

Review of Key Concepts and Terms (Unit 4B)

Motivation and Emotion

****Important but NOT TESTABLE**** vs. **New this year (24-25), TESTABLE; add to your notes**

Psychologists use theory to categorize and explain different personalities. These explanations have been influenced by the various branches of psychology. Some psychologists study what motivates us and/or our emotional responses to experiences to understand our individual differences. Other psychologists seek to understand personality, including why different personalities exist, how they are developed, and if and how they change. Originating from the psychodynamic perspective, the study of personality involves consideration of behavior and mental processes and how they interact to produce an individual's personality. A full explanation of personality also involves incorporating humanistic and social-cognitive perspectives from earlier units.

Topic 7.1: Theories of Motivation

Learning Target 7A

Identify and apply basic motivational concepts to understand the behavior of humans and other animals

Definitions from Alleydog.com (Psychology students' best friend) and Verywell Mind

Motivation: the process that initiates, guides, and maintains goal-oriented behaviors. It is what causes you to act; involves the biological, emotional, social, and cognitive forces that activate behavior

Drive: a psychological process that directs and maintains behavior towards a goal.

- **Primary drive:** drives that are innate such as hunger, thirst, and sex.
- **Secondary drive:** drives that are learned through conditioning such as working for money.

Instincts: A behavior that is genetically programmed into an entire species. Thus, the behavior is not the result of learning, and can be seen across members of a species.

- For example, there are specific nest building behaviors that are part of different species of birds. If you hatch one of these birds in captivity and raise it without any contact with any other members of its species, it will still do those species-specific nest building behaviors.

Incentives: those stimuli in the environment, both positive or negative, that motivate our behavior. These things pull us to behave in certain ways (as opposed to drive which pushes us from within).

- For example, if you are offered money to perform a certain behavior, the money is the incentive to perform that behavior.

Intrinsic Motivation: the act of doing something without any obvious external rewards. You do it because it's enjoyable and interesting, rather than because of an outside incentive or pressure to do it, such as a reward or deadline.

- If you are working at a job because you get a great feeling of personal satisfaction from it, and you are trying to perform the behavior for its own sake (not for money), then you are intrinsically motivated.

Extrinsic Motivation: reward-driven behavior; rewards or other incentives — like praise, fame, or money — are used as motivation for specific activities.

- Extrinsic motivation can also be to avoid punishment from others
- People who are extrinsically motivated tend to be less satisfied and become unhappy more easily (in general, not always)

Overjustification Effect, a phenomenon in which being rewarded for doing something actually diminishes intrinsic motivation to perform that action

Self-Efficacy: a person's belief in his or her ability to complete a future task or solve a future problem

- For example, if a person believes he is a brilliant scientist and can complete any scientific experiment, he has a high self-efficacy in science because he believes in his competency to perform a future experiment. Whether it is true that he is brilliant in science or not doesn't really matter. It only matters what he believes.
- The ideal self-efficacy is slightly above a person's ability: high enough to be challenging while still being realistic.

Achievement Motivation: an individual's need to meet realistic goals, receive feedback and experience a sense of accomplishment.

- For example, employees who are Achievement-Motivated thrive very well in corporations where they receive regular performance evaluations. They feel energized and satisfied with their jobs because goals are set, they are given positive or negative feedback on past behaviors and given some type of rewards if they performed well.

Learning Target 7B

Compare and contrast motivational theories, including the strengths and weaknesses of each.

Motivation Theory	Description	Strength	Weakness
Instinct/ Evolutionary	According to instinct theories, people are motivated to behave in certain ways because they are evolutionarily programmed to do so. William James created a list of human instincts that included such things as attachment, play, shame, anger, fear, shyness, modesty and love.	Evolutionary theory may provide an explanation for the adaptive value of behaviors.	Instinct theory is incomplete because it simply names types of behavior as instincts, as opposed to explaining the motivation for these behaviors.
Drive- Reduction	According to the drive theory of motivation, people are motivated to take certain actions in order to reduce the internal tension that is caused by unmet needs. For example, you might be motivated to drink a glass of water in order to reduce the internal state of thirst.	Effectively explains motivations to satisfy basic biological needs required for survival.	Does not explain the motivation behind certain behaviors, such as curiosity or risk taking. In addition, fails to account for the importance of external incentives – for example, why after we are full from eating Thanksgiving dinner, we are still motivated to eat apple pie.
Incentive	The incentive theory suggests that people are motivated to do things because of external rewards. For example, you might be motivated to go to work each day for the monetary	Effectively explains motivations that are not related to maintaining biological homeostasis, such as	Not all behavior can be explained by incentives – for example, altruistic (unselfish) behaviors.

	reward of being paid. Behavioral learning concepts such as association and reinforcement play an important role in this theory of motivation.	the motivation for achievement, adventure, and affiliation.	
Arousal	According to this theory, we are motivated to maintain an optimal level of arousal, although this level can vary based on the individual or the situation.	Effectively explains how personal needs for preferred levels of excitement (arousal) motivate individuals to engage in various behaviors.	Does not effectively explain some biological motivations which are better accounted for by drive-reduction theory.
Maslow's Hierarchy of Needs	First, people are motivated to fulfill basic biological needs for food and shelter, as well as those of safety, love, and esteem. Once the lower level needs have been met, the primary motivator becomes the need for self-actualization, or the desire to fulfill one's individual potential.	Effectively demonstrates how basic biological and safety needs often have to be met before individuals are motivated toward higher level needs.	Evidence supporting the idea that individuals proceed sequentially through the levels in the same way has not been found. Self-actualization has proven difficult to explain and measure objectively. Some individuals are motivated to focus on higher-level needs before achieving lower level needs.
Cognitive Dissonance Theory	Cognitive dissonance refers to a situation involving conflicting attitudes, beliefs or behaviors. This produces a feeling of mental discomfort leading to an alteration in one of the attitudes, beliefs or behaviors to reduce the discomfort and restore balance. Leon Festinger's (1957) theory suggests that we have an inner drive to hold all our attitudes and behavior in harmony and avoid disharmony (or dissonance)	It is a theory with very broad applications, showing that we aim for consistency between attitudes and behaviors, and may not use very rational methods to achieve it. It has the advantage of being testable by scientific means (i.e., experiments).	We cannot physically observe cognitive dissonance, and therefore we cannot objectively measure it (re: behaviorism). There is also some ambiguity (i.e., vagueness) about the term 'dissonance' itself. Finally, many of the studies supporting the theory of cognitive dissonance have low ecological validity. For example, turning pegs (as in Festinger's experiment) is an artificial task that doesn't happen in everyday life. Also, the majority of experiments used students as participants, which raise issues of a biased sample

Learning Target 7C

Describe classic research findings in specific motivations.

Hunger Motivation

Satiety: the feeling of being full and not hungry that results in decreasing the likelihood that an individual will be motivated to eat. (Satiety = satisfied)

Glucose: the form of sugar that circulates in the blood and provides the major source of energy for body tissues. When its level is low, we feel hunger.

Lateral hypothalamus (LH): the “on” button for eating. **Remember: If it is lesioned, people will not feel hungry and they will become little (LH).*

Ventromedial hypothalamus (VMH): the “off” button for eating. **Remember: If it is lesioned, people will not feel full and they will become very huge (VMH)*

Appetite hormone: controls the levels of glucose and the hunger of people

Set point: the point at which an individual’s “weight thermostat” is supposedly set. When the body falls below this weight, an increase in hunger and a lowered metabolic rate may act to restore the lost weight

Basal metabolic rate: the body’s resting rate of energy expenditure.

Anorexia nervosa: an eating disorder in which a person (usually an adolescent female) diets and becomes significantly (15 percent or more) underweight, yet, still feeling fat, continues to starve.

Bulimia nervosa: an eating disorder characterized by episodes of overeating, usually high-calorie foods, followed by vomiting, laxative use, fasting, or excessive exercise.

Binge-eating disorder: significant binge-eating episodes, followed by distress, disgust, or guilt, but without the compensatory purging, fasting, or excessive exercise that marks bulimia nervosa.

Body Mass Index (BMI): the percentage of a person’s body fat.

Obesity: a disorder characterized by being excessively overweight, usually considered to have a BMI of over 30%; it is not characterized as a “mental illness” but is often associated with other mental illnesses including depression and schizophrenia.

THE APPETITE HORMONES

Insulin: Hormone secreted by pancreas; controls blood glucose.

Leptin: Protein secreted by fat cells; when abundant, causes brain to increase metabolism and decrease hunger.

Orexin: Hunger-triggering hormone secreted by hypothalamus.

Ghrelin: Hormone secreted by empty stomach; sends “I’m hungry” signals to the brain.

PYY: Digestive tract hormone; sends “I’m not hungry” signals to the brain.

Sexual Motivation

Sexual response cycle: the four stages of sexual responding described by *Masters and Johnson* – excitement, plateau, orgasm, and resolution.

Refractory period: a resting period after orgasm, during which a man cannot achieve another orgasm.

Puberty: the onset of sexual maturity.

Estrogen: sex hormone secreted in greater amount by females than males and contributing to female sex characteristics. In nonhuman female mammals, estrogen levels peak during ovulation, promoting sexual receptivity.

Testosterone: the most important of the male sex hormones. Both males and females have it, but the additional testosterone in males stimulates the growth of the male sex organs in the fetus and the development of the male sex characteristics during puberty.

Sexual orientation: sexual attraction toward members of either one's own sex (homosexual orientation), both sexes (bisexual), or the opposite sex (heterosexual orientation).

BIOLOGICAL CORRELATES OF SEXUAL ORIENTATION

On average (the evidence is strongest for males), various biological and behavioral traits of gays and lesbians fall between those of straight men and straight women. Tentative findings—some in need of replication—include these:

Brain differences

- Hypothalamic cell cluster is larger in straight men than in women and gay men; same difference is found in male sheep displaying other-sex versus same-sex attraction.
- Corpus callosum is larger in gay men than in women or straight men.

Genetic influences

- Shared sexual orientation is higher among identical twins than among fraternal twins.
- Sexual attraction in male fruit flies can be genetically manipulated.

Prenatal hormonal influences

- Altered prenatal hormone exposure may lead to homosexuality in humans and other animals.
- Men with several older brothers are more likely to be gay.

These brain differences and genetic and prenatal influences may contribute to observed gay-straight differences in

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|-----------------------------|----------------------------|
| • spatial abilities. | • relative finger lengths. |
| • fingerprint ridge counts. | • gender nonconformity. |
| • auditory system. | • age of male puberty. |
| • handedness. | • male body size. |
| • occupational preferences. | |

See also: sensation-seeking theory (experience seeking, thrill or adventure, disinhibition, boredom susceptibility)

Social Motivation

Achievement Motivation: a desire to meet some internalized standard or excellence.

Thematic Apperception Test (TAT): David McClelland used this test (first developed by Henry Murray) to measure achievement motivation; people with a high need for achievement choose moderately challenging tasks to satisfy their needs; people low in achievement motivation choose easy or impossible goals so they are not responsible for their failures

Affiliation Motivation: the need to be with others; drive to develop social bonds and seek connections

Feel-Good, Do-Good Phenomenon: when we feel happy we are more willing to help others.

Well-being: self-perceived happiness or satisfaction with life. Used along with measures of objective well-being (for example, physical and economic indicators) to evaluate people's quality of life.

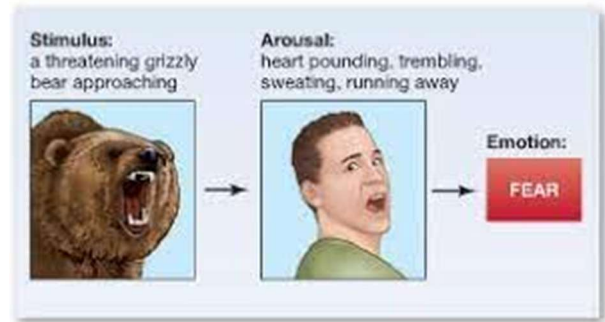
Tend and befriend: a behavior exhibited by some animals, including humans (especially females), when under threat. It refers to protection of offspring (tending) and seeking out the social group for mutual defense (befriending).

Learning Target 7D

Identify contributions of key researchers in the psychological field of motivation and emotion.

William James

- Known for the James-Lange Theory of Emotion, which he formulated independently of Carl Lange. According to the theory, an emotion is simply the mind's interpretation of certain physiological processes that occur as a response to certain stimuli.
 - One of James' most famous examples is that when we see a bear, we do not run because we are afraid. According to James, we see a bear and then we run, and that is why we are afraid. His explanation is that when exposed to a stimulus such as a bear, our nervous system reacts with an increased heart rate, a rush of adrenaline, or muscle tension, and our perception of those changes is what is referred to as emotion.

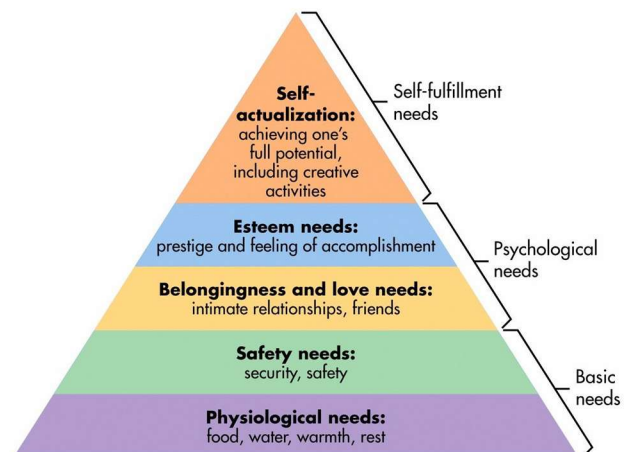


Alfred Kinsey

- A US biologist and psychologist most known for his research regarding human sexual behavior.
- He and his research staff collected over 18,000 interviews with men and women about their sexual behaviors, actions, taboos, and desires.
 - His research was considered controversial at the time and he debunked many misconceptions about sexuality including pervasive ideas about females such as that they weren't sexual and didn't have desires the same way that men do.
 - He founded the Institute for Sex Research at the University of Indiana (which is now known as the Kinsey Institute) and was one of the forerunners in the field of sexology. His books "Sexual Behavior in the Human Male" (1948) and "Sexual Behavior in the Human Female" (1953) were groundbreaking in the field of human sexuality and human behavior in general.
 - He developed the Kinsey scale of sexual orientation in which 0 represented exclusive heterosexuality and 6 represented exclusive homosexuality.

Abraham Maslow

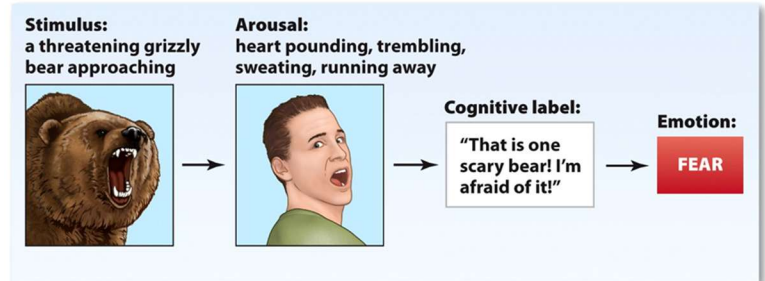
- Known as the Father of Humanistic Psychology, a school of thought that focused on the potential of the individual and his need for growth and self-actualization. It is based on the fundamental belief that people are innately good, and that deviating from this natural tendency results in social and psychological problems.
- Maslow's most well known contribution to Humanistic Psychology is the Hierarchy of Needs.
 - According to Maslow, humans have certain needs that must be fulfilled for healthy living. These needs motivate us to act the way we do, and in particular, in ways that satisfy the needs that are not yet fulfilled. In addition, Maslow suggested that these needs are not all equally important, but exist in a hierarchy (shaped like a pyramid), with the most important, basic needs at the bottom. For example, at the very bottom of the pyramid are things necessary for daily survival, like food and water. At the top of the pyramid is self actualization, which is the most wonderful thing a person can achieve, but is not necessary to sustain daily life.



- Maslow's work was a turning point in psychology - before him, psychologists were preoccupied with mental illness and abnormality. In contrast, Maslow focused on mental health. His humanistic psychology gave rise to other types of therapy that were guided by the same belief in man's innate goodness and potential for growth.

Stanley Schachter

- An American Social Psychologist who, along with Jerome E. Singer, is best known for the development of the two-factor theory of emotion in 1962.
 - This theory states that emotions are composed of two ingredients: physiological arousal and a cognitive label. This pairing causes an individual's experience of emotion to stem from a mental awareness of the body's physical arousal.
 - So when seeing a poisonous snake, the Schachter-Singer model proposes that to have an emotion requires both physiological arousal (breathing fast, sinking stomach, sweaty palms) and a cognitive explanation for the arousal ("Yikes, that's a poisonous snake!"). During his career he also studied and published many papers about obesity, group dynamics, birth order, and smoking. As of 2002 Schachter was considered the seventh most cited 20th century psychologists.

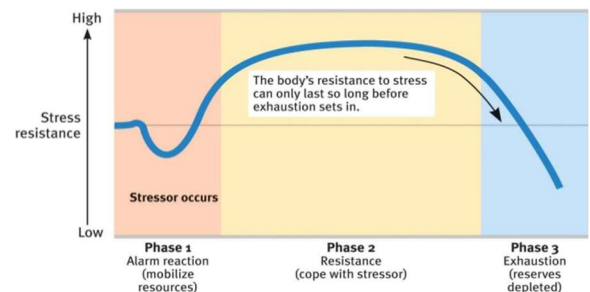


Hans Selye

- A Hungarian doctor who was the first person to identify stress as a medical issue and its effects on people. Known as the "father of stress research" he first developed his theory after observing how all subjects responded in the same way no matter what the stimuli or stressor was. Patients would exhibit some of the same symptoms no matter what the illness was.
 - He concluded that the patients were manifesting a physical response to negative emotions they were experiencing due to the stressor. Patients suffering from illness would commonly have what he called "diseases of adaptation", which were ulcers, high blood pressure, and heart attacks. He coined **General Adaptation Syndrome** to describe these physical effects that arose from the stress of an illness. When a patient fails to adapt or cope with the stress from the negative situation physical ailments (specifically the diseases of adaptation) would occur.

General Adaptation Syndrome [GAS] (Identified by Hans Selye):

Our stress response system defends, then fatigues.



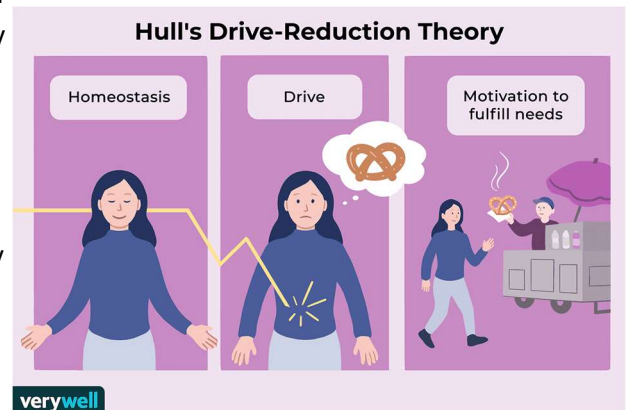
Topic 7.2: Specific Topics Motivation

Learning Target 7E

Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.

Theory of Motivation (Drive Reduction Theory)

- People are motivated by BIOLOGICAL needs, drives, responses, and goals
 - **NEED** - a necessity, especially physiological; a person has a need when he or she has an internal deficiency of some sort
 - **DRIVE** - an energized emotional state that pushes the person to do something; the need leads to the creation of a drive
 - **PRIMARY DRIVE** - drives that are biologically connected to survival such as hunger, thirst, and sex
 - **SECONDARY DRIVE** - drives that are learned through conditioning and assist in attaining the goals of a primary drive; for example, people may be driven to earn money (secondary drive) to purchase food (primary drive)
 - **HOMEOSTASIS** - the body's tendency to maintain an internal steady state of metabolism; to stay in balance
- Critics argue the drive reduction theory is too simple to explain all the varied behaviors of humans and animals



Topic 7.3: Theories of Emotion

Learning Target 7F

Compare and contrast major theories of emotion.

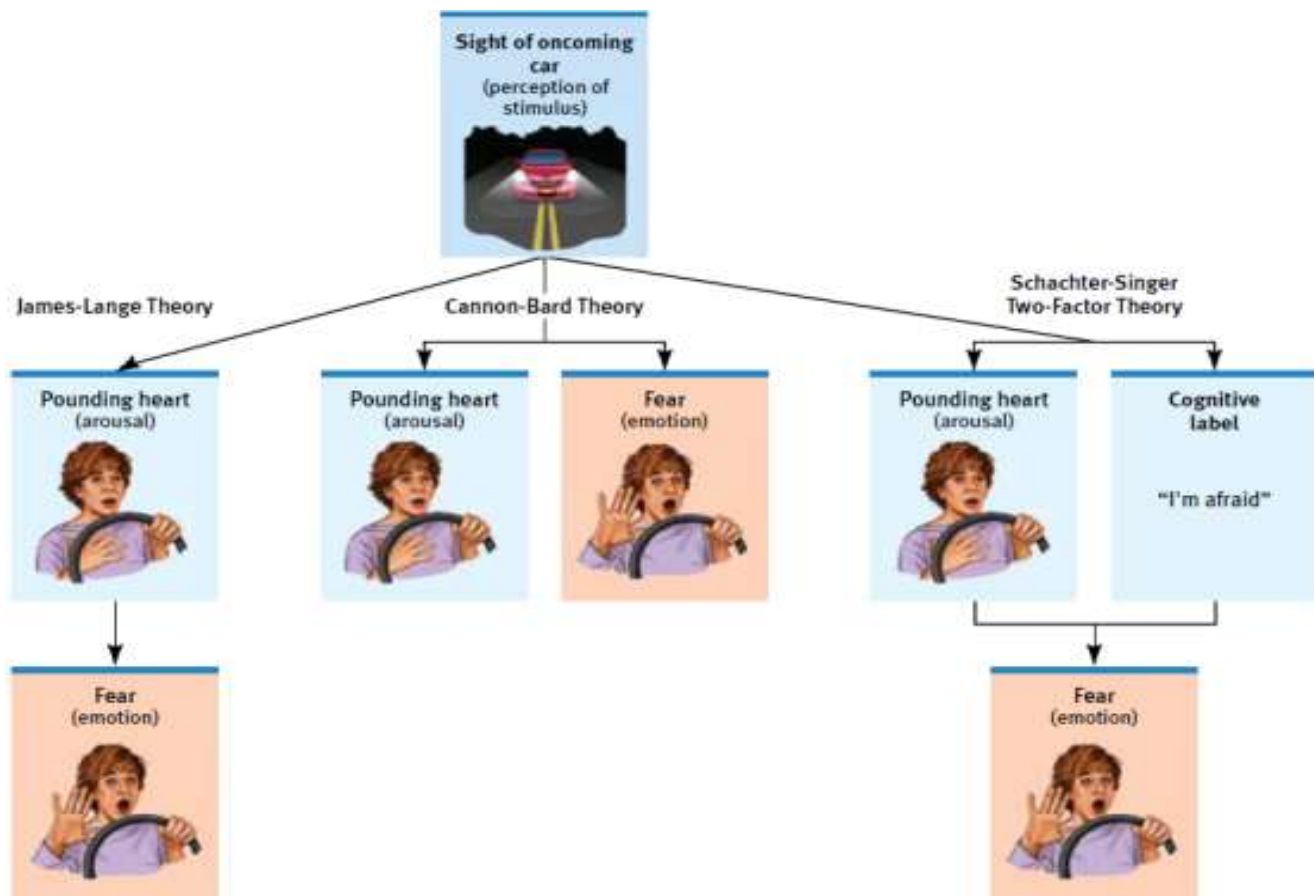
Emotion: a response of the whole organism, involving (1) physiological arousal, (2) expressive behaviors, and (3) conscious experience.

Primary Emotions: fear, anger, joy, sadness, disgust, contempt, and surprise (universally recognized across cultures); some theorists also believe shame, shyness, and guilt should be in this category

James-Lange theory: our experience of emotion is our awareness of our physiological responses to emotion-arousing stimuli.

Cannon-Bard theory (Thalamic Theory): an emotion-arousing stimulus simultaneously triggers (1) physiological responses and (2) the subjective experience of emotion.

Schachter-Singer theory (Schachter-Two Factor): to experience emotion one must (1) be physically aroused and (2) cognitively label the arousal.



Opponent-Process Theory: Richard Solomon (1980) views emotions as pairs of opposites (for example, fear-relief, pleasure-pain). The opponent-process theory states that when one emotion is experienced, the other is suppressed. Example: skydivers are frightened on their first jump but after repeated jumps they become more relieved and even overjoyed. Possible contributing factor of drug addiction. Example: the first dose of heroin must be very pleasurable but over time the opponent's negative reaction of withdrawal takes over; to avoid this unpleasant condition, the addict must take larger and larger doses of the drug.

Cognitive-Appraisal Theory (Richard Lazarus): Our emotional experience depends on our interpretation of the situation we are in.

1. **Primary appraisal:** appraise a situation of whether or not you want to do something based on the consequences.
2. **Secondary appraisal:** deciding to do something based on the primary appraisal and your current emotion.

Ekman's Cross-Cultural Research: 90% of participants in several different countries agreed that the same specific facial expressions are associated with the emotions of happiness, disgust, and surprise. Also wide agreement on the facial expressions of sadness, anger, and fear. Provides evidence that emotions are at least partially innate (natural, born with).

Facial feedback: the effect of facial expressions on experienced emotions, as when a facial expression of anger or happiness intensifies feelings of anger or happiness.

Table 41.1 Summary of Emotion Theories		
Theory	Explanation of Emotions	Example
<i>James-Lange</i>	Emotions arise from our awareness of our specific bodily responses to emotion-arousing stimuli.	We observe our heart racing after a threat and then feel afraid.
<i>Cannon-Bard</i>	Emotion-arousing stimuli trigger our bodily responses and simultaneous subjective experience.	Our heart races at the same time that we feel afraid.
<i>Schachter-Singer</i>	Our experience of emotion depends on two factors: general arousal and a conscious cognitive label.	We may interpret our arousal as fear or excitement, depending on the context.
<i>Zajonc; LeDoux</i>	Some embodied responses happen instantly, without conscious appraisal.	We automatically feel startled by a sound in the forest before labeling it as a threat.
<i>Lazarus</i>	Cognitive appraisal ("Is it dangerous or not?")—sometimes without our awareness—defines emotion.	The sound is "just the wind."

Learning Target 7G

Describe how cultural influences shape emotional expression, including variations in body language.

Emotional Expression: crying, smiling, punching a wall, holding hands, punctuating texts with emotions - all are expressions of emotion.

- Some emotional expressions develop early in life and may be universal (such as smiles), whereas others are specific to a particular culture, age group, or time period
- Emotional expression is so important to social interactions that infants become very distressed when their mother models a still face without any expression, and lack of emotions is often a sign of a psychological disorder.

NVC (Nonverbal Communication): facial expressions, gestures, posture, distance, and nonlinguistic vocal characteristics that express emotional feelings

Research shows that emotions are not always expressed at the same times or in the same ways in every culture

Display rules: culturally accepted learned guidelines for when and how emotions can be expressed in particular social situations (i.e. public displays of affection)

Body Language: the different gestures and behaviors used to express emotions

- Posture and stance
- Kinesics (body movements)
- Proxemics (space between people)
- Paralanguage (nonlinguistic properties of speech such as pitch and rate)
- Text or pictorial expressions

The Seven Universal Facial Expressions of Emotion

