

The instinct theory,
drive-reduction
theory, incentive
theory being applied
in my...

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The instinct theory really plays into my being an As an I have the instinct to go to school, do homework and prepare for tests, and get good grades.

Although this theory relates more towards biological and genetic programming, I feel that it can also relate to the roles that people play in their lives, especially if these roles have been established over a lengthy period of time. As a student, I feel compelled to do my jobs and tasks as a student -- not because it is required of me, but due to who I am as someone who is attending school.

The driven-reduction theory can apply to my guilt over leaving my homework too late, or the stress of knowing how much I have been putting off and how much I will have to do to catch up. Regardless of which, these feelings increase as I put off what I have to do, and what should have been done days ago. Not wanting to feel guilty or stressed, I feel the need to actually do the tasks to deplete these feelings. The less that I want to experience these feelings, the more I get done in regard to school and homework. The longer I can put off experiencing these emotions, the more willing I am to get work done.

The optimal arousal theory relates to the success that I want to feel like a student. When I have my work done and I am feeling good about where I am with school, then I have reached my optimal level. I become inspired to do my best so that I may inherently feel that I have indeed done the best of my abilities. It is a wonderful feeling of accomplishment when I focus hours on end to finish my work and actually finish my work.

The incentive theory, in regards to my school situation, allows me to reward myself for getting good grades on tests or homework, or for completing projects well before they are due.