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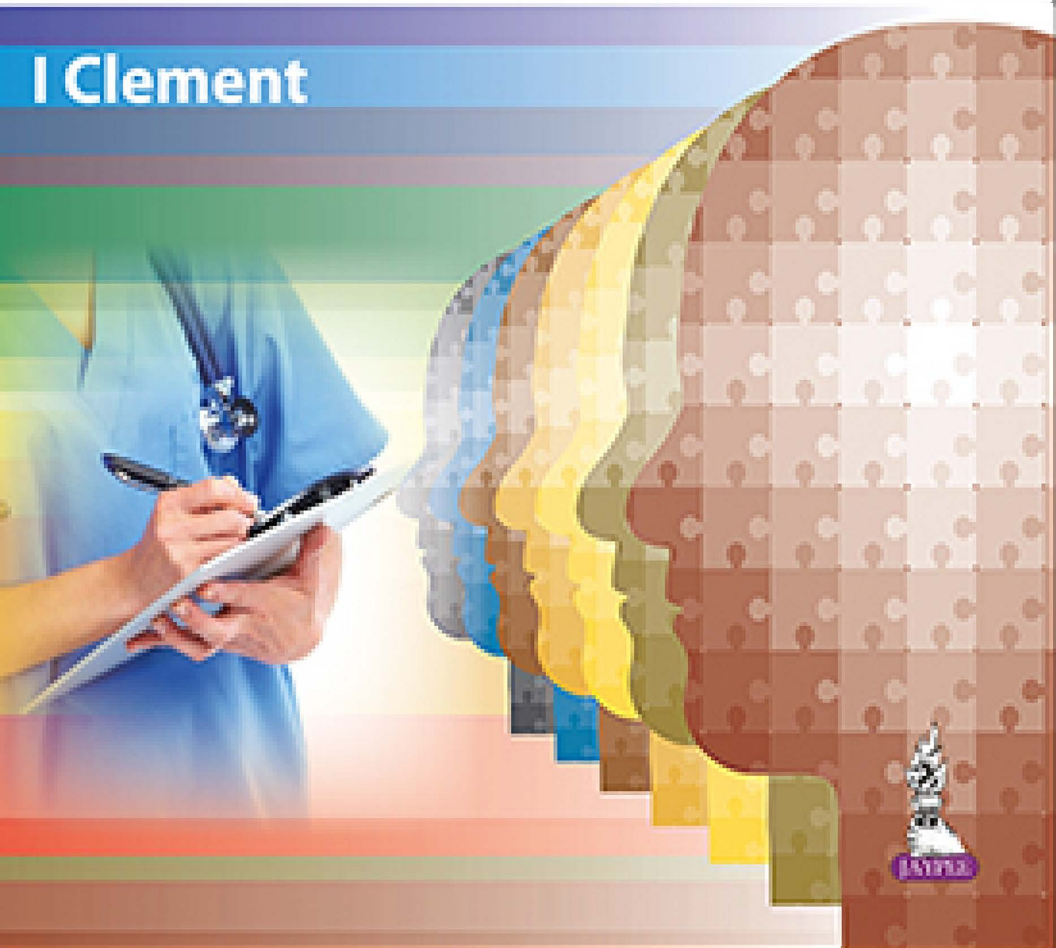
Textbook on PSYCHOLOGY for Post Basic BSc Nursing

I Clement



CONTENTS

1. Introduction to Psychology..... 1

Meaning of Psychology 1
Definations 2
Nature of Psychology 2
Scope of Psychology 5
History of Psychology 5
Schools of Psychology 7
Branches of Psychology 10
Methods of Psychology 13
Psychological Concepts of Nursing 16

2. Sensation, Attention and Perception.....20

Sensation 20
Attention 33
Perception 41

3. Motivation.....59

Meaning 59
Definitions 60
Nature of Motivation 60
Motivation Process 61
Components of Motivation 62
Motive 63
Theories of Motivation 67
Frustration 72
Conflict 73
Motivational Qualities of Nurse Leader 74
Seven Rules of Motivation 75
A to Z Steps in Motivation 75
Application of Motivational Theory in Nursing Education 77

4. Emotion.....81

Meaning 81
Definitions 82
Physiology of Emotion 82
Changes in Emotion 83
Characteristics of Emotion 86
Types of Emotion 86
Emotion and Health 90
Theories of Emotion 91
Stress and Adaptation 94

Response to Stress 97
Adaptation to Stress 99
Adaptation Concept in Nursing 101
Nursing Implications on Stress Reduction 102
Role of Nurse in Emotional Control 103

5. Personality.....107
Concepts 107
Definitions 108
Components 109
Variables 111
Factors Influencing Personality 111
Types 114
Theories 116
Psychometric Assessment of Personality 126
Nurse and Personality 140

6. Psychological Aspects of Nursing 145
Child (Preschooler) 145
Schoolchild 150
Adolescent 157
Adulthood 164
Older Adulthood 168
Behavior and Sickness 177

7. Individual Differences.....187
Meaning of Individual Differences 188
Types of Individual Differences 189
Causes of Individual Differences 191
Measurement of Individual Differences 192
Heredity 192
Environment 198
Relative Importance of Heredity and Environment 201
Interaction between Heredity and Environment 201
Individual Differences in Health and Illness 202

8. Intelligence and Abilities.....205
Meaning of Intelligence 206
Definitions of Intelligence 206
Nature of Intelligence 207
Types of Intelligence 208
Factors Influencing Intelligence 209
Intelligence Quotient 210
Intelligence Tests 211
Theories of Intelligence 214
Mentally Handicapped Person 216

9. Learning.....228
Meaning of Learning 228
Definitions 229

Determinants of Learning 230
Steps in Learning Process 230
Laws of Effective Learning (Thorndike) 231
Types of Learning 232
Goals of Learning 234
Theories of Learning 235
Trial and Error Learning 240
Learning by Insight 243
Transfer of Learning 245
Nurse's Role in Learning 247

10. Memory and Forgetting 250
Meaning of Memory 251
Definitions 251
Qualities of Good Memory 251
Components of Memory 252
Factors of Memory 253
Favorable Conditions of Components 254
Types of Memory 256
Measurements of Short-term and Long-term Retention 259
Theories of Memory 260
Forgetting 261
Economical Methods of Memorization or Remembering 267
Improvement of Memory or Memory Training 269
Amnesia 272

11. Attitudes 275
Definitions 275
Components of Attitudes 276
Nature of Attitudes 276
Motivational Functions of Attitude 278
Development of Attitudes 278
Change in Attitudes 280
Characteristics of Attitudes 281
Effects of Attitude on Behavior 281
Theories of Attitude Change 282
Measurement of Attitudes 283
Attitude and Nurse 285

12. Concept of Mental Hygiene and Mental Health 288
Mental Health 288
Mental Hygiene 298
Defense Mechanisms 300
Adjustment 304

13. Body-mind Relationship 310
Body—The Instrument of the Mind 310
Effects of Mind upon Body 312

Theories of Body-mind Relationship 312
Mind-body Modalities 316
Levels of Consciousness 318
Nurses' Role and Responsibilities 322

14. Biology and Behavior 326
Behavior and Neuroscience 326
Neuron 328
Neurotransmitters and Behavior 330
Endocrine System and Behavior 333
Genetics and Behavior 335

15. Educational Psychology 340
Nature 341
Definitions 341
Scope 341
Importance 343
Aims and Objectives 343
General Categories 344
Concepts of Education 344
Values of Educational Psychology 345
Elements of Educational Psychology 346
Limitations of Educational Psychology 346

16. Thinking and Reasoning.....349
Nature of Thinking 349
Definitions of Thinking 350
Types of Thinking 351
Characteristics of Thinking 353
Tools of Thinking 353
Stages of Thinking 354
Elements in Thinking 355
Assessment of Reasoning and Problem Solving 357
Reasoning 358
Creative Thinking 360
Problem Solving 361
Attribution 363
Ways to Improve Thinking 364
Alterations in Thinking 365

17. Aptitude 368
Meaning and Concepts 368
Definitions 369
Measurement of Aptitude 370
Values of Aptitude Testing 376
Uses of Aptitude Tests 376
Aptitude and Nursing 377

18. Guidance and Counseling 379
Guidance Service 379
Individual Guidance Service 384

Counseling 388
Educational Guidance 397
Vocational Guidance 400

19. Mental Illness 405
Definitions 405
Characteristics 405
Features 406
Common Signs and Symptoms of Mental Illness 407
Concepts of Normal and Abnormal Behaviors 408
Burdens of Mental Disorders 410
Misconceptions About Mental Illness 411
General Attitude Toward the Mentally Ill Patients 412
Mental Health Team 413

20. Assessment of Knowledge, Skills Attitude and Evaluation.....416
Definitions 416
Evaluation in Nursing 417
Steps in Evaluation 418
Principles of Evaluation 419
Purposes of Evaluation 419
Scope of Evaluation and Assessment 420
Characteristics of Evaluation Procedure 420
Evaluation Tools 421
Rating Scale 428
Checklist 430
Anecdotal Records 430
Self-report Techniques 431
Scholastic Achievement Test 431
Written Test (Classroom Test) 432
Objective Type Test 434
Essay Type Tests 438
Oral Examinations 440
Examinations 440
Practical Examination 441
Performance Appraisal in Nursing 442
Objective Structured Practical Examination (OSPE) 450

21. Social Psychology 454
Meaning and Nature 455
Definitions 455
Principles 456
Relationship Between Social Psychology and Education 458
Scope of Social Psychology 458
Scope of Education 459
Development of Social Psychology of Education 461

Previous Years University Questions (2011–2006) 465

Post Basic BSc Nursing Question Papers 465
Psychology-2011-QP-Feb-First Year 465
Psychology-2010-QP-Code: 1701 466
Psychology-2009-QP-Code: 1743 467
Psychology-2008-QP-Code: 1701 467
Psychology-2007-QP-Code: 1701 468
Psychology-2006-QP-Code: 1701 469

Glossary 471

Index 525

CHAPTER

3

Motivation

LEARNING OBJECTIVES

1. To learn definitions and nature of motivation.
2. To understand biological and social motives.
3. To understand frustration and conflicts.
4. To learn self-actualization.

INTRODUCTION

1. The human behavior is controlled, directed and modified through certain motives. When a person is hungry and is searching for food or constructing a house or mating or learning new skills, he/she will always be able to trace some elements, which will guide their activities and behavior in the lights of success or failures.
2. Motivation is that force, which impels or incites individual's action, determines the individual's direction of action and the rate of action. When the individual gets any motives, he/she experiences a tension and disequilibrium and become restless. The activities are then initiated. The individual feels a push to behave in a certain direction.

MEANING

1. Motivation is something, which prompts, compels and energizes an individual to act or behave in a particular fashion at a particular time for attaining some specific goal or purpose.

2. The term 'motivation' has been derived from the word 'motive'. A motive is an inner state that activates, energizes or moves an individual and channelizes the behavior toward the goal.
3. Motivation is the art of understanding these motives and satisfying them to direct and sustain behavior toward the accomplishment of organizational goal.
4. Motivation is concerned with how behavior starts, is energized, sustained, directed and stopped. As motivation is the process of inspiring and impelling people to take required actions by providing stimuli, that satisfy their needs and motives.
5. Motivation is the complex of forces, which propel an individual into action and keep them at work. It reflects the will to work.
6. Motivation is defined as the process that initiates, guides and maintains goal-oriented behaviors. Motivation causes one to act, such as getting a glass of water to reduce thirst or reading a book to gain knowledge.

DEFINITIONS

1. Motivation means a process of stimulating people to action, to accomplish desired goals. It refers to the way in which urges, drives, desires, aspirations, stirrings or needs direct control or explain the behavior of human being. —*Scott*
2. Motivation is an inspirational process, which impels the members of the team to pull their weight effectively, to give their loyalty to the group, to carry out properly the tasks that they have accepted and generally to play an effective part in the job that the group has undertaken. —*Brech*
3. Motivation is the willingness to exert high levels of efforts toward organizational goals, conditioned by the effort's ability to satisfy some individual needs. —*Stephen P Robbins*
4. Motivation refers to the degree of readiness of an organism to pursue some designated goals, to imply the determination of the nature and laws of the focus including the degree of readiness. —*Encyclopedia*

NATURE OF MOTIVATION

Motivation is the force that initiates, guides and maintains goal-oriented behaviors. It is what causes one to take action, whether to

grab a snack to reduce hunger or enroll in college to earn a degree. The forces that lie beneath the motivation can be grouped as biological, social, emotional or cognitive in nature.

1. Motivation is a psychological concept. It is concerned with the intrinsic forces operating within an individual, which impel to act or not to act in a particular way.
2. Motivation is a dynamic and continuous process as it deals with human being, which is an ever changing entity modifying itself every moment.
3. Motivation is a complex and difficult function. Every person adopts a different approach to satisfy the needs and one particular need may cause different behavior from different people.
4. Motivation is a circular process. Feeling of an unsatisfied need causes tension and an individual takes action (drive) to reduce this tension.
5. Motivation is different from satisfaction. Motivation is the process of stimulating an individual or a group to take desired action.
6. Motivation is the product of anticipated value from a given course of action and the perceived probability that the action will lead to these values.

MOTIVATION PROCESS

The motivational processes (Fig. 3.1) are the steps taken to get motivated. It is a process, that when followed produces incredible results. It is amazing that, what the people do when they are properly motivated and getting properly motivated, is a matter of following the motivational process. Like any other process, it takes a little work and foresight and planning on the individual's part. However, the return on the investment of time is significant and it is important when extra motivation is needed when the motivational process is applied.

1. An unsatisfied tension, which stimulates drives within the individual. These drives generate search behavior, to find particular goals that if attained, satisfy the needs and lead to the reduction of tension.
2. In order to relieve this tension, they engage in activity. The greater the tension, the more activity will be needed to bring about relief.
3. Therefore, when we see people working hard at some activity, we can conclude that they are driven by a desire to achieve some goal that they perceive as having value to them.

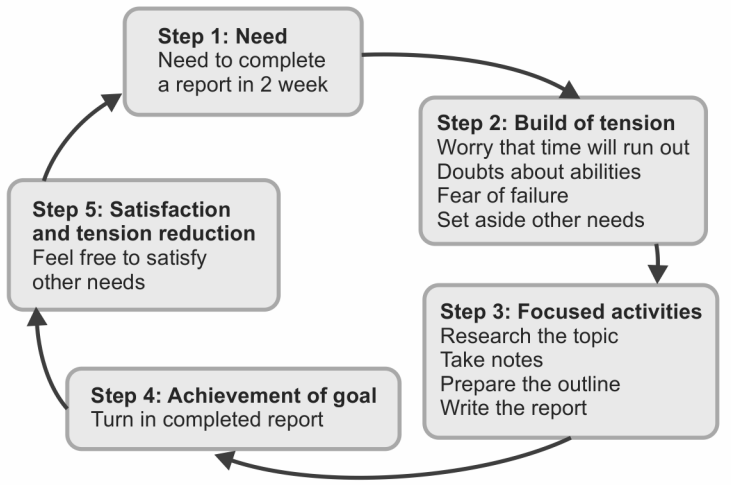


Fig. 3.1: Steps involved in motivation process

COMPONENTS OF MOTIVATION

The three major components to motivation are activation, persistence and intensity. Activation involves the decision to initiate a behavior, such as enrolling in a psychology class. Persistence is the continued effort toward a goal even though obstacles may exist, such as taking more psychology courses in order to earn a degree although it requires a significant investment of time, energy and resources. Finally, intensity can be seen in the concentration and vigor that goes into pursuing a goal. For example, one student might study without much effort, while another student will study regularly, participate in discussions and take advantage of research opportunities outside the class.

Extrinsic vs Intrinsic Motivation

Different types of motivation are frequently described as being either extrinsic or intrinsic. Extrinsic motivations are those that arise from outside of the individual and often involve rewards such as trophies, money, social recognition or praise. Intrinsic motivations are those that arise from within the individual, such as doing a complicated crossword puzzle purely for the personal gratification for solving a problem.

MOTIVE

Meaning

1. Motive is a force that determines the activity of an individual. It energizes and directs the behavior along different channels.
2. When a motive is at work, it creates tension and these tensions arouse the individual towards an activity that will relieve the tension.
3. A motive is a force that initiates, sustains and directs the activity of an organism. A stimulus is an internal or external object, which exiles the receptor or activates a sense organ.

Definitions

1. A need give rise to one or more motives. A motive is rather a specific process, which has been learned. It is directed toward a goal. —*Carroll*
2. A motive is an inclination or impulsion to an action plus some degree of orientation or direction. —*Fisher*
3. A motive may be defined as a readiness or disposition to respond in some ways and not others to a variety of situations. —*Rosen, Fox and Gregory*

Classification

Physiological Motives

Temperature regulation: An organism is active in maintaining a comfortable state of warmth and cold. This motivated activity is the result of the impulses sent to the brain by the skin receptors meant for the sensation of warmth and cold.

Pain: The sense receptors for pain are distributed in all the organs of the body like skin, internal organs, blood vessels, etc. They are in the form of free nerve ending in these organs. Whenever they are stimulated by some sort of injury to the body, there is pain sensation. The organism puts in all possible efforts, consciously or at reflex level to avoid such pain.

Sleep: Need for sleep is one more physiological motive. Though it contains all the activities of the organism, unlike other motives and makes him/her assume an inactive position that can be observed. However, the inactive position is the goal and the motive of sleep,

actually it drives the individual toward all the possible efforts to go to sleep.

Hunger: When the individual feels emptiness in the stomach, then the person is hungry. When the person is hungry, two kinds of changes occur. One is the change in the external behavior and other is the change in the internal conditions. The motive of hunger gives rise to the hunger pangs. The actual sensation of a person gets him/her in a type of acting sensation.

Thirst: When deprived of water over some period, the organism becomes excessively restless and needs to intake some water. This drive for water comes from dryness of the mouth and thirst. However, the feeling of thirst is basically related to the degree of dehydration of the body tissues. Thirst is also a physiological need, which promotes activity. This need is very active when it is not immediately satisfied.

Sex drive: Sex is a very powerful drive, which influences the actions of the individual to a very great extent. According to general convention, this drive remains dormant during childhood. Freudian theory shows evidence for sexual behavior right from infancy. With the onset of puberty the sex glands known as gonads start functioning and as a result, the sex drive is simulated.

Maternal drive: What has been said about the sex instinct, applies equally well to maternal behavior. Prolactin, a hormone from the anterior pituitary gland plays an important role in motivating maternal behavior. Human maternal motivation has several aspects. Child rearing practices and attitudes toward children differ from culture to culture and from subculture to subculture.

General Motives

Activity: Men as well as animals are found to be spontaneously active. They enjoy it and spend considerable time in moving about. This innate motive for activity is visible even in a child's behavior. Activity also accompanies other physiological drives. When these drives are stronger, activity increases. Activity is closely related to sensor stimulations. More the stimulations in the environment, more active the organism is.

Exploratory drive: People like to explore new environments. We visit new places; mountaineers even risk their lives in exploratory

expeditions. When animals are put in the maze, they are found to explore them without any specific aim to satisfy a physiological drive like hunger. This drives of exploration is stronger when the organism finds itself in a new situation.

Curiosity: This is a motive, which is close to exploration. Exploration is a drive that aids the satisfaction of curiosity. Animals as well as men including children are curious about the several things around them. A small child's curiosity tempts to even break a new toy given to him/her.

Manipulation: This is one more motive, which is a related aspect of the two previously discussed. It is not so easy to differentiate clearly among the drive of exploration, curiosity and manipulation. All three seems to be different aspects of a single motivated activity. Curiosity leads to manipulation and manipulation, in turn, is a counterpart of exploration.

Affectional motive: Love is an important motive of human life. We love our parents, our brothers and sisters, children, friends, etc. The significant people in the environment become love objects through positive contact with him/her. There are enough reasons to believe that it is also an unlearned motive that emerges with maturation.

Fear: It is very powerful motive. Tonic immobility (TI) motivates to escape from fear-producing situation. Fear may also interfere with the satisfaction of other motives. Most of the fears are learned. But there are enough reasons to believe that some fears are unlearned.

Social Motives

Affiliation: The need for affiliation is well-expressed through the affiliation with clubs and other institutions. Marriage is partly a means to satisfy many other needs including the need for affiliation. The motive of affiliation is usually seen in all human cultures. This motive perhaps has its roots in the childhood experiences, when the helpless infant has to associate with others for the basic need satisfaction.

Social approval: People seek social approval for all the things they do. Similarly, they try out their best to avoid from doing anything that may evoke social disapproval. They often show a compulsive tendency to confirm the norms set by the social group. This may be

the result of constant parental directions in childhood as to what is right and what is wrong for the child to do.

Status: All people are commonly motivated to achieve status among their fellow men. This motive varies in strength from person to person. Some people show the minimum need for the status in the form of desire, to be thought well of and leave a respectable position in their professional field or in community.

Need for power and prestige: The need for prestige is expressed in the form of striving to feel better than other persons with whom they compare themselves. In daily life, there are many ways through which prestige is sought and achieved. Symbols such as dress, money and other belongings are regarded as ways of feeling superior in comparison to others. The need of power is almost similar though it differs slightly in its expression.

Security: An urge for feeling of security is also an important motive especially in complex modern societies. This feeling involves the ability to hold on to what one has and continue with the assurance to keep it upon the other hand. Insecurity is a haunting feeling that makes one to lose what he/she has now.

Achievements: It is a powerful motive in some societies. This is the motive to accomplish something, to succeed in one's undertaking and to avoid failure. The importance of this varies from culture to culture and from subculture to subculture. The strength of achievement motives depends partly on the past success of an individual.

Unconscious Motives

1. Not all the motives are conscious. A number of motives are operating without awareness. In one's own behavior, they come across instances of acts, the explanation of which cannot be found. All such instances of behavior can be explained with reference to unconscious motives.
2. Origin of unconscious motives can be found in the unconscious mind. The term unconscious should not be taken to mean that it is a part of mind, separated from conscious mind.
3. The repression itself is a function of the unconscious. Hence, constant repression enlarges the domain of the unconscious.

Since the material is related to the motives, it is dynamic in nature and does not remain quiet in unconscious.

4. The material of the unconscious is extremely difficult to top because a considerable part of it is originated in infantile preverbal ideas, which have never become conscious. —*Freud*

Instinctive Behavior

1. An inherited or innate psychophysical disposition, which determines its possessor to perceive and to pay attention to objects of certain class, to experience an emotional excitement of a particular quality upon perceiving such an object and to act in regard to it in a particular manner or at least to experience an impulse to such action. Instincts are innate tendencies, which have a cognitive aspect, emotive aspect to feel certain emotion toward these objects, to act toward them in a particular way. —*McDougall*
2. The human instincts include sucking, crying, locomotion, curiosity, sociality, shyness, cleanliness, pressing downward on the feet, imitation, pugnacity, fear of dark places, acquisitiveness, love and jealousy.

Hierarchy of Motives

1. Hierarchy of motives helps us to understand the potency of different motives in man's behavior.
2. Motives at the lowest rung are those originating from homeostatic mechanism. Thus, all the motives are important for survival including the safety motives, which are included in this class. Affiliation motives are placed still higher. These motives include the need for social acceptance and belongingness. —*White*
3. The need for self-actualization is a complicated concept, which needs some further explanations. —*Maslow*

THEORIES OF MOTIVATION

Drive Reduction Theory

1. One of the earlier theories of motivation was the drive reduction theory. It was proposed by Clark Hull.

2. This theory proposes that, "Organisms experiences the arousal of a drive when an important need is not satisfied and they engage in behavior to reduce the arousal and satisfy the need."
3. Primary drives are those that motivate the organism to fulfill some basic needs necessary for its survival such as hunger, thirst or sex.
4. An important component of the drive reduction theory is homeostasis. The term homeostasis refers to a state of balance or equilibrium necessary in many physiological systems.
5. Primary drives are biological drives necessary for personal and species survival. Acquired drives develop through learning.
6. The drive is the force that motivates an organism to action. An action, which the organism finally performs, depends on the strength of the organism's habit.
7. A habit is a response to some stimulus. The strength of the habit depends on the connection between the stimulus and the response that influences what kind of behavior will drive the energy.

Optimum Level of Arousal Theory

1. The optimum level of arousal theory states that drives do not necessarily motivate an organism to seek the lowest level or arousal. Instead, they provide motivation to seek an optimum level of arousal.
2. Robert Yerkes and JD Dodson (1908) conducted an experiment to examine the effects of different arousal levels on learning. They varied arousal levels in mice by changing the intensity of electric shocks and by observing how well the animals performed in simple and complex mazes.
3. The Yerkes-Dodson law states that, performance on a learning task is related to arousal; the best performance results from intermediate levels of arousal. Performance is also related to the difficulty of the task.
4. Yerkes-Dodson found that the mice performed simple tasks better when the stimulation was more intense. For complex tasks, low to intermediate arousal was the best.

Cognitive Theory

1. A cognitive theory (the word comes from the Latin, which means knowing) emphasizes some sort of understanding or

anticipation of events through perception or thought or judgment as in the estimation of probabilities or in making a choice, on the basis of relative value.
2. Any organism with memory is capable of recognizing some similarities between the present and the past and hence is able to form some sort of experience with regard to the consequences of its behavior.
3. According to cognitive theory, motivated goal-seeking behavior comes to be regulated by these conditions, which are based on the past, modified by circumstances of the present and includes expectations about the future.
4. Cognitive dissonance theory: Festinger (1957) proposed a theory in which certain kinds of unbalanced cognitions are described as dissonant and the subject is under stress to remove this dissonance.

Expectancy Theory

1. Expectancy theory emphasizes the importance of rewards and goals as well as how person's expectations of consequences can influence the behavior. This theory stresses 'pull' rather than 'push'.
2. According to expectancy theory, the hunger drive is only a part of the reason. A hungry rat is motivated to find its way through a maze. It is also motivated because of previous learning experiences in which it has come to expect a bit of food at the end.
3. Motivation is composed of two major features—the valence or attractiveness of the goal and the expectancy or the likelihood of its behavior will lead to the goal.
4. A simple way of explaining the expectancy theory is to say that; motivation = valence × expectancy. The actions, which a hungry person takes to satisfy the hunger, depend very much on valence and expectancy.
5. Economic theories assume that the individual can assign value or utility to possible incentives and then makes decision according to the risk involved.

Psychoanalytic Theory of Modification

1. Freud believed that, all behavior stemmed from two opposing groups of instincts. The life instincts (Eros) that enhance life

and growth, and the death instincts (Thanatos) that pushes toward destruction.

2. The energy of the life instincts is libido, which involves mainly sex and related activities. The death instinct can be directed inward in the form of aggression toward others. Freud pointed out several forms of behavior:
   a. In dreams, people often express wishes and impulses of which they are unaware.
   b. Unconscious mannerisms and slip of speech may reveal hidden motives.
   c. Symptoms of illness (particularly symptoms of mental illness) often can be shown to serve the unconscious needs of the person.

Maslow's Hierarchy of Needs

1. The behavior of an individual at a particular moment is usually determined by the strongest need. These needs have a certain priority.
2. The lower level needs (e.g. physiological needs) have the highest strength until they are reasonably met. When the lower level needs are met, man goes to satisfy the higher needs.
3. The hierarchy of needs is organized step-by-step to the satisfaction of other needs such as physiological needs, safety and security needs, social needs, esteem needs and self-actualization needs. A satisfied need is no longer a motivator of behavior.

Herzberg's Two-factor Theory

1. According to Herzberg, there are ten factors called maintenance factors and six factors called motivational factors of satisfactory.
2. The absence of maintenance factors causes dissatisfaction in the employees, but their presence may not produce motivation in the employees.
3. The presence of motivational factors is necessary to produce motivation and job satisfaction in the individual, but their absence may not produce strong dissatisfaction.
4. The maintenance factors are policy and management, supervision, good interpersonal relationship with supervisor, good international peer review (IPR) with peers and subordinates, fair salary, job security, personal life, good working conditions and status.

5. The motivational factors are achievement, recognition, work itself, advancement and responsibility.
6. The Herzberg model has given several insights. One of the insights is job enrichment. The idea behind job enrichment is to keep maintenance factors constant or higher, while increasing motivational factors by attaching more responsibility satisfying working conditions and power to the job. Relationship between Herzberg and Maslow models is shown in the Figure 3.2.

McClelland's Needs Theory

1. McClelland identified three types of basic motivating needs. They are need for power, need for affiliation and need for achievement.
2. Power motive is the need to manipulate others or to drive for superiority over others. Such individuals are generally seeking positions for leadership.
3. The affiliation motive is concerned with maintaining pleasant social relationships, sense of intimacy, understanding and to enjoy in consoling and to help others who are in trouble.
4. Achievement-motivated people can be the backbone of most organizations, because they progress faster. They are highly task oriented and work to their optimum capacity.

Carrot and Stick Approach of Motivation

1. Carrot and stick approach of motivation comes from the old story that the best way to make a donkey move is to put a carrot in front of the donkey and beat the donkey with a stick from behind.

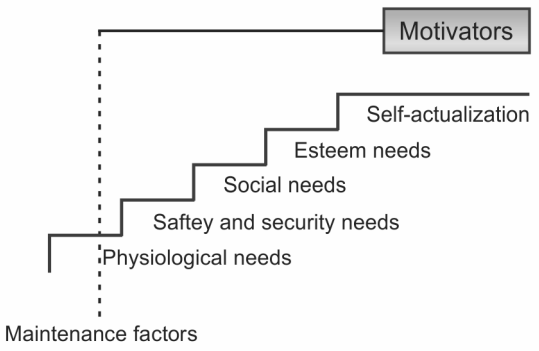


Fig. 3.2: Relationship between Herzberg and Maslow models

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