivation: Theory and Research

Second Edition

Herbert L. Petri
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*This book is dedicated to the memory of Mom and Pop,
and with love to my wife, Jan,
and my children, Stephanie, Kathleen, and Estelle.*

A Note About the Author

HERBERT L. PETRI was born in Hamilton, Ohio, in 1944. He received his A.B. degree from Miami University, Oxford, Ohio, in 1967 and M.A. and Ph.D. degrees from Johns Hopkins University in 1969 and 1972, respectively. He has taught at Towson State University since receiving his doctorate and has been recognized on five separate occasions for his excellent teaching. Dr. Petri also occasionally teaches the motivation course at Johns Hopkins University.

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Preface to the Second Edition

Things change quickly in science, and psychology is no exception. The second edition of this text incorporates many of the new concepts of motivation that have developed since the first edition was written. To give the reader some perspective on the differences between the two editions, a look at the references is in order. The first edition contained 519 references, the second 888. The 369 new references represent an increase in cited articles and books of approximately 40% over the first edition. Further, 170 (approximately 46%) of these new references have been published since the first edition appeared. Thus much of the material in the second edition is new.

The second edition has also been extensively reorganized based on reviews by users of the first edition. As a result of these thoughtful reviews, three completely new chapters have been included in the second edition. Chapter Thirteen brings together the literature on emotion into a single chapter where the interested reader can learn about physiological and cognitive approaches to the study of emotion. Chapter Fourteen, written exclusively for this text by Dr. Lawrence Froman, brings together concepts from many earlier chapters and shows how they can be applied to the work environment. Dr. Froman's chapter is unique not only in presenting a comprehensive and extremely readable overview of current research important to work motivation but also in tying these applied aspects back to the theoretical models from which they were

developed. Anyone interested in motivating persons in organizational settings will want to read his chapter. Chapter Fifteen, also new, presents some conclusions not found in the first edition. The chapter is in fact an overview of major concepts found within the text, and some instructors may want their students to read this chapter first (as well as last) to help them get a general picture of motivation before proceeding to the more specialized chapters.

Two chapters retained in the new edition have been completely rewritten. The first chapter now provides a more comprehensive introduction to the concepts of motivation and also explores some of the historical underpinnings of motivational thought. In addition, Chapter One also provides a framework by which the various theories can be categorized. This framework utilizes the concepts of dimensions of analysis and levels of analysis to help students see how motivation may be studied in many different ways. Chapter Four, "Physiological Mechanisms of Regulation," has also been completely rewritten. Hunger, thirst, and sexual motivation are initially approached from the point of view of homeostasis; however, extensive references are then provided to show that homeostasis is easily overridden. The extensive discussion of nonhomeostatic eating covered in the topics of anorexia nervosa, bulimia nervosa, and obesity should be particularly interesting to the student.

The cognitive motivation section of the text has also been extensively reorganized in the second edition. An entire chapter (Nine) has now been devoted to expectancy-value theory. Similarly, attribution approaches to motivation are now in a separate chapter (Eleven). Social motivation and consistency theory have been grouped together into one chapter, which precedes the attribution chapter so that the information flows more logically. The historical introduction found in Chapter Nine of the first edition has been broken into sections and placed into the appropriate cognitive chapters in the second edition.

Every chapter has been updated with new material. In most cases this new material added to or refined ideas already found in the first edition. In some cases, however, new topics not found in the first edition also required the addition of older material for background. One such case is the emotion chapter.

As is the case with any endeavor of this size, many people have contributed time, effort, and expertise to this project. I would particularly like to thank the user-reviewers for their thoughtful and thought-provoking suggestions. These reviewers were Samuel B. Pond, III, North Carolina State University; Susan Mineka, University of Wisconsin, Madison; Kenneth P. DeMeuse, Iowa State University; Harry Fowler, University of Pittsburgh; Gordon B. Harding, New Mexico State University; and Alexis Collier, The Ohio State University. I am also grateful to Towson State University for supporting this project and providing the necessary materials for developing the manuscript of the second edition. To the many students in my classes who have been subjected to varying renditions of this material, I say thank you. You helped me determine what would work and what would not. Many colleagues have shared books, articles, and expertise. I thank each of them for their

help. A special thank you must go to Larry Froman for providing a well-written and comprehensive chapter on work motivation. The amount of work he put into that chapter is enormous, and the book is much stronger for it. I also thank Dr. Steve Thomas for introducing me to word processing and allowing me the use of his equipment for more than a year. I am now thoroughly hooked and wonder how I ever managed to write the first edition without word-processing facilities.

The staff at Wadsworth has provided excellent support over the years. Ken King, psychology editor, has been a constant source of support and has urged me on during the development of the second edition. Through his selection of thoughtful reviewers and timely advice, he has strengthened the second edition immeasurably. He is a writer's editor, providing support without undue pressure, thus allowing creativity and innovation. Many other people at Wadsworth have also been instrumental in the production of this book: Debbie Fox, editorial associate to Ken King; Robin Lockwood, production editor at Bookman Productions; and Hal Lockwood, the designer, also at Bookman Productions.

Finally, I thank my family for their patience and support during the writing of this second edition. First and foremost, my wife, Jan, who is always there to provide support and encouragement when I need it, and my children, Stephanie, Kathleen, and Estelle, who have often had to wait while "Daddy" wrote. Without the family's support the project would have been largely meaningless.

It is my hope that faculty and student alike will find the second edition of this text as interesting and informative to read as I have found it challenging to write.

Herbert L. Petri
September 1985

Preface to the First Edition

I have found the study of motivation to be one of the most fascinating and complex topics in psychology. It is fascinating because people want to know why they behave the way they do—to understand the processes that activate their behavior. It is complex because it cuts across many specialty areas within psychology and draws from each of them. Thus you will find in this book physiological, conditioning, and cognitive explanations of behavior.

My own motives for writing this text are also complex. First, I have felt for some time that a motivation text should cover in detail the major approaches suggested by theorists of varying specialties and backgrounds. What I found, however, was that some texts emphasized the biological approaches to motivation heavily at the expense of other approaches, while some emphasized the cognitive or personality aspects but not the biological aspects. I believe this book provides a more even coverage of the current thinking about motivational processes. Second, when surveying the various texts available, I found that they often presented a particular point of view (usually the author's) on which approaches were the "best." It seems to me that a book designed for a first course in motivation ought to put forward, as far as possible, an unbiased view of motivational theory. Therefore I have tried to present the material in this text as objectively as possible, including both the advantages and disadvantages of each of the approaches discussed.

In addition, I have observed that students need to be presented with the *basic* ideas within a given area, as well as some conclusions about those ideas. Students too often become "lost in the data" and miss the major points. For this reason I have purposely avoided an encyclopedic presentation of the major areas. Instead, I have tried to focus on the kinds of research conducted to test the major ideas. As I see it, a textbook on motivation should provide the basic information necessary for a good background in motivational processes, while at the same time allowing instructors the freedom to present additional material of their own choosing related to the various areas. This book is intended to provide the basic information on which instructors can build.

The book is divided into three major areas: approaches to motivation that emphasize its biological components, approaches that emphasize its learned components, and approaches that emphasize its cognitive components. Within each of these areas I have tried to present the material in such a way that understanding the later chapters does not depend on having read the earlier chapters. The independence of the chapters allows each instructor to select whichever ones best fit in with his or her particular approach to motivation. This independence also means that chapters can be assigned in any order that is deemed appropriate.

Motivational theory is sometimes difficult for students because it requires modes of

thinking that may be quite far removed from everyday experience. For this reason, I have used examples drawn from day-to-day life wherever possible. I have also tried to keep the language simple and direct, and I have written the book in a somewhat conversational, informal manner. Finally, I have included boxed material in each chapter to provide background information on applied aspects of motivational theory that is relevant to the concepts discussed in that chapter.

No one writes a book without a great deal of help and support from many people. First and foremost I must thank my wife, Jan, and my children, Stephanie, Kathleen, and Estelle, for providing continuing support and encouragement during the long, difficult process of developing the book. Without their support the project would never have reached fruition. I also thank God and my parents for whatever talents I possess that have allowed this book to become a reality. Although neither of my parents lived to see the book completed, they provided an atmosphere during my youth that instilled in me a love of knowledge and a desire to teach it to others.

The people at Wadsworth Publishing have also been extremely helpful and supportive. Foremost among them is Ken King, psychology editor, who urged me to write the book and supported my efforts during the long process of bringing it to completion. Diane Sipes, production editor at Wadsworth, did an excellent job in producing the book and was always helpful and pleasant even under a demanding production schedule. Detta Penna, the designer, and Christine Dorsaneo and Darwen and Valley Hennings, the illustrators, did a masterful job on the design and artwork. Peggy Meehan, permissions editor, provided needed assistance in obtaining permissions for figures and tables.

Many friends and colleagues contributed in various ways. Jim Furukawa read the entire manuscript and made suggestions that sub-

stantially strengthened the book. Craig Johnson provided both useful references and feedback concerning the physiological regulation of motivation, which added to my understanding of the topic. Roger Fink provided many references and information concerning the concepts of actualization and growth motivation, which were used to write Chapter Twelve. Phil Young, Mike Figler, and Rick Parenté supplied useful references and insights through conversations on various parts of the book. Craig and Sug Higgins read early versions of parts of the manuscript and made many helpful suggestions regarding clarity that were incorporated into the final version. Ed Van Metre and many friends at Hunts provided support and encouragement during the long writing process. They motivated me and kept me "on task" by asking "how the book was coming." I am grateful to all my friends, colleagues, and relatives who provided constant support, encouragement, and advice.

Wadsworth provided excellent reviewers during the preparation of the manuscript. I especially thank Sue Mineka, of the University of Wisconsin, and Mark Lepper, of Stanford, for their detailed and constructive reviews. The book is much stronger as a result of their perceptive comments. Several other reviewers also provided important feedback. They are Joseph Allen, of the University of Georgia; John Brackmann, of California State University at Sacramento; William H. Cunningham, of Western Kentucky University; Dan Gallagher, of Salisbury State College; James S. MacDonall, of Fordham University; Virgil C. Nylander, of the University of Wisconsin at River Falls; Robert Provine, of the University of Maryland, Baltimore County; and Leland Swenson, of Loyola Marymount University.

The facilities of Towson State University were also important in the completion of this book. The psychology department was very supportive from beginning to end, and the

administration graciously granted me a sabbatical to begin the project.

Another important contribution was the typing and retyping of several revisions of the manuscript. Nancy Stinchcomb, Paula Zimbro, and Jean C. Foley spent many long hours on that task. Patricia L. Nelson and Nancy Gill typed the final manuscript under considerable time pressure and did an excellent job.

As I hope is apparent, many people have contributed many different talents in making this book a reality. To all of them I sincerely say thank you.

Herbert L. Petri
August 1980

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