Motivation and Emotion

Psychology Department

Motivation

- It is an internal state or condition that activates behavior and gives direction
- **Motive**
  - A drive (an activated need) that is directed toward or away from a goal
  - 2 Components of Motives
    - Needs
    - Drives

2 Components of Motives

- **Needs**
  - Some deficit within a person
  - The deficit may be physiological or psychological
  - In either case, however, the deficit must lie within the person
- **Drives**
  - Imply motion that are based on needs and have the added feature of an observable change in behavior

3 Functions of Motives

- **Motives energize person**
  - **Goal**
    - Substance or object capable of satisfying a need
  - Aroused motives will make the individual more alert in general
  - An individual will be particularly alert to stimuli that will facilitate the satisfaction of the motive
  - E.g. Kristin's goal for self-actualization is to have a doctorate degree before she reaches the age of 30. Because of this goal, she enrolled in a doctorate program

- **Motives have a directing function**
  - Motives determine from many possible behaviors or responses which are likely to be the most appropriate
  - Directs the individual to organize his ideas around whatever goal is important to him at the moment
  - Motives provide the person with cues directing him to the most appropriate behavior in the situation
  - E.g. Kristin is concerned about work as a professor during weekdays. During weekends, she is then concerned about her school work as a student

- **Motives have a selecting function**
  - Reinforcement, consequences, and feedback determine which of a number of responses will be selected
  - A number of responses and ideas are available in every situation and at each choice. For some of these ideas are instrumental to the achievement of a person's goals
  - E.g. Despite the stress and pressure both at work and at school, Kristin keeps on struggling to balance both through time management and setting of priorities just to achieve her goal

Origin of Motives

- **Biological or physiological source**
  - Need for food or water which drives an individual to seek food when hungry or drink when thirsty
  - Hormonal substances in the blood which activate certain parts of the nervous system are other biological sources
- **Environmental influence**
  - To react strongly to social acceptance, we seek for friends and other affiliations
  - Because of societal status, we gear towards high paying jobs

Theories of Motivation

- Instinct Theory
- Drive Theory
- Arousal Theory
- Solomon’s Opponent Process Theory of Acquired Motives
- Incentive Theory

How do spiders know how to spin webs?

How do birds now how to build nests?

Instinct Theory

- **Instinct**
  - An innate or generally predetermined disposition to behave in a particular way when confronted with a certain stimuli
- People act the way they do because of their instincts
- Instinct theory is derived from our biological make-up
- Instinctual behavior follows an inborn plan that allows for substantial flexibility in the course of development
- E.g. Infants ----strong bond---> biological mother, but infants can also ---strong bond---> substitute mother
- Instinctual behavior is viewed as innate or pre-programmed but is subject to modification in the face of environmental demands

Drive Theory

- **Drive**
  - The term used to define the state of tension that occurs when a need is not met
- **Drive Reduction**
  - A set of behaviors designed to reduce or eliminate bodily tension (Clark Hull,1943)
  - Organisms are motivated to eliminate or reduce bodily tension

Drive Theory

- It states that the potential level of any response is a joint function of the response habit, strength and the person’s level of drive
- Drives motivate organisms to reduce tension
- Organisms with high state of arousal are motivated to engage in the process of drive reduction

Arousal Theory

- **Arousal**
  - An increase in the level of tensions or excitement
- Arouse partly as an alternative to drive theory, stipulates a moderate level of stimulation is reinforcing
- The theory proposes that moderate level of stimulation is the most pleasant and that both higher and lower levels are relatively aversive
- E.g. Activities: roller rides, skydiving, horror movies

Opponent Process Theory

- Richard Solomon
- A state of positive feeling is followed by a contrasting negative feeling, and vice versa
- Any feeling, either positive or negative, that is experienced in succession loses some of its intensity
- A shift from negative fear from negative fear to positive euphoria makes a person smile and talk excitedly

Opponent Process Theory

- Solomon's Theory explains that not only is the negative state diminished due to repetition; the individual likewise gets hooked by the contrasting shifts to increasing more intense levels of positive feeling
- E.g. Karate fighting or parachute jumping

Incentive Theory

- **Incentives**
  - Are external stimuli in the environment that “pull” the organisms in certain directions
- **Undesirable Goal**
  - Something aversive or unpleasant
- If a desirable goal can be anticipated following the completion of a particular action, the organism is motivated to perform that action

Incentive Theory

- External goals motivate organisms to perform certain actions.
- The basic assumption of this theory is that if a desirable goal can be anticipated following the completion of a particular action, the organism is motivated to perform that action
- Anticipation of undesirable goal – something unpleasant – motivates the organism not to perform the action
- Focus on the environment, rather than the internal state of the organism

Classification of Motives

- **Primary/Physiological Motives : Biological Needs**
  - Things to keep an organism alive and are necessary for survival
  - Directly related to the normal body
  - Based on the body's needs to maintain a certain level of essential life elements like adequate sugar in the blood to nourish the cells, and sufficient water in the body
- **Homeostatic Mechanisms**
  - Regulate the critical levels of life elements
  - They sense imbalances in the body and stimulate actions that restore the proper balance needed

Primary/Physiological Motives : Biological Needs

- **Hunger: The Regulation of Food Intake**
  - Caused by the rhythmic contractions of the empty stomach
  - The strength of hunger drive can be measured by discovering how much resistance a human or animal will endure to overcome it
  - Contrary to most belief, the **hypothalamus** is the biological control center for hunger, and not the rumbling stomach
  - 2 regulating systems
    - Feeding system – initiates eating when food is needed
    - Satiety system – stops eating when enough food has been consumed

- **Thirst: The Regulation of Water Intake**
- Same control centers as that of hunger, but they operate separately by using different neurotransmitter substances (Lahey, 1989)
- 3 principal cues in regulating drinking
  - mouth dryness
  - loss of water by cell
  - reduction in blood volume

- When total bodily fluids decrease by even one or two percent of when dehydration occurs…
  - Certain specialized cells in the center of the hypothalamus send messages to correct the situation
  - They chemically signal the pituitary gland to secrete ADH into the bloodstream
  - When ADH reaches the kidneys, it causes them to conserve water in the body by reabsorbing it from the urine
  - Simultaneously, a message of thirst is sent to the cerebral cortex which initiates a searching for drinking liquids

Sexual Motivation

- Essential to the survival of the species
- Biological controls that govern sexual behavior are less significant in human than most of the animals
- Centers in the hypothalamus and related brain structures function in initiating sexual behavior. If surgically destroyed, sexual behavior my be initiated in the presence of provocative stimuli

Sexual Motivation

- Another system that is composed of hypothalamic and related brain centers serves as inhibitors of sexual behavior
- If these areas are destroyed, animals become hypersexual, that is, they engage in unusual and unrestrained amounts of sexual behavior

Drive Reduction

- Biological need is said to create an uncomfortable psychological and/or physiological condition or state called *drive*
- Holds the view that motives are based on the body's need to restore homeostasis when its biological needs are unmet
- Drive compels us to act in a way that reduces the biological need and restores homeostasis. Thus, the drive directly activates and directs our behavior

Classification of Motives

- **Psychological Needs**
  - Not directly related to the biological survival of the individual
  - An individual's happiness and well-being depend on these motives
  - Some are innate while others seem to be entirely learned
  - Most subtle and less easily identified that physiological needs

Stimulus Motivation

- Most people get bored easily if there is little overall stimulation or if the stimulation is unchanging
- People and other animals have an apparently inborn *motive to seek stimulation*
- E.g. Taking a break after 4 hours of encoding your paper in the computer

Functional Autonomy

- Gordon Allport
- Many human motives that arise when a means to an end becomes an end itself
- E.g. A girl practices on her piano only because her mother gives her a (chocolate bar) whenever she does so
  - Playing piano is dependent on the primary reinforcer which is the ice cream
  - Then one day, the girl begins to play not for the ice cream but for the sheer joy of creating beautiful music
- The motive for playing the piano comes to function autonomously and is no longer dependent on any either goal, or on any external goal

Affiliation Motivation

- The need to be with other people and to have personal relationships
- Man is a social creature
- People who are high in the need for affiliation tend to prefer being with others rather than satisfying other motives
- E.g. Working either in groups or alone

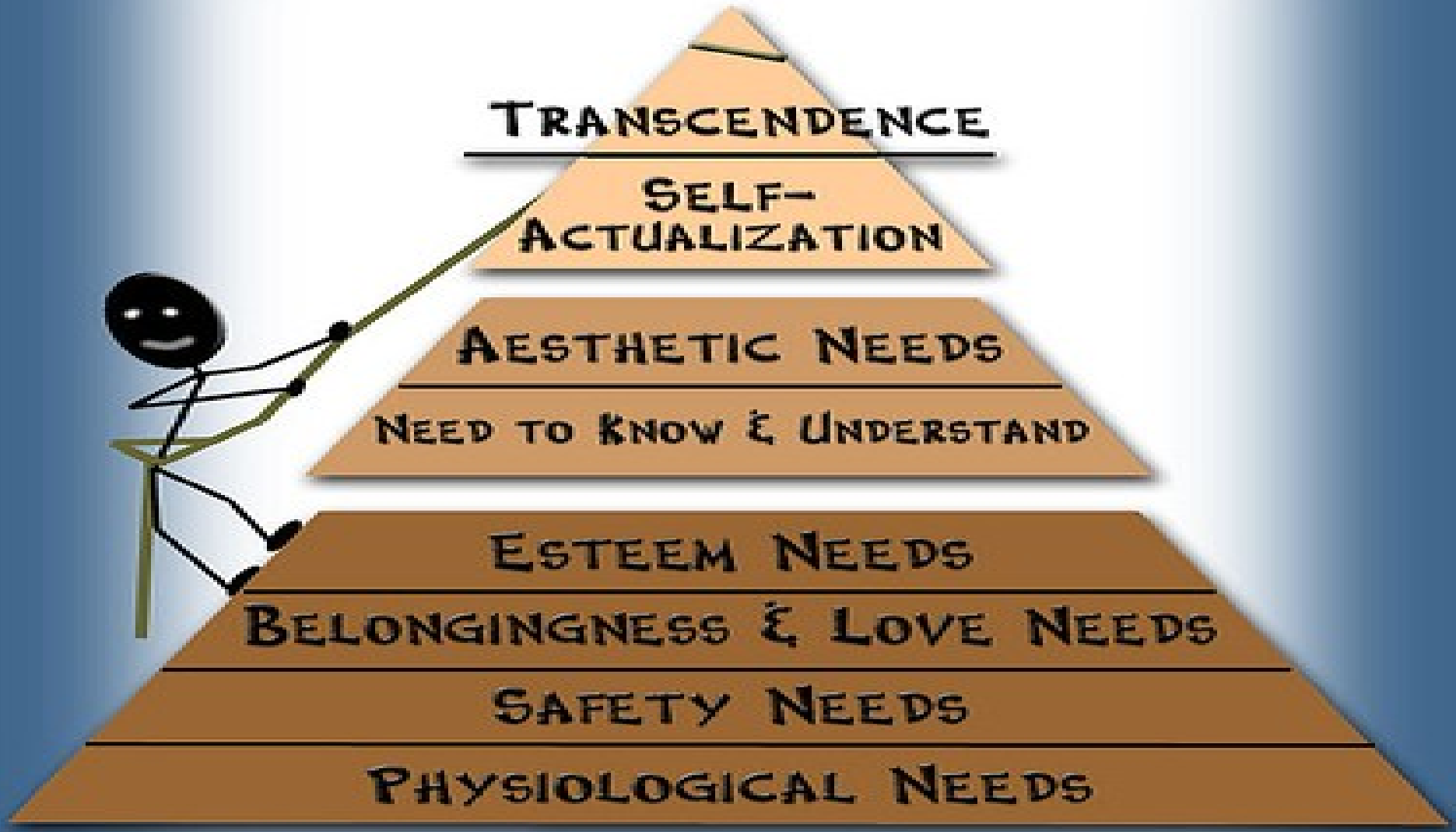
Achievement Motivation

- Need to achieve (n Ach)
  - Psychological need for success
- People who are high in n Ach choose challenging activities and generally experience little anxiety or fear of failure

Maslow's Hierarchy of Motives

- Our motives are organized in a hierarchy arranged from the most basic to the personal and advanced
- If lower needs in the hierarchy are not met, for the most part, then higher motives will not operate – higher needs lie dominant until the individual has the chance to immediately satisfy pressing lower needs
- When the lower needs are met, other higher motives become important to the individual
- Helps to explain why starving people are not particularly interested in the political and economic situation of the government
- Helps us to understand why a person would give up a prestigious career to try to save a marriage with a much-loved spouse and children
- Higher motives become more important when our lower motives are met

Maslow's Heirarchy of Needs



Maslow's Hierarchy of Needs

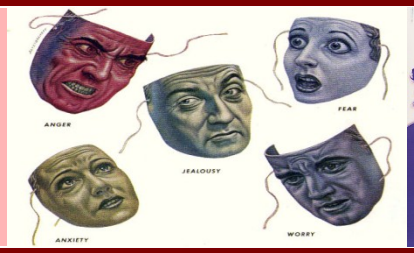
- **Physiological or Biological Needs**
  - Food, drink, sex
- **Safety/Security Needs**
  - Order, protection, shelter and family stability
- **Love and Belongingness**
  - Affection, group affiliation, and personal acceptance
- **Esteem Needs**
  - Self-respect, reputation, and social status

Maslow's Hierarchy of Needs

- **Intellectual Needs**
  - Knowledge, truth, education
- **Aesthetic Needs**
  - Arts, harmony, appreciation and value of nature
- **Self-Actualization**
  - Self-fulfillment, achievement of personal goals and transcending beyond oneself

Emotions

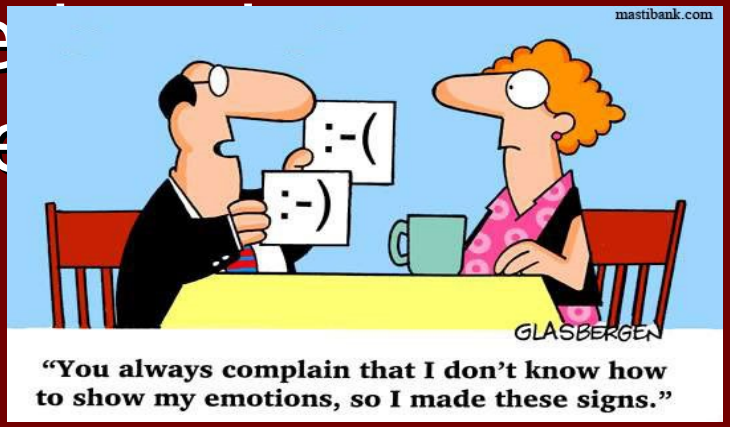
Emotions



- Give life its feeling and meaning
- Enrich life
- A state involving pattern of facial and bodily changes, cognitive appraisals, subjective feelings, and tendencies toward actions
- Positive or negative feelings generally in reaction to stimuli that are accompanied by physical, psychological arousal and related behavior
- Cannot be measured directly

Emotions

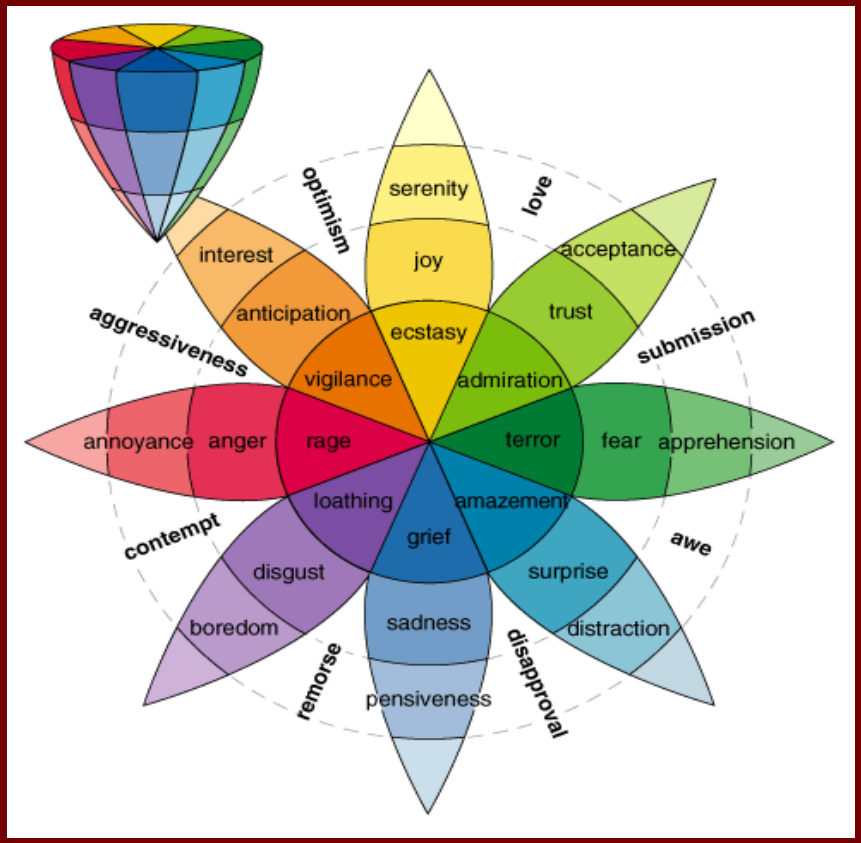
- Emotional experience is described terms of adjectives that people use to describe how they feel. Motor behavior is manifested by enlargement of muscles, stiffening when frightened
- Emotions are associate
connected to each othe



8 Basic Emotions (Plutchik, 1984)

- Fear
- Acceptance
- Anger
- Disgust
- Joy
- Anticipation
- Sadness
- Surprise

Plutchik Three-dimensional Circumflex Model



- **4 Elements of Emotion**
  - A stimulus situation that provokes the reaction
  - Positively or negatively tones conscious experience that is left
  - A bodily state of physiological arousal produced by the autonomic nervous system and endocrine glands
  - A related behavior that generally accompanies emotions

Reasons why motives and emotions are two related concepts

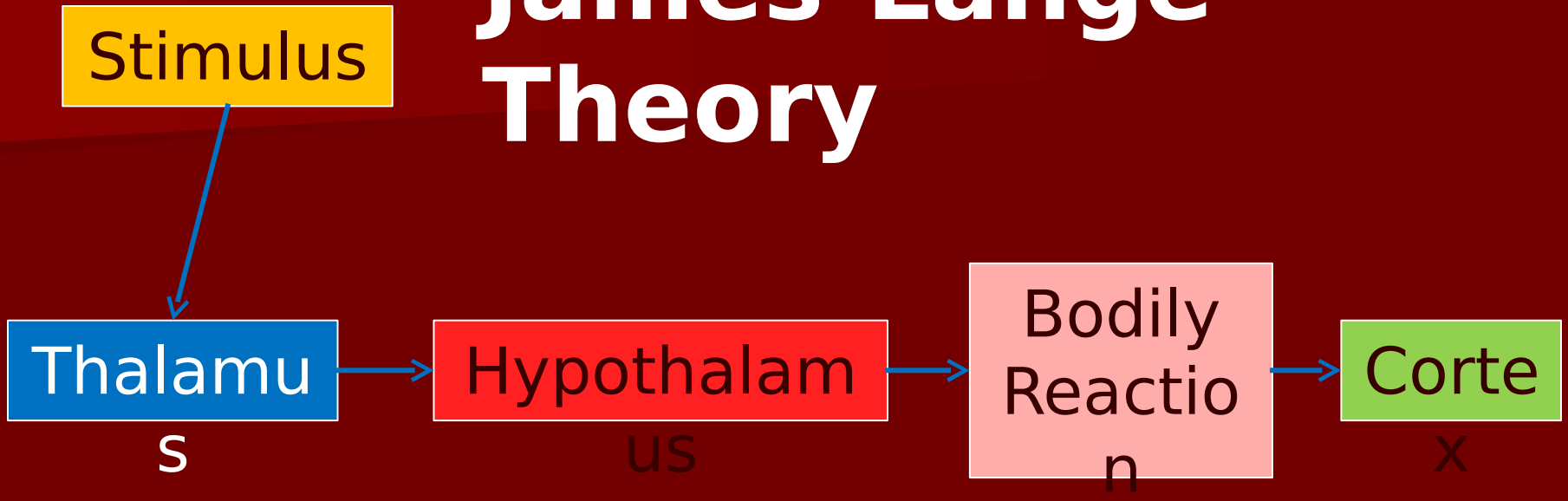
1. The arousal of emotions activates behavior as motives do
2. Motives are accompanied by emotions
3. Emotions typically have motivational properties of their own

Theories of Emotion

James – Lange Theory

- william James and Carl Lange
- The emotional stimulus is routed directly to the hypothalamus, which produces the bodily reaction (fear or other emotion). The sensations from this bodily reaction are then sent back to the cortex which produces what we feel (conscious experience of emotion)—James
- The conscious emotional experiences are caused by the feedback to the cerebral cortex from physiological behavior and behavior—Lange

James-Lange Theory

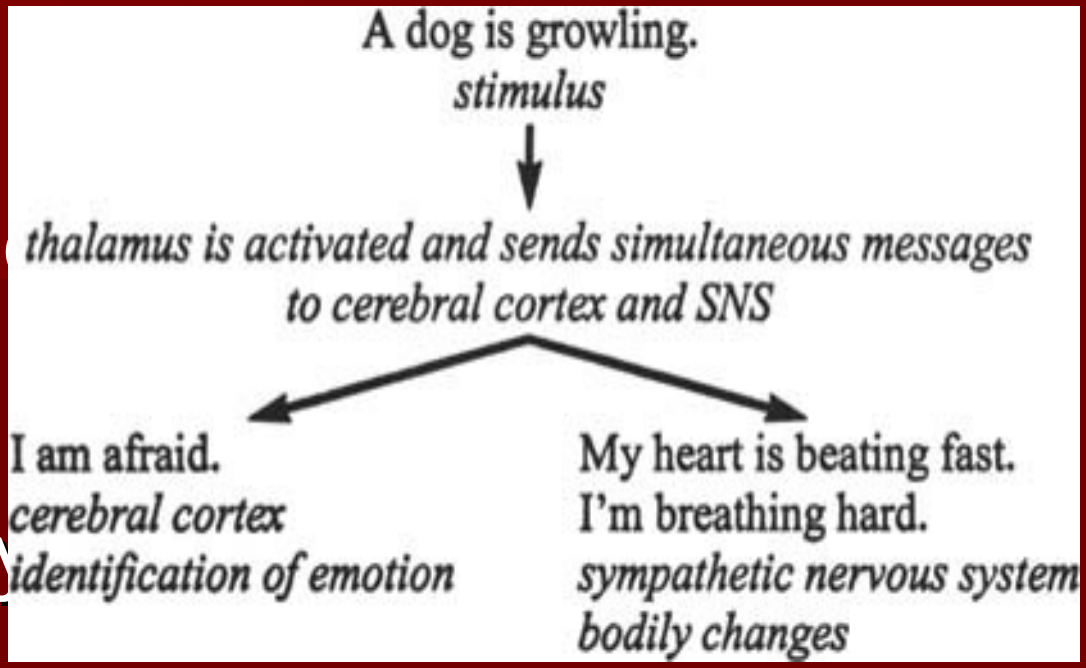


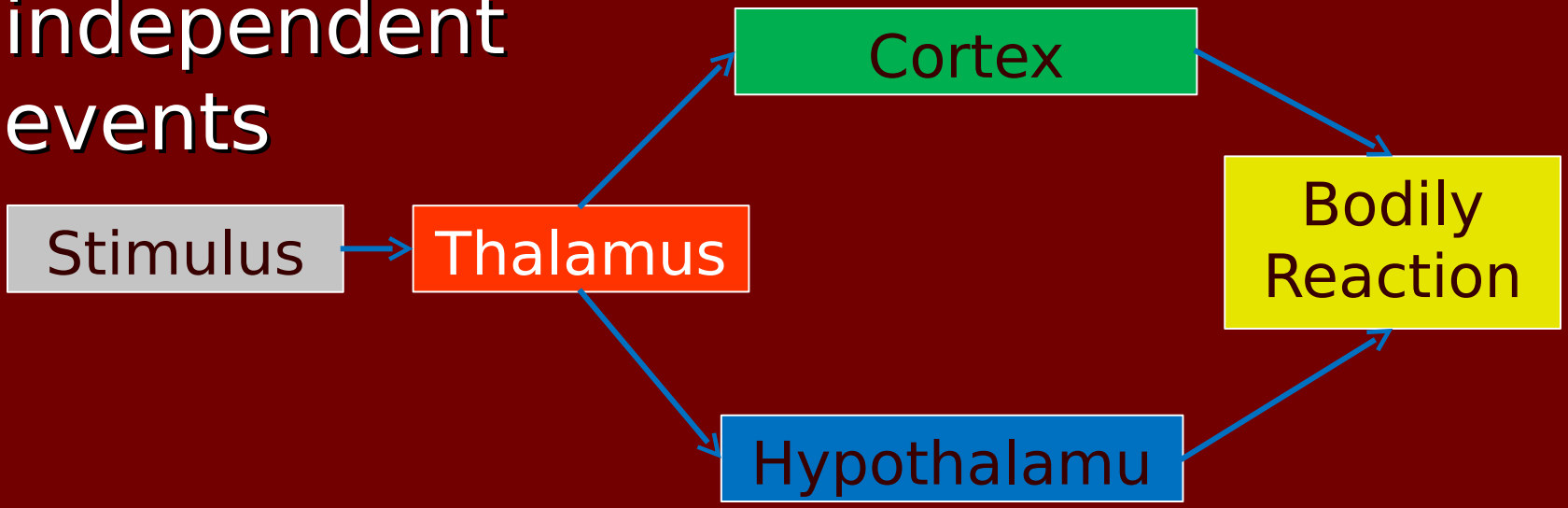
E.g. I see a bear. My muscles tense, my heart races. I feel afraid

Cannon – Bard Theory

- Walter Cannon and Philip Bard
- The conscious emotional experiences and physiological reaction and behavior are relatively independent events—Cannon
- The information from the emotional stimulus goes first to the brain relay center called **thalamus.** From here, the information is simultaneously relayed both to the cerebral cortex where it produces the emotional experience, and to the hypothalamus and ANS, where it produces the physiological arousal that prepares the animal or person to react

- The conscious emotional experience and physiological arousal are 2 simultaneously and largely independent events





Difference of James-Lange to Cannon-Bard Theory

- James-Lange theory of emotion argues that physiological responses occur first and result and are the cause of emotions
  - E.g. I see a grizzly bear --> I begin to tremble --> and my heart begins to race
  - Therefore, you interpret your physical reactions and conclude that you are frightened ("I am trembling, therefore I am afraid.")
- Cannon-Bard theory of emotion states that we must feel an emotion before we can have a reaction
  - E.g. I see a snake --> I am afraid --> I begin to tremble

Cognitive View: Schachter-Singer Two Factor Theory

- Stanley Schachter and Jerome Singer
- A two-stage theory stating that for an emotion to occur, there must be (1) physiological arousal and (2) an explanation for the arousal
- Accounts for subjective interpretation
- Does not account for specific physiological states associated with some emotions
- Emotional arousal is diffused and not specific to the different emotions
- Explains why sexual attraction is often mistaken for love, and why frightened hostages often develop friendly feelings toward their captors if treated with a slight amount of respect

▶ The Schacter–Singer Experiment

Participants received an epinephrine injection.

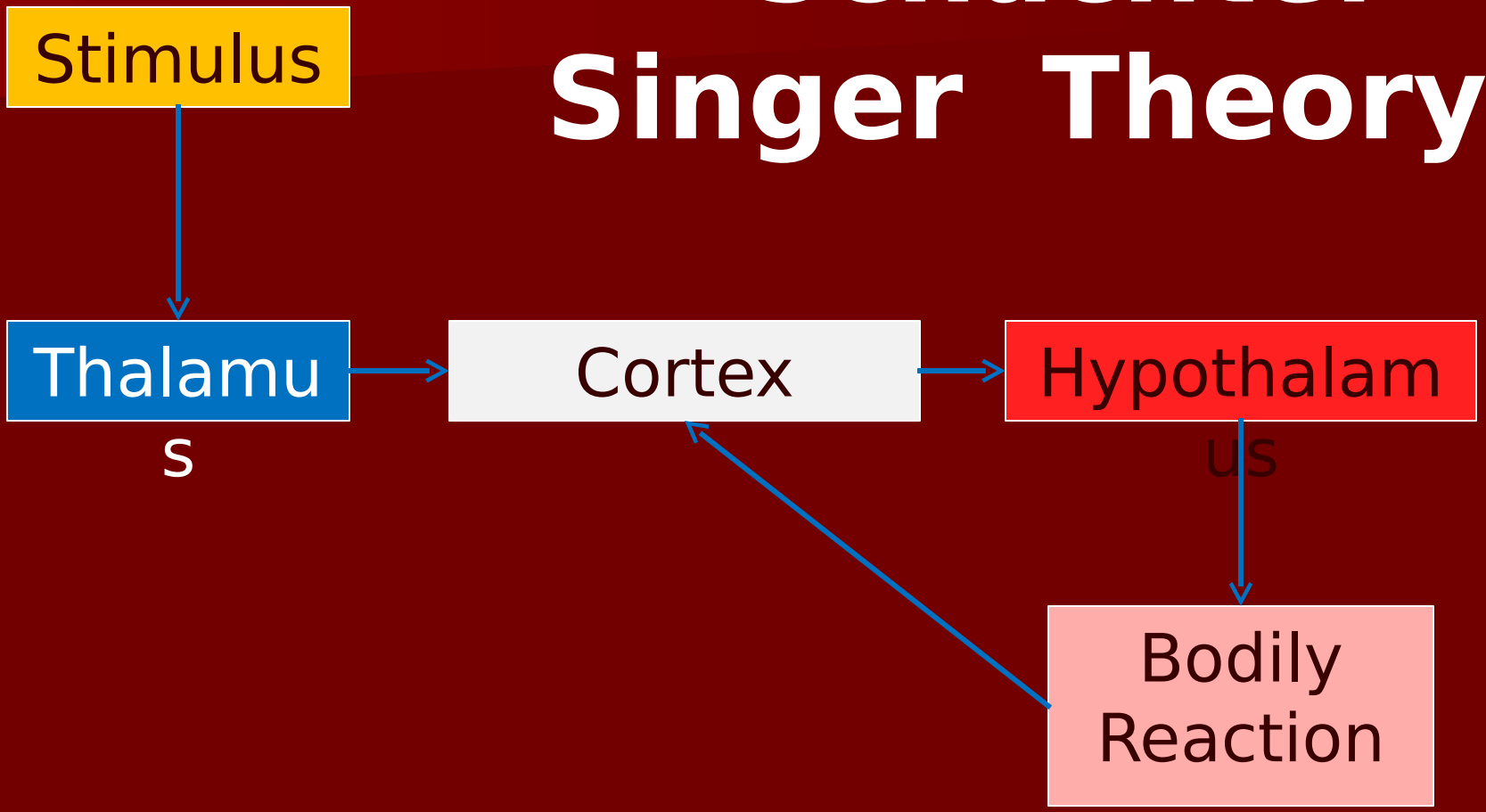
Stooges acted very differently while the participants waited.

And the participants reacted very differently to the drug, depending on what the stooge was doing.

2 Steps in the process of Cognitive Interpretation in Emotions

- **The interpretation of stimuli from the environment**
  - Based on the idea that individuals are not affected by the events but by the individual's interpretations on these
  - E.g. A letter form Alex (disliked suitor or a close friend)
- **The interpretation of stimuli from the body resulting from autonomic arousal**
  - Gives emphasis on the importance of internal body stimuli in the experience of emotion
  - Cognitive interpretation of stimuli is more than the stimuli

Schachter – Singer Theory



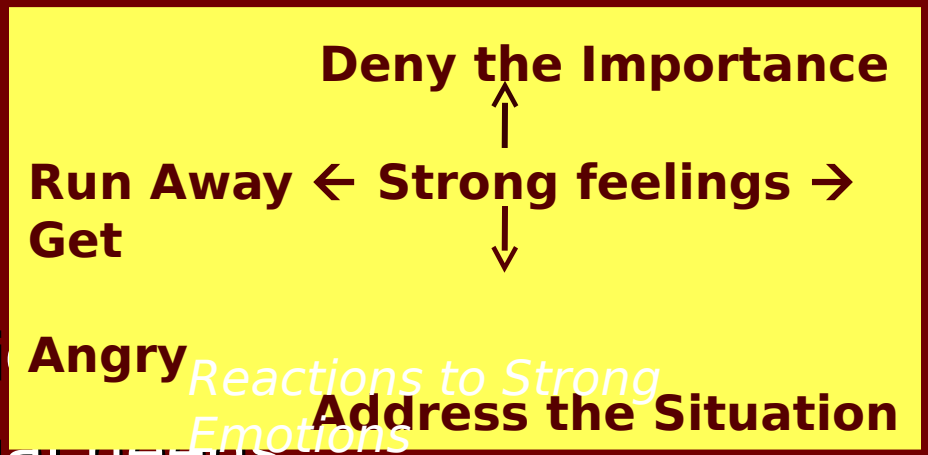
Principles of Emotion

- Emotional needs express themselves one way or another
- Anger is an expression of need
- Our feelings and needs are not wrong or bad
- Emotions are the gateway to vitality and feeling alive
- We can address emotional issues and still save our true selves

- Emotional control help us to
  - Reduce volatile reactions
  - Create an environment of safety
  - Provide the balance necessary for our well-being
  - Ensure the stability of the group
  - Focus on tasks that need to be done
- Suppressing our feelings keeps us from being sensitive to:
  - Dealing with work situations that contribute to our well-being
  - Knowing our larger goals and dream
  - Seeing important clues in interaction with others
  - Recognizing unhealthy motives and consequences
  - Appreciating our need for balance and connection

Principles of Emotion

- Immediate reactions to problems often disguise deeper feelings
  - Running away
  - Getting angry
  - Denying importance
  - Addressing the situati
- We must clarify individual needs before solving problem with others
- We need to express positive feelings and communicate negative ones



Three Ways to Measure Emotion

- **Body/Physical**
  - blood pressure
  - heart rate
  - adrenaline levels
  - muscle activity when smiling, frowning, etc.
  - neural images
  - posture
  - tears,
  - perspiration
  - lie detector readings

- **Thoughts (observed indirectly through)**
  - spoken and written words on rating scales
  - answers to open-ended questions on surveys and during interviews
  - responses to projective instruments, sentence stems, etc.
  - self-assessments or perceptions regarding the behavior and intentions of others
  - other cognitive operations such as rational/logical thinking

- **Behavior**
  - facial expressions
  - activity level
  - alertness
  - screaming
  - laughing
  - smiling
  - aggression
  - approach/avoidance
  - attention/distraction
  - insomnia
  - anhedonia

Anxiety

- A general feeling of insecurity, or fear, usually associated with certain kind of situation either real or imaginary
- Simple feeling of apprehension that we feel before taking an examination
- In milder forms, it helps us to prepare ourselves for many important problem situations.
- It helps us to concerned about the rights and feelings of others
- Stimulates interest in the future and in learning
- It also keeps us from behaving in ways that are essentially immature

Ways to Control Undesirable Emotions

- Avoid situations which arouse undesirable emotions
- Develop the habit of passing over provoking situations. Learn to prevent strong emotions so as not to accumulate undesirable emotions
- Get more information or knowledge about things which make you afraid, or which make you worry

- Practice, as often as possible, the policy of holding back, or delaying the act of giving in to an undesirable emotional impulse, such as anger
- Acquire understanding and skill in meeting life’s situations and problem
- Keep yourself busy in your education and training
- Study and practice the art of getting along with people
- Form friendships and associate with groups of people

Emotional and Health

- Emotions have physical, biochemical consequences that affect our ability to resist disease
- Poor health is associated with stress
- Emotions affect our immunity or resistance to disease
- Negative emotions can weaken the body’s rsistance

Emotional Intelligence

- Coined by Peter Salovey and John Mayer
  - Description of qualities like understanding one's own feelings, empathy for the feelings of others, and the regulation of emotion in a way that enhances living
- Daniel Goleman
- EQ is not the opposite of Intelligence Quotient
  - 2 components: Intrapersonal & Interpersonal

Ways to Improve EQ

- Self – awareness
- Personal responsibility
- Communicate
- Empathy
- Cooperate
- Spiritual Involvement