Buletinul Ştiinţific al Universităţii Politehnica Timişoara
Seria Limbi moderne

Scientific Bulletin of the Politehnica University of Timişoara
Transactions on Modern Languages

Vol. 25, Special Issue: Language, Communication and Society / 2026

A Semantic Theory of Motivation as the Unifying Language and Behavioural Factor within the digital world

Olaru-Poșiar SIMONA*

Abstract: The article aims to underline and highlight the importance of three categories of needs- the ERG motivational theory that Clayton Alderfer (1972) proposed in order to simplify Maslow's pyramid of needs. By contrast, the researcher Clayton Alderfer advances the idea that existence, relatedness and growth are the three pillars of human development and progress of each human being. The psychologist disagrees with Maslow's point of view and analyses individual progress behaviourally, as well as related to the individual's ability to evolve in terms of language and context. The article inquires whether in today's fast paced society, individuals, from small groups to communities that are mostly influenced by A.I., can and feel motivated enough to improve their communication and performance management adapted skills using the basic principles of language and communication that the Yale scientist has tried to improve within organizations and universities worldwide. Semantic motivation refers to the meaning the individual attributes to the digital world, motivation being determined not only by intrinsic behavioural factors, but also by content and language stimuli.

Keywords: motivation, semantics, development, communication, digitalization

1. Introduction

Adaptability and professional development are essential to respond effectively to new challenges in the changing global landscape. In 2023, only 28% of Romanians had basic digital skills, compared to 83% in the Netherlands and 82% in Finland (Eurostat, 2023). These figures highlight a clear trend among individuals to seek

* Lecturer PhD Victor Babes University of Medicine and Pharmacy Timisoara, Romania
C-CLASC- Centre for Applied Linguistics and Comparative Cultural Studies, Romania
olaru-posiar.simona@umft.ro

BUPT

growth and fulfilment both professionally and personally, thus requiring organizations that want to attract the desired resources, even if only for a limited period, to offer a clear development path aligned with these individual aspirations. On the other hand, artificial intelligence (AI) is beginning to be widely integrated into all a growing number of fields, in universities and organizations all around the world. We communicate online, write and send our thoughts online, meet people and develop basic motivational skills through the help of AI. However where is our input and are we willing to use technology to our help or does it slow our motivational and language input, gives us help and slows our response in connection to the environment, is it a form of alternative reward or a valuable tool? "Motivation is the driving force within an individual that impels them to pursue their goals" (Schiefele, 1991). By contrast, Tony Robbins defined motivation as the catalyst that sets the engine of success in motion (Robbins, 2011), which again reiterates the fact that motivation is crucial for an individual to succeed in life. Motivation is the force within each and every individual that can be used to get the work accomplished by others. The article focuses on the individual's inner drive that is willingness, the person's drive towards development in a society where all his needs are already taken care of by AI.

2. Theories of motivation

First of all, we will look at the peril of accessing social media and therefore losing the abilities to communicate, to verbally get the message from the speaker to the listener. However, in order to demonstrate that communication and motivation have changed in the digital era, we must look at today's digital landscape.

Behavioural theories such as the ERG motivational theory have their origins in classical conditioning, which B.F. Skinner developed and used to study language development in the late 1950s. Skinner believed that language is just a type of learned behaviour. According to Skinner, associations formed with specific environmental stimuli led to changes or modifications in behaviour. Operant conditioning, a fundamental component of behavioural theory, posits that rewards and punishments either increase or decrease the likelihood of a behaviour occurring (Wise & Sevcik, 2012). Applied to communication, behaviourism proposes that the communication process is a means of transmitting stimuli intended to shape behaviour. Thus, the effects of communication are fairly easy to assess by observing the extent to which behaviour has changed in the desired direction (Shanahan, 2009).

Motivation, or the driving force behind certain behaviour, is seen as a prerequisite for using critical thinking and for applying and developing the skills involved in it. Individuals that do not manifest motivational skills will not engage in complex interactions with information and, therefore, will not be willing to think critically. Halpern (1998) argues that effort and persistence are two of the main dispositions that support critical thinking (apud Lai, 2011).

Petrillo (2021) suggests that, the web of social platforms causes a high level of addiction due to the instant rewards it offers users. In line with psychological

BUPT

mechanisms involved, as well as traditional reward-based learning mechanisms and the facilitation of addiction and habit loops, likes serve as a reward for social media users. Thus, we could say that digital AI algorithms favour content that generates immediate satisfaction, which reduces tolerance for tasks that require long-term effort. It also highlights that dopamine release is a key part of the positive feedback loop that leads to reward-based learning; increased dopamine activity. However, excessive, constant, and shallow internet use can significantly alter human cognitive processes, often hindering the ability to form deep, complex, and integrated understanding of information.

Recognizing both the risks and opportunities, lecturers need to adopt balanced approaches that take into account the digital realities of students, while providing them with authentic and deep motivation for learning. If we want to nurture young people who are capable of discerning, creating, and collaborating, we must provide them with an educational framework that does not reject digital influences, but rather transforms them into supports for authentic learning.

Cognitive theories argue that the acquisition of behaviour is the result of complex cognitive learning processes. In this context, learning refers to the active orientation of an organism in a complex environment (Westhoff, Bhattacharya, & Hofmann, 2024). Applied to communication, the cognitivist theory argues that an individual's mental state is a significant factor in determining how individuals respond to stimuli.

Alderfer also noted that how individuals perceive their progression in relation to each of the levels of need is important. If an individual feels they are making great progress at relatedness, they may be increasingly motivated by growth even though their relatedness need has not been fully satisfied. Similarly, if an individual feels frustrated with the progress they are making in relation to growth, they may abandon it and redouble their motivation in relation to relatedness. The ERG-Theory in today's digital world refers to the individual's need motivate his own self. Is this a direct result of digital communication?

This model focuses on the active processing and storage of information, paying more attention to individual cognitions as critical factors in how a person responds to new information, understands it, and processes it for future use. Many theories of persuasion (and learning) have used a diverse range of models based on cognitive theories to elucidate the processing, retention, and use of information in learning and persuasion scenarios (Shanahan, 2009). Cognitive theories of learning examine the impact of mental processes. Theories of communication that influence models of knowledge and intervention in social work mental processes, such as attention, selective perception, beliefs and expectations about learning, as well as how people feel and behave in different situations. Richard Lazarus, an important contributor, emphasized the significance of cognitive processing of a circumstance in triggering an emotional response and certain behaviour (Lazarus, 1982 apud. Westhoff, Bhattacharya and Hofmann, 2024). The increased emphasis on cognitive processes had a revolutionary impact on the practical application of psychology, and

BUPT

thus the cognitive therapy model emerged (Hofmann et al., 2013 apud. Westhoff, Bhattacharya and Hofmann, 2024).

Cognitive therapy is based on the idea that emotions and behaviour are rooted in cognitions and that dysfunctional thoughts and cognitive distortions contribute to maintaining psychopathology. Cognitive theory asserts that the subjective meanings of stimuli, rather than the stimuli themselves, influence behaviour. Thus, one goal of therapy is to influence cognitive structures and processes through intentional discussions and cognitive restructuring. Cognitive restructuring is a therapeutic strategy in which irrational or negative thoughts are identified and challenged in order to be replaced with more positive and rational ones. Despite the emphasis on cognitions, the mutual influence of thoughts, feelings, and behaviours is a fundamental component of the theory (Hofmann et al., 2013 apud. Westhoff, Bhattacharya and Hofmann, 2024).

Cognitive-behavioural theories (and, consequently, cognitive-behavioural therapy—CBT) are not based on a single explanatory theory, but on the integration of different cognitive and behavioural models. Cognitive-behavioural theory explores how context influences the interaction between behaviour, ideas, and feelings. These psychological processes mediate contact with the environment, influencing the meaning attributed to experiences and how people cope (Westhoff, Bhattacharya and Hofmann, 2024).

Aaron T. Beck's cognitive model (Beck, 1963 apud Westhoff, Bhattacharya and Hofmann, 2024) his cognitive therapy is based on the idea that emotions and behaviour are rooted in cognitions and that dysfunctional thought have a significant impact on cognitive learning theories and subsequent cognitive-behavioural therapy. The most essential postulate of the theory is that cognitions act as a mediator between situational events and emotional and behavioural reactions. This hypothesis was originally conceived to treat depression, but is now used in a variety of circumstances and conditions. According to this hypothesis, defective cognitive processes lead to psychopathology. In addition, certain cognitive contents are identified as causes of distinct mental illnesses. Negative, stressful experiences in childhood and adolescence consolidate into cognitive schemas or core beliefs. Stressful experiences continuously activate schemas, which shape one's attitudes, conditioned rules, and expectations. These cause automatic dysfunctional thoughts in certain contexts. Automatic thoughts that are absolutist, generalizing, distorted, or illogical result in psychopathologies or other types of dysfunctional feelings or behaviours (Westhoff, Bhattacharya and Hofmann, 2024).

When approaching the issue of educational values, the idea that, in general, education can be considered valuable should be based on a relevant and compelling starting point. Based on this idea, we should emphasize the belief that education itself is the key to success in modern society—a kind of vital force whose accumulation depends on human achievement. However, for education to be a source of success in life, it must become an education for the real world and also represent an introduction to the real world. The modern education system standardizes, balances,

BUPT

or ignores differences as the informative dimension becomes increasingly important. In this context, several researchers have formulated the hypothesis of learning as an expression of direct participation in everyday life (model of situated learning). This participation includes a valuable community dimension and may answer the following goals: learning to know, learning by teaching, learning to exist, learning to exist with others.

As part of the process of globalization, relationships between people of different races, ethnicities, and regional groups are becoming the norm in the workplace and are seen as a good sign of integration and social diversity. Intercultural communication is an evolving discipline that encapsulates the interaction between individuals or groups of different backgrounds. Diversity and the need for culture are constantly growing, and this fact reinforces the direction in which diversity is heading in the future. Intercultural communication will be an important part of our future and for individuals; it will be included in our personal, social, and professional relationships. The term “culture” refers to a complex accumulation of knowledge, folklore, rules, customs, lifestyles, attitudes, and beliefs that develop a connection and a common identity to offer to the group of people. Cultures need more time to develop. There are many things that are based on determining identity, which gives life meaning and dictates how a person should behave. Currently, there is a globalization of society, while there are problems with variable culture regarding communication.

Information is content (a message, a stimulus, etc.) that reaches us from various sources (direct interaction, the press, stories told by parents, a lecture given by a teacher, a colleague's story at work, reading the organization's rules, etc.) through various channels (visual, auditory, tactile, etc.) and which can be used as a foundation for our future actions.

Corey (2009) identifies three popular models for conceptualizing communication: The linear (transfer) model (Claude Shannon & Warren Weaver, 1964) – Communication occurs when a sender has a message and transmits it as a signal through a channel. The signal is received by the receiver. In this model, the meaning of the message is contained in words. This model was created in relation to the communication systems that existed at that time (telegraph, telephone, radio), so it is limited to describing verbal or written communication.

“The semantic problems are concerned with the identity, or satisfactorily close approximation, in the interpretation of meaning by the receiver, as compared with the intended meaning of the sender. This is a very deep and involved situation, even when one deals only with the relatively simpler problems of communicating through speech.” (Claude Shannon & Warren Weaver, 1964, p.4)

The transactional model (Dean Barlund, 1962) sees communication as a dynamic and circular process that allows for an exchange of information between people. This makes all participants in the process both senders and receivers. The purpose of communication, in this case, is to share meaning with others. In this model, the meaning of the message is inside the person, not in the words. Both the

BUPT

sender and the receiver have an influence on the meaning of the message. Nonverbal communication is important in this model because it helps to encode or decode the meaning of the message.

The Constitutive Model (Robert Craig, 2006) considers communication to be the primary constitutive social process. According to this model, the meaning of the ideas shared in the communication process does not pre-exist the process itself (being contained in words or in the minds of the communicators). The signal is not the sender's message, but rather the result of this communication process, being co-generated by those involved in it. Social reality thus becomes a product of communication.

Dimbledy and Burton (1998) emphasize that there are various ways of classifying communication, depending on the criteria used. Interpersonal communication has been transformed by the emergence of computer-mediated communication (CMC), which has provided a variety of formats and channels for individuals to communicate with others across time and space. In the classic CMC model, the sender and receiver have essentially the same control over the encoding and decoding processes as in any other communication model, with the distinction that the process is mediated by computer technology.

However, with the advent of artificial intelligence (AI), interpersonal communication has entered a new era. Artificial intelligence-mediated communication (AI-MC) is a new addition to CMC. AI-MC involves a type of interpersonal communication that is not only transmitted by technology, but also modified, enhanced, or even created by a non-human agent, raising many moral dilemmas that have not been encountered before (Hancock, Naaman, & Levy, 2020). The sociocultural theory defines communication as a process that creates and reproduces shared meanings, rituals, and social structures. This tradition originates from anthropology and sociology and was founded by early 20th-century American sociologists Charles H. Cooley and George H. Mead. Sociocultural theory allows for two approaches to communication: macro and micro.

The macro approach begins with society as a whole and explains how communication works, taking into account the role of stable social institutions and cultural models. The micro approach highlights how local communication, from moment to moment, creates, maintains, and changes meanings and social relationships. Both approaches argue that the communication process involves managing and coordinating actions between individuals and groups, and communication problems arise when coordination is difficult. Communication is seen by the critical theory as a means of openly questioning certain implicit assumptions, such as the veracity of a statement or the appropriateness of a particular approach, in order to achieve mutual understanding. Critical theories argue that power structures in society prevent authentic communication by systematically excluding the voices of less powerful groups or thwarting discursive reflection. Key contributors: German social theorist Jürgen Habermas (who introduced the concepts of systematically distorted communication and ideal communication environment).

BUPT

For the socio-psychological tradition of communication theory, three main theoretical directions are fundamental and also influence social work theories: behaviourism, cognitivism and constructivism. Their influences on each of the two fields (communication and social work) are different, but converge in multiple ways. The transpersonal theory posits that there are stages of development beyond the adult self in which feelings of connection with phenomena that transcend the limits of the self-arise. In healthy individuals, these stages of development can produce the best human characteristics—altruism, creativity, and intuitive insight, among others. However, for those who do not have adequate ego development, these events can lead to dysfunction (Kasprow and Scotton, 1999).

Developed in response to the environmental determinism of behaviourism and the psychodynamic determinism of Freudianism, transpersonal theory is an extension of humanistic psychology. One of its main founders is considered to be Abraham Maslow, who concluded that spiritual issues of meaning and purpose in life and experiences of transcending the limits of the self through love and mystical communion represent the highest limits of human nature and deserve to be studied as individual phenomena.

Organizational culture probably has the greatest influence on individual behaviour when it is taken for granted. One of the most important reasons that organizational culture has such a strong influence on the members of an organization is that it is not explicit. Instead, it is an implicit part of the values and beliefs of the professors. For these reasons, professors should study organizational culture.

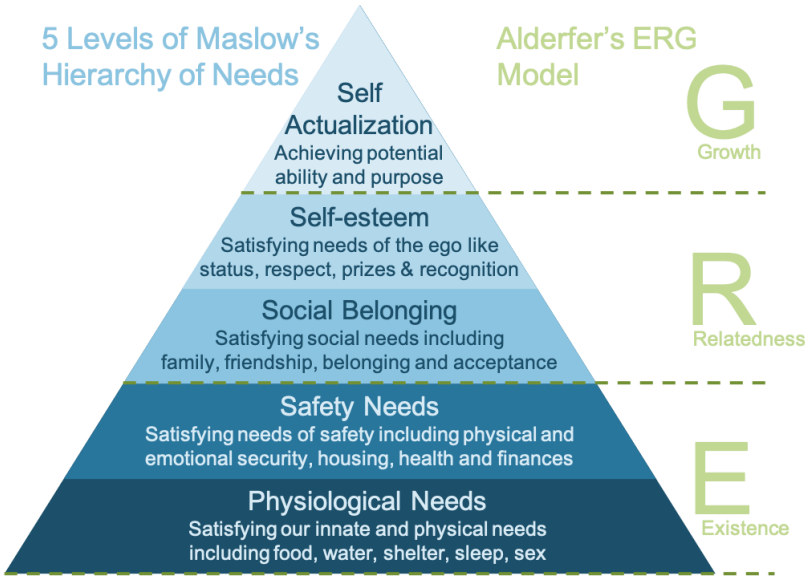


Fig.1. The ERG Theory
(https://people-shift.com/articles/alderfers-erg-theory-of-motivation/images)

BUPT

"In Maslow's Hierarchy of Needs, individuals need to have satisfied one level of needs before moving on to the next one. For example, they need to have satisfied their safety needs before being motivated by social belonging. Alderfer disagreed. In his model, individuals do not need to have satisfied their existence needs before being motivated by their relatedness need. In fact, Alderfer went further and said that different individuals potentially prioritize the needs in different orders based on their life views. " (https://people-shift.com/articles/alderfers-erg-theory-of-motivation/)

Motivation is a mental process that motivates us towards a particular course of behaviour and we speculate or predict the outcomes before we act. Motivation leads to cognitive and behavioural performance, to which a skilled individual will and should apply his best efforts to pursue a task by the degree s (he), is determined. The ERG Theory proves that the individual, regardless of his AI dominated environment, will choose personal development in favour of other needs. "Under Alderfer's model individuals can be motivated by different levels at the same time, and have their motivational priorities change in relation to their sense of progress." (https://people-shift.com/articles/alderfers-erg-theory-of-motivation/)

The Self-Determination Theory suggests that motivation arises from the needs for competence, autonomy, and relatedness being met (Deci & Ryan, 2000). Semantic motivation refers to all the language triggers an individual uses to motivate himself or herself throughout the course of his or her actions, thus leading to personal development related to digital context and content. This framework reinterprets motivation as a cognitive and behavioural phenomenon where semantic cues—encoded in apps, social media, and virtual environments—activate specific needs, anchoring user actions and unifying their experience across fragmented digital platforms.

Critical thinking, especially in the philosophical approach, is conceptualized as being logical, reasoned, based on reasoning and judgment. Glaser (1941), co-author of one of the best-known instruments for assessing critical thinking skills, argues that a fundamental element of critical thinking is mastery of investigative methods and logical reasoning.

When a critically thinking individual logically examines a given piece of information, they pay attention to both the type of arguments and their quality. The quality of logical arguments depends on several important factors:

(1) Acceptability of starting points – the premises of an argument (its starting points) must be acceptable, i.e., they must allow for plausible, reasonable conclusions to be drawn;

(2) Strength of logical connections between premises and conclusions – the logical connections between premises and conclusions must be solid;

(3) Non-circularity – the acceptability of the premises of the argument must not be based on the acceptability of the conclusion it seeks to draw.

When it comes to semantic causal explanations, definitions, or classifications of a phenomenon, the difference between knowing and believing you know can be

BUPT

very significant. Simply being exposed to information does not ensure that we assimilate it, but it can create the illusion that we know what we are talking about. Once created, the illusion of knowledge can greatly influence our thinking and behaviour: on the one hand, it will (unjustifiably) increase our confidence in our reasoning and skills, and on the other hand, it will decrease our tolerance towards people, who have opinions that differ from ours, making it very easy to come into conflict with them.

If, interaction happens to be mediated by a social network, we have all the ingredients for the perfect negative context of interpersonal conflict, often characterized by personal attacks, insults, and invective. The illusion of knowledge can indeed be very dangerous for knowledge itself, but it is not the only factor that threatens the precarious balance of the strength of argumentation in a possible debate.

Excessive use of the internet affects our ability to understand the world – as mentioned earlier, our ability to understand and think is closely linked to our ability to form complex patterns that integrate the many ideas and pieces of information we acquire. However, when we rely too much on technology to access and store information, certain concepts and ideas remain at an early stage of development in our minds and can no longer form the schemas necessary for the development of understanding. Information becomes "atomized" (isolated from each other) and can no longer merge, losing its meaning.

3. Conclusion

In conclusion, in order for an individual to thrive, learning must be constant and highly motivated by an intrinsic value. Today's AI framed environment proves that each individual possess all the necessary tools to develop personally and professionally, it is up to the individual to use the proper digital, communicative and cognitive tools in order to be competent, be autonomous and empower self-actualization.

References:

Abbas, Jaffar, Jiyao Aman, Mohammad Nurunnabi, and Shaher Bano. 2019. "The Impact of Social Media on Learning Behavior for Sustainable Education: Evidence of Students from Selected Universities in Pakistan." *Sustainability* 11 (6): 1683. https://doi.org/10.3390/su11061683.

Adams, P. A., and J. K. Adams. 1960. "Confidence in the Recognition and Reproduction of Words Difficult to Spell." *The American Journal of Psychology* 73 (4): 544–552. https://doi.org/10.2307/1419942.

Bandura, Albert. 1997. *Self-Efficacy: The Exercise of Control*. New York: W. H. Freeman.

Barnlund, Dean C. 1962. "Toward a Meaning-Centered Philosophy of Communication." *Journal of Communication* 12 (4): 197–211. https://doi.org/10.1111/j.1460-2466.1962.tb01547.x.

BUPT

Beck, Aaron T. 1963. “Thinking and Depression: I. Idiosyncratic Content and Cognitive Distortions.” *Archives of General Psychiatry* 9 (4): 324–333. https://doi.org/10.1001/archpsyc.1963.01720160014002.

Berelson, Bernard, and Gary A. Steiner. 1964. *Human Behavior: An Inventory of Scientific Findings*. New York: Harcourt, Brace & World.

Berthet, Vincent. 2022. “The Impact of Cognitive Biases on Professionals’ Decision-Making: A Review of Four Occupational Areas.” *Frontiers in Psychology* 12: 802439. https://doi.org/10.3389/fpsyg.2021.802439.

Bhattacharyya, Jnanabrota. 1995. “Solidarity and Agency: Rethinking Community Development.” *Human Organization* 54 (1): 60–69. https://doi.org/10.17730/humo.54.1.2882103444747045.

Bhattacharyya, Jnanabrota. 2004. “Theorizing Community Development.” *Community Development* 34 (2): 5–34. https://doi.org/10.1080/15575330409490110.

Bunger, Alicia C. 2010. “Defining Service Coordination: A Social Work Perspective.” *Journal of Social Service Research* 36 (5): 385–401. https://doi.org/10.1080/01488376.2010.510931.

Canda, Edward R. 1991. “East/West Philosophical Synthesis in Transpersonal Theory.” *The Journal of Sociology & Social Welfare* 18 (4): 137–152. https://doi.org/10.15453/0191-5096.2001.

Ciccarelli, Saundra K., and J. Noland White. 2014. *Psychology*. 4th ed. Upper Saddle River, NJ: Pearson Education.

Corey, Gerald. 2009. *Theory and Practice of Counseling and Psychotherapy*. 8th ed. Belmont, CA: Thomson Brooks/Cole.

Craig, Robert T. 1999. “Communication Theory as a Field.” *Communication Theory* 9 (2): 119–161. https://doi.org/10.1111/j.1468-2885.1999.tb00355.x.

DuCharme, Wesley M. 1970. “Response Bias Explanation of Conservative Human Inference.” *Journal of Experimental Psychology* 85 (1): 66–74. https://doi.org/10.1037/h0029546.

Eccles, Jacquelynne S. 1993. “School and Family Effects on the Ontogeny of Children’s Interests, Self-Perceptions and Activity Choice.” In *Nebraska Symposium on Motivation, 1992: Developmental Perspectives on Motivation*, edited by Janis E. Jacobs, 145–208. Lincoln: University of Nebraska Press.

Eccles (Parsons), Jacquelynne S., Terry F. Adler, Robert Futterman, Susan B. Goff, Caroline M. Kaczala, Judith L. Meece, and Carol Midgley. 1983. “Expectancies, Values, and Academic Behaviors.” In *Achievement and Achievement Motivation*, edited by Janet T. Spence, 75–146. San Francisco: W. H. Freeman.

European Commission. 2019. *Key Competences for Lifelong Learning*. Luxembourg: Publications Office of the European Union. https://op.europa.eu/en/publication-detail/-/publication/297a33c8-a1f3-11e9-9d01-01aa75ed71a1.

Eurostat. n.d. Official Data Portal. European Commission. Accessed October 2, 2026. https://ec.europa.eu/eurostat.

Gigliotti, Ralph A. 2017. “The Social Construction of Crisis in Higher Education: Implications for Crisis Leadership Theory and Practice.” PhD diss., Rutgers University. ProQuest Dissertations & Theses Global (Order No. 10753032).

Gordon, George N. 2024. “Communication.” *Encyclopædia Britannica*. July 26, 2024. https://www.britannica.com/topic/communication.

BUPT

Hancock, Jeffrey T., Mor Naaman, and Karen Levy. 2020. "AI-Mediated Communication: Definition, Research Agenda, and Ethical Considerations." *Journal of Computer-Mediated Communication* 25 (1): 89–100. https://doi.org/10.1093/jcmc/zmz022.

Hidi, Suzanne, and Judith M. Harackiewicz. 2000. "Motivating the Academically Unmotivated: A Critical Issue for the 21st Century." *Review of Educational Research* 70 (2): 151–179. https://doi.org/10.3102/00346543070002151.

Hidi, Suzanne, and K. Ann Renninger. 2006. "The Four-Phase Model of Interest Development." *Educational Psychologist* 41 (2): 111–127. https://doi.org/10.1207/s15326985ep4102_4.

Hofmann, Stefan G., Anke Asnaani, Imke Vonk, Alice Sawyer, and Angela Fang. 2012. "The Efficacy of Cognitive Behavioral Therapy: A Review of Meta-Analyses." *Cognitive Therapy and Research* 36 (5): 427–440. https://doi.org/10.10007/s10608-012-9476-1.

Kasprow, Mark C., and Bruce W. Scotton. 1999. "A Review of Transpersonal Theory and Its Application to the Practice of Psychotherapy." *Journal of Psychotherapy Practice and Research* 8 (1): 12–23.

Lai, Emily R. 2011. "Critical Thinking: A Literature Review." *Pearson's Research Reports* 6 (1): 1–49.

Lazarus, Richard S. 1982. "Thoughts on the Relations Between Emotion and Cognition." *American Psychologist* 37 (9): 1019–1024. https://doi.org/10.1037/0003-066X.37.9.1019.

Littlejohn, Stephen W., and Karen A. Foss, eds. 2009. *Encyclopedia of Communication Theory*. 2 vols. Thousand Oaks, CA: SAGE Publications.

Maier, Norman R. F., Jacob Sacks, and Nathan M. Glaser. 1941. "Studies of Abnormal Behavior in the Rat: VIII. The Influence of Metrazol on Seizures Occurring During Auditory Stimulation." *Journal of Comparative Psychology* 32 (2): 379–388. https://doi.org/10.1037/h0057296.

McDermott, Virginia M. 2009. "Interpersonal Communication Theories." In *Encyclopedia of Communication Theory*, edited by Stephen W. Littlejohn and Karen A. Foss, 546–551. Thousand Oaks, CA: SAGE Publications.

Miller, Gerald R. 1966. "On Defining Communication: Another Stab." *Journal of Communication* 16 (2): 88–98. https://doi.org/10.1111/j.1460-2466.1966.tb00020.x.

Miller, Katherine. 2005. *Communication Theories: Perspectives, Processes, and Contexts*. 2nd ed. Boston: McGraw-Hill.

Murray, Hunter. 2023. "Transactional Analysis Theory & Therapy: Eric Berne." *Simply Psychology*. October 24, 2023. https://www.simplypsychology.org/transactional-analysis-eric-berne.html.

Nash, Jo. 2022. "Strengths-Based Approach in Social Work: 6 Examples & Tools." *PositivePsychology.com*. May 31, 2022. https://positivepsychology.com/social-work-strength-based-approach/.

Petrillo, Sophia. 2021. "An Analysis of the Mechanisms Underlying the World's Latest Social Media Craze." *Brown Undergraduate Journal of Public Health*. December 13, 2021. https://sites.brown.edu/publichealthjournal/2021/12/13/social-media/.

Pintrich, Paul R., and Dale H. Schunk. 2002. *Motivation in Education: Theory, Research, and Applications*. 2nd ed. Upper Saddle River, NJ: Merrill Prentice Hall.

Poles, Anthony. 2025. "Impact of Social Media Usage on Attention Spans." *Psychology* 16 (6): 760–772. https://doi.org/10.4236/psych.2025.166042.

BUPT

Pronin, Emily, and Matthew B. Kugler. 2007. “Valuing Thoughts, Ignoring Behavior: The Introspection Illusion as a Source of the Bias Blind Spot.” *Journal of Experimental Social Psychology* 43 (4): 565–578. https://doi.org/10.1016/j.jesp.2006.05.011.

Ramachandran, Vilayanur S., ed. 2012. *Encyclopedia of Human Behavior*. 2nd ed. San Diego: Academic Press.

Robbins, Tony. 2011. *Notes from a Friend: A Quick and Simple Guide to Taking Charge of Your Life*. New York: Simon & Schuster.

Ruesch, Jurgen. 1957. “Technology and Social Communication.” In *Communication Theory and Research*, edited by Lee Thayer, 462–470. Springfield, IL: Charles C Thomas.

Ryan, Richard M., and Edward L. Deci. 2000. “Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being.” *American Psychologist* 55 (1): 68–78. https://doi.org/10.1037/0003-066X.55.1.68.

Schacter, Daniel L., Daniel T. Gilbert, and Daniel M. Wegner. 2011. *Psychology*. 2nd ed. New York: Worth Publishers / Macmillan.

Shanahan, Timothy. 2009. “Connecting Reading and Writing Instruction for Struggling Learners.” In *Instruction and Assessment for Struggling Writers: Evidence-Based Practices*, edited by Gary A. Troia, 113–131. New York: The Guilford Press.

Shannon, Claude E., and Warren Weaver. 1964. *The Mathematical Theory of Communication*. Urbana: The University of Illinois Press.

Webster, Hanna. 2023. “What to Know About Existential Theory and Therapy.” *Medical News Today*. August 30, 2023. https://www.medicalnewstoday.com/articles/existential-theory-and-therapy.

Westhoff, Margaret, Sharmili Bhattacharya, and Stefan G. Hofmann. 2024. “Cognitive Behavioral Therapy (CBT).” In *Encyclopedia of Adolescence*, 2nd ed., edited by Wendy Troop-Gordon and Enrique W. Neblett Jr., 132–146. San Diego: Academic Press. https://doi.org/10.1016/B978-0-323-96023-6.00024-5.

Wigfield, Allan. 1994. “Expectancy-Value Theory of Achievement Motivation: A Developmental Perspective.” *Educational Psychology Review* 6 (1): 49–78. https://doi.org/10.1007/BF02209024.

Wigfield, Allan, and Jacquelynne S. Eccles. 1992. “The Development of Achievement Task Values: A Theoretical Analysis.” *Developmental Review* 12 (3): 265–310. https://doi.org/10.1016/0273-2297(92)90011-P.

Wigfield, Allan, and Jacquelynne S. Eccles. 2000. “Expectancy-Value Theory of Motivation.” *Contemporary Educational Psychology* 25 (1): 68–81. https://doi.org/10.1006/ceps.1999.1015.

Wise, Justin C., and Rose A. Sevcik. 2012. “Language Development.” In *Encyclopedia of Human Behavior*, 2nd ed., edited by Vilayanur S. Ramachandran, 511–516. San Diego: Academic Press. https://doi.org/10.1016/B978-0-12-809324-5.06473-7.

BUPT