
UNIT 4 AFFECTIVE PROCESSES: MOTIVATION AND EMOTIONS*

Structure

- 4.0 Introduction
- 4.1 Objectives
- 4.2 Motivations
 - 4.2.1 Types of Motivations
 - 4.2.1.1 Primary and Secondary Motivation
 - 4.2.1.2 Extrinsic and Intrinsic Motivation
- 4.3 Theories of Motivation
 - 4.3.1 Biological Explanations: Instinct Theory
 - 4.3.2 Drive Reduction Theory
 - 4.3.3 Arousal Theory
 - 4.3.4 The Optimal Arousal Model
 - 4.3.5 Incentive Theory
 - 4.3.6 Maslow's Hierarchy of Needs
 - 4.3.7 McClelland's Acquired Needs Theory
- 4.4 Emotions
 - 4.4.1 Types of Emotions
 - 4.4.1.1 Basic Emotions
 - 4.4.1.2 Self Conscious Emotions
- 4.5 Components of Emotions
- 4.6 Functions of Emotions
- 4.7 Theories of Emotions
 - 4.7.1 James-Lange Theory
 - 4.7.2 Cannon-Bard TheoryOpponent Process Theory
 - 4.7.3 The Schachter-Singer Theory
 - 4.7.4 Opponent Process Theory
 - 4.7.5 Cognitive Appraisal Theory of Emotion
- 4.8 Let Us Sum Up
- 4.9 Unit End Questions
- 4.10 Glossary
- 4.11 Answers to Self Assessment Questions
- 4.12 References and Suggested Readings

4.0 INTRODUCTION

Do you recognise this face? He is **Ma Yun a.k.a. Jack Ma**, one of the self-made billionaires and the richest person of the China.

But do you know that in his early childhood, Jack Ma Failed in his Primary School examinations, not once, but Twice! **He failed thrice during his Middle School exams.** When applying to universities after his High school, Jack failed the entrance exams thrice,

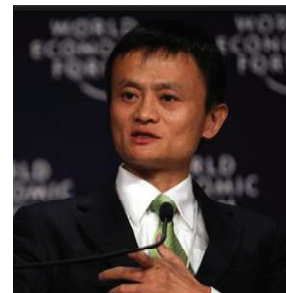


Fig.4.1: Jack Ma

Source: <https://www.shoutmeloud.com>

before finally joining Hangzhou Normal University. He even applied and wrote to Harvard University ten times about being admitted – and got rejected each time. This was only during his education! During and after his Bachelor’s degree, Jack tried and failed to get a job at many places. After spending three years to get into a University, Jack failed to land a job after applying to them 30 times! He recollects in his interview, “When KFC came to China, 24 people went for the job. Twenty-three people were accepted. I was the only guy who wasn’t.” He also was one of the 5 applicants to a job in Police force and was the only one getting rejected after being told, No, you’re no good.”

Also, on his Entrepreneurial undertakings, Jack Ma went on to fail on two of his initial ventures. But that didn’t stop him in any way of dreaming bigger.-

Source: <https://www.shoutmeloud.com>

What do you think; why some people like Jack Ma persist even after having multiple failures in their life? One reason of his success could be high level of motivation. But, what is motivation? In this unit we will talk about the concept of motivation as well as emotions. We will see how these two terms can explain our behaviour.

4.1 OBJECTIVES

After finishing this unit, you would be able to:

- Know about the concept of motivation;
- Appreciate the difference between motivation, needs, drives and incentives;
- Know about the different types of motivation;
- Understand various theories explaining motivational behaviour;
- Know what emotion is and how important they are in our life;
- Get an idea of different types of emotions;
- Understand six basic components of emotions; and
- Have an in-depth understanding of theories of emotions.

4.2 MOTIVATIONS

Motivation refers to complex reactions consisting of:

- 1) physiological responses such as changes in blood pressure and heart rate;
- 2) the subjective feelings which we describe as happiness, anger, sorrow, disgust and so on; and
- 3) expressive reactions that reflect these internal states, such as changes in facial expression or posture.

Motivation is simply the reason for an action and that which gives purpose and direction to behaviour. Motivation is “WHAT drives you” to behave in a certain way or to take a particular action. It gives you an answer of "WHY". Do you know the meaning and definition of motivation? More importantly, do you know why you need to know? The meaning of motivation is to give reason, incentive, enthusiasm, or interest that causes a specific action or certain behaviour.

As discussed, motivation can be termed as a driving force or it can also be stated as a process that starts and drives various activities, whether physical or psychological (Gerrig and Zimbardo, 2006). The term motivation has been derived from a Latin word '*movere*', which means 'to move'.

There are various definitions of motivation and some of them can be discussed as follows:

Feldman (2015, pg. 287) defined motivation as "*the factors that direct and energise the behaviour of humans and other organisms*".

Feist and Rosenberg (2015, pg. 397) define motivation as "*the urge to move towards one's goals, to accomplish tasks*".

Chamorro-Premuzic (2015, pg. 272) defined motivation as "*an internal state, dynamic rather than static in nature, that propels action, directs behaviour and is oriented toward satisfying both instincts and cultural needs and goals*".

Quick, Nelson and Khandelwal (2013, pg. 172) defined motivation as "*the process of arousing and sustaining goal directed behaviour*".

Nolen-Hoeksema et al (2009, pg. 419) describe motivation as "*a condition that energizes behaviour and gives it direction*".

Morgan et al (1993, pg. 268) define motivation as "*the driving and pulling forces which result in persistent behaviour directed toward particular goals*".

As can be seen in the above definitions, motivation has been mainly termed as a factor that drives or pushes an organism in certain direction or to behave in certain way. It can thus be described in terms of drive, force, desires, needs and wishes that may lead to individuals behaving in certain manner. A desire to get praise from teacher may motivate a student to perform well in a class activity. A wish to gain more knowledge about a certain subject may motivate an individual to take up an educational programme in that subject. A hunger drive may prompt an individual to buy biscuits or snacks. A desire to spend time with his/ her parents, may encourage a person to travel long distance.

Thus, any human behaviour can be said to be as a result of some kind of motivation. In the context of motivation the three main terms that need to be discussed are needs, drives and incentives that contribute to motivation.

Needs: These are related to the biological states of cellular or bodily deficiencies that lead to drives. For example, individuals need water, food and of course oxygen to survive (Feist and Rosenberg, 2015).

Drives: Feist and Rosenberg (2015, pg. 397) define drives as "*the perceived states of tension that occur when our bodies are deficient in some need, creating an urge to relieve the tension*". As we discussed under need, a need leads to or compels drive. Thus when an individual is hungry he/ she will seek food. Thus the need leads to drive and makes individual to behave in such a way that the deficiency created is deal with.

Incentives: This is external or is from the environment (as opposed to drive that are internal) and plays a role in motivating behaviours. It could be an object or

an event. A trophy won in a game can be termed as an incentive to do well in that game.

Yet another term that needs to be highlighted here is that of *motives*. Most often the terms motivation and motives are used interchangeably. However, they are different as motivation can be termed as a general term, where as motives is a specific term. *Motive* is something that actually drives an individual to take certain action. Motivation is the process within which a motive drives an individual towards certain action.

4.2.1 Types of Motivations

Motivation can be of different types, these have been discussed as follows:

4.2.1.1 Primary and Secondary Motivation

The two main types of motivation are primary and secondary motivation. *Primary motivation* can also be termed as basic motivation and mainly includes the needs related to hunger, thirst, sleep, sex, avoidance of pain and so on. These mainly influence an individual's behaviour at a basic level and these needs are also related to the basic need for preservation of self. *Secondary motivation* can be termed as learned motivation and these may differ from individual to individual. They are also related to the priorities and values of the individual. These will be further touched upon under drive reduction theory.

4.2.1.2 Extrinsic and Intrinsic Motivation

This is yet another way in which motivation can be categorised. *Extrinsic motivation* can be defined as “motivation that comes from outside the person and usually involves rewards and praises” (Feist and Rosenberg, 2015, pg. 415). The examples of extrinsic motion are reward, praises, money, feedback and so on. These motivators can be applied to let individuals carry out activities that the individual they may not do otherwise. And as such these motivators provide satisfaction/ pleasure that the task may not provide. Extrinsic motivation does have a number of advantages as it is not only linked with the increase in behaviour but also with increase in performance. However, it can also be criticised as, if the reward (for example) is removed then the behaviour may also decrease. And at the same time if the amount of native of reward remains the same and is not increased their again the motivation will decrease. Further, extrinsic motivation may be effective with simpler tasks as opposed to tasks that require creative and lateral thinking. Further, it may also affect the intrinsic motivation of the person in carrying out the task. For example, if a child enjoys keeping his/ her room organised and tidy, but if parents start providing reward for the same, the child will keep the room tidy not because of the intrinsic motivation, that is the enjoyment, but will do so because of the reward given by the parents. To take yet another example, if an employee adequately uses safety devices because he/ she is intrinsically motivated to do so and if his/ her supervisor provides him/ her with extrinsic motivators for use of the safety devices, the employee will start using the safety devices due to the extrinsic motivation and not due to the intrinsic motivation. So, intrinsic motivation can be defined as “motivation that comes from within a person and includes the elements of challenge, enjoyment, mastery and autonomy” (Feist and Rosenberg, 2015, pg. 416). For example, there could be an activity that an individual may simple enjoy doing without expectation of

external rewards. There are four components of intrinsic motivation (Feist and Rosenberg, 2015) that are discussed as follows:

- *Challenge:* This is related to the extent to which an individual enjoys the excitement that accompanies a new challenge.
- *Enjoyment:* This is related to the pleasure that an individual may obtain from carrying out the task.
- *Mastery:* This is related to the sense of pride and accomplishment that an individual may experience when he/ she carries out a difficult task.
- *Autonomy and self determination:* The autonomy that an individual enjoys while carrying out the task, that is, the freedom with which the individual can determine what is to be done and how is it to be done.

Intrinsic motivation plays an important role in enhancing the productivity as well as creativity in the individuals.

Self Assessment Questions (SAQ III)

Fill in the blanks

- 1) The two main types of motivation are and motivation.
- 2) is related to the pleasure that an individual may obtain from carrying out the task.
- 3) motivation may be effective with simpler tasks.
- 4) are related to the biological states of cellular or bodily deficiencies that lead to drives.
- 5) Motivation gives and to behaviour.

4.3 THEORIES OF MOTIVATIONS

4.3.1 Biological Explanations: Instinct Theory

Some of the first theories of motivation attributed behaviour to instincts, and explained it as in borned patterns of behaviour. The complexity and variety of behaviour along with the undeniable role of learning and other environmental factors were taken as arguments against instinct theory. A more useful definition emerged in the 1950's: An instinct is an adaptive pattern of behaviour formed by an interaction of genetics and ordinary developmental processes. An instinct is not invariant, but is widespread and similar among members of a species. Culture and learning are often cited as alternatives to instinct, but they are not. If we do not define instinct as behaviour which excludes learning or memory, we may just as easily possess instincts that allow humans to learn and form culture. Primary reinforcers can be thought of as instinctively reinforcing. Thus the theory explained motivation is caused due to instincts and are results of biological and genetic programming.

4.3.2 Drive Reduction Theory

The theory states that we are motivated to reduce or the push exerted by drives or internal stimuli that represent biological needs. This is reasonable to the extent that our behaviour helps us to maintain homeostasis, or a steady biological state. When some internal system is out of balance, a drive builds up to force behaviour that restores balance. For example, if you are feeling cold, you put on a sweater or turn up the heat. This explanation suits basic behaviours related to basic needs, such as food and water.

Still, our behaviour is not always consistent with our drives. You may be hungry right now, but you are not eating. Perhaps the biggest drawback of this theory was is that some behaviours do not decrease internal tensions, they increase them.

4.3.3 Arousal Theory

Arousal is a term used for a general state of physiological activation. You could think of it as the extent to which your body and mind are alert. Arousal theory holds that we act so as to bring about an optimal level of arousal. When we are too aroused (e.g, hungry) we act to reduce arousal (e.g., eat). When we are not aroused enough (e.g., bored), we act to increase arousal (e.g, read a book). The idea is that there is an optimal level of arousal, which has also been found from the observations underlying the Yerkes-Dodson law. The graph of performance vs arousal is an inverted U: Performance improves with an increase in arousal up to a point, then it drops off. Optimum performance on an easy task occurs at a higher level of arousal than on a difficult task.

4.3.4 The Optimal Arousal Model

As was discussed earlier that the drive reduction model cannot be applied to explain the behaviours related to curiosity or behaviours that seek thrill. In such cases the optimal arousal model can be used. This model is based on the work carried out by Yerkes and Dodson in 1908, referred to as the Yerkes- Dodson law (Feist and Rosenberg, 2015). The model states that “we function best when we are moderately aroused or energised and both low and high arousal/ energy levels lead to poor performance” (Feist and Rosenberg, 2015, pg. 399). This can also be explained with the help of the following figure.

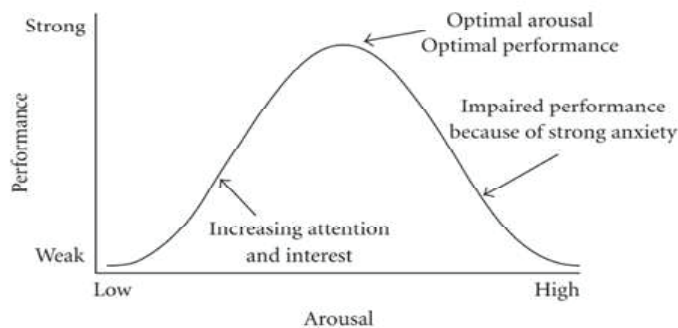


Fig.4.2: The Yerkes- Dodson Law

Source: <https://en.wikipedia.org>

As can be seen in Figure 4.2, when the arousal is low or high the performance is also low, however, an optimal level of arousal leads to high performance. Thus it

can be said that individuals are motivated when certain situation is not very high or low in stimulation.

4.3.5 Incentive Theory

The previously discussed Arousal theory focuses on internal stimuli. The Incentive theory holds that certain external stimuli act as incentives, pulling us toward some behaviour. Incentives are pleasing external stimuli that can serve as goals toward which our behaviour is directed. Cognitive factors are thought to be important with reference to incentives.

4.3.6 Maslow’s Hierarchy of Needs

Humanist psychologist Abraham Maslow synthesized a number of different theories into a hierarchy of needs. The theory says that there are certain needs arranged in hierarchy. If and only if our needs at a lower level are met, we can be motivated by higher level needs. Once we are fed, safe, loved, and accomplished, we strive to be all that we can be. This theory is intuitively appealing, but is difficult to validate experimentally. Maslow himself admitted that self actualisation is difficult to achieve, even difficult to define.

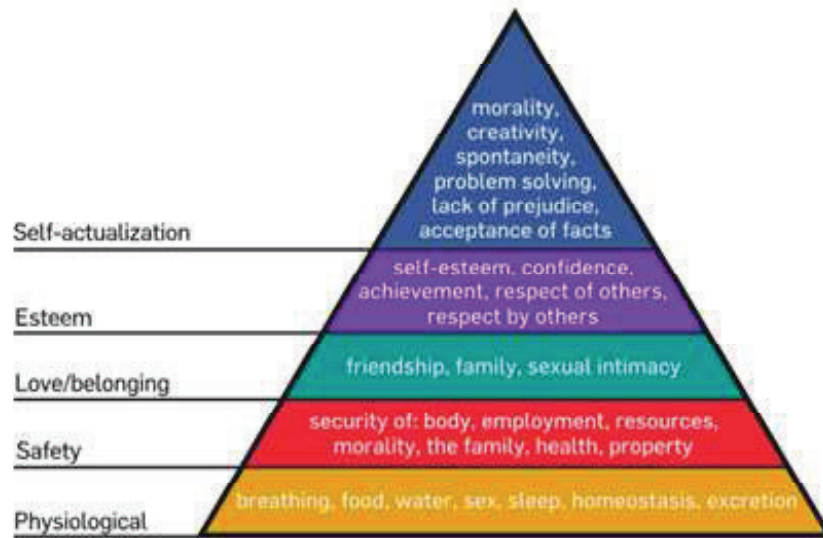


Fig.4.3: Maslow’s Hierarchy of Needs

Source: <https://courses.lumenlearning.com>

4.3.7 McClelland’s Acquired Needs Theory

This theory was developed by David McClelland and it highlights the three basic needs: achievement, affiliation and power. These needs are discussed in table 4.1.

Table 4.1: The Three Basic Needs Stated by McClelland

Need for achievement	This is related to achieving excellence, goals that are challenging, overcoming obstacles and difficulties, competition and persistence, need to master skills and so on.
Need for affiliation	This is related to maintaining close and intimate relationship with others
Need for power	This is related to having an influence, impact and control others.

The above theories thus help us further understand the concept of motivation.

Self Assessment Questions (SAQ II)

State whether the following statements are 'True' or 'False':

- 1) The mastery refers to the freedom with which the individual can determine what is to be done and how is it to be done. ()
- 2) Abraham Maslow synthesized a number of different theories into a hierarchy of needs. ()
- 3) The motivational theory of acquired needs was developed by Yerkes and Dodson. ()
- 4) An instinct is invariant, but is not widespread and is dissimilar among members of a species. ()
- 5) Arousal is a term used for a general state of physiological activation.()

4.4 EMOTIONS

Emotion is a reaction consisting of subjective cognitive states, physiological reactions and expressive behaviours. They involve three major components: (1) physiological changes within our bodies-shifts in heart rate, blood pressure and so on; (2) subjective cognitive states, which is, the personal experience we label as emotions; and (3) expressive behaviours that is outward signs of these internal reactions.

Emotion is associated with mood, temperament, personality, disposition, and motivation. Emotions can be considered as thoughts that you cannot identify. For instance when you feel something, it must be that you are thinking about something unconsciously. We can feel them in our bodies as tingles, hot spots and muscular tension. Emotions involve cognitive aspects, but the physical sensation is what makes them really different.

Thus, emotions are important and as students of psychology we need to focus on this concept.

Emotion has been derived from a latin term 'emovere' that means 'stirred-up state'.

There are various definitions of emotion that are discussed as follows:

Feist and Rosenberg (2015, pg. 418) defined emotions as "*brief, acute changes in consciousness experience and physiology that occur in response to a personally meaningful situation*".

As stated by Gerrig and Zimbardo (2006, pg. 418) emotions are "*a complex pattern of bodily and mental changes that includes physiological arousal, feelings, cognitive processes, visible expressions (including face and posture) and specific behavioural reactions made in response to a situation perceived as personally significant*".

Kosslyn and Rosenberg (2013, pg. 259) defined emotion as "*a psychological state with four components, a positive or negative subjective experience, bodily*

arousal, the activation of specific mental processes and stored information and characteristic overt behaviour”.

Feldman (2015, pg. 312) defined emotion as “*feelings that generally have both physiological and cognitive elements and that influence behaviour”.*

Mishra (2016, pg. 466) defined emotion as “a state of being moved, stirred up or behaviourally aroused on experiencing an emotional situation and which involves external and internal physiological changes”.

One of the key points that can be highlighted in the above definitions are that there is a change. This change can be in the consciousness experience or could be in terms of physiological arousal and even in cognitive processes. Changes can also be in the visible expression that is displayed on the face or in the posture of an individual. This change is as a result of some situation that is important for the individual. For example, a parent might display emotions of happiness as his/ her child receives a gold medal. In this the situation, the child receiving the gold medal is personally significant for the parent and he/ she may thus experience certain changes that could be in terms of physiological arousal, cognitive processes and feelings. There could also be changes in the facial expression of the parent.

4.4.1 Types of Emotions

Emotions can mainly be of two types, basic emotions and self conscious emotions. These are discussed as follows:

4.4.1.1 Basic Emotions

Basic emotions are a set of emotions that commonly appear in all the human beings. *These are anger, disgust, happiness, fear, sadness and surprise.* These emotions can be stated to be innate and are shared by all human beings. And though human beings can experience a broad range of emotions, researches on emotions have indicated that all the emotions are an outcome of combinations of certain basic emotions (Kosslyn and Rosenberg, 2013). Further, Charles Darwin also proposed that the actions that arise as a result of emotions or emotional behaviour are innate in nature and similar emotional states are expressed in terms of similar facial expressions across cultures. In fact even persons with visual impairment may display similar facial expressions even if they have never observed emotional expressions in others. Further, different researchers have proposed a slightly different list of basic emotions (Kosslyn and Rosenberg, 2013). This proposition with regard to basic emotions have been challenged as well as the basic emotions are not simple. For instance, Rozin, Lowery and Ebert in 1994 stated three types of disgust based on the facial expression (as cited in Kosslyn and Rosenberg, 2013 pg. 260). Further, though certain emotions may be consistent across cultures, there are emotions that are influenced by the norms and practices of the cultures. Though, the basic emotions have been considered inborn, the influence of learning, social norms and practices cannot be nullified.

4.4.1.2 Self Conscious Emotions

Self conscious emotions on the other hand are emotions that necessarily require a sense of self as well as an ability to reflect on one’s actions. Further, these emotions are a result of whether the expectation in terms of social norms and rules are met or not. Examples of self conscious emotions are embarrassment,

guilt, pride, shame and humiliation (Feist and Rosenberg, 2015). The self-conscious emotions occur as a result of the extent to which an individual is able to meet his/ her own expectations, the expectations of others or social norms.

4.5 COMPONENTS OF EMOTIONS

Emotion can be termed as an episode that is complex as well as having multiple components (Nolen- Hoeksema et al, 2009). There are six main components of emotion process, these are discussed as follows:

- *Cognitive appraisal*: The first component is cognitive appraisal. Here the situation is assessed based on the personal meaning. For example, if a cricket team wins, there will be a cognitive appraisal with regard to the personal meaning of the situation, whether this individual supports this team or not. If he/ she supports this team and he/ she is a diehard fan of this team then the situation will be assessed as having personal meaning or is personally significant for the individual. The cognitive appraisal leads to the stage or component of emotion.
- *Subjective experience*: This is related to the affective state or the feeling tone that is brought by the emotion (Nolen- Hoeksema et al, 2009).
- *Thought and action tendencies*: At this stage the individual will display an urge to think in a particular manner or take certain actions. For example, when an individual is angry, he/ she may act in a manner that is aggressive.
- *Internal bodily changes*: There are physiological reactions mainly involving the autonomic nervous system. Thus, there could be changes in heart rate or the individual may start perspiring. For example, when a person is angry, he may breath faster.
- *Facial expressions*: In this there is movement in the facial landmarks like cheeks, lips, noses and so on (Nolen- Hoeksema et al, 2009). For example, when an individual is happy, he/ she will smile.
- *Response to emotion*: This stage or component of emotion related to how an individual cope and react with one's own emotions.

Any emotion is as a result of these six components. To further highlight any emotion will thus have the physiological, cognitive and behavioural components. When an individual experiences anger, he/ she may experience physiological arousal in terms of sympathetic arousal. This also has a cognitive component, as the individual may believe that he/ she is in danger. Thus, the individual may display tendencies of avoidance that are related to the behavioural component. further, when an individual is angry, he/ she will experience sympathetic and parasympathetic arousal. The individual will have belief that he/ she is being mistreated and thus he/ she will have attack tendencies (Rathus, 2008).

4.6 FUNCTIONS OF EMOTIONS

From what has been discussed above, there must be no doubt in your mind that emotions are important. But it is also important to understand the functions of emotions, that are discussed as follows:

- *Emotions prepares an individual for action:* Emotions serve as a link between the situation and the individual's reaction. For example, if an individual is crossing a road and suddenly sees a truck coming his/ her, the emotional reaction that he would display, that of fear, would be linked with the physiological arousal.
- *Emotions play a role in shaping of future behaviour of an individual:* Learning takes place as a result of emotions experienced by us and thus for example, the situations that evoke negative emotions are avoided by us.
- *Emotions help in effective interaction with others:* Emotions that are communicated via verbal and non verbal communications may help individuals interact with each other more efficiently, as emotions act as signals thus helping individuals understand what the other person is experiencing. Future behaviour of individuals can also be predicted based on this.

4.7 THEORIES OF EMOTIONS

4.7.1 James-Lange Theory

This theory was put forth by William James and Carl Lange. The theory states that emotions are experienced by individuals due to the physiological changes. Thus, the emotions experienced by an individual can be termed as reaction or response to the bodily changes that occur as a result of certain external events and situations (Feldman, 2015). As an individual is exposed to an external event or situation, he/ she will experience a physiological reaction. And how this physiological reaction is interpreted will determine the emotional reaction of the individual. For example, a teacher catches a student playing game in classroom, the student in this situation will experience physiological changes like rapid heartbeats. This physiological reaction is interpreted by the student as fear ("My heart is beating fast, so I must be scared). Also refer to Figure 4.4.

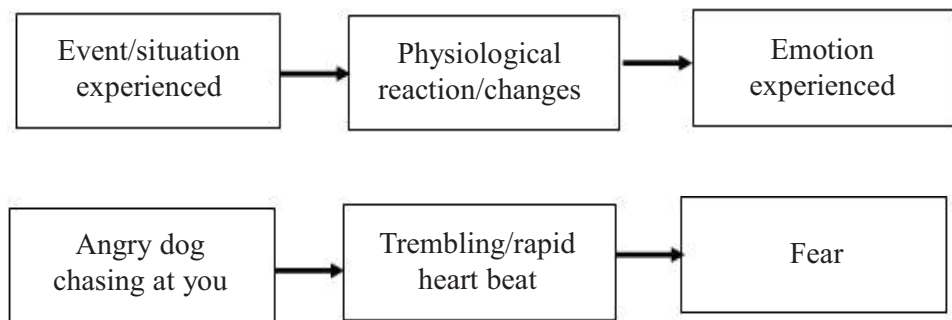


Fig. 4.4: Example of James- Lange Theory

The theory has been criticised because in certain situations, emotions may be experienced even before the physiological reactions are experienced. Also with the slow rate of visceral changes, it may be difficult to interpret how they are the source of the emotions being experienced. Further, some of the emotional experiences may not occur as a result of physiological arousal. For example, an individual who is exercising may experience rapid heartbeat but this may not be termed as fear. Thus it can be said that physiological changes are not as such sufficient in order to elicit emotional reaction. Also varied emotions may be linked with visceral changes that are similar in nature, which again contradicts the assumptions of this theory. For example, an individual may cry when he/ she is happy and also when he/ she is sad.

In this context the facial feedback hypothesis can also be mentioned that states that emotional experience are influenced by the sensory feedback received as a result of facial muscles. Thus, emotional feelings may get enhanced by facial expression.

4.7.2 Cannon-Bard Theory

This theory was proposed by Walter Cannon and Philip Bard. This theory assumes that a same nerve stimulus (that emerges from thalamus) produces physiological arousal as well as emotional experiences at the same time.

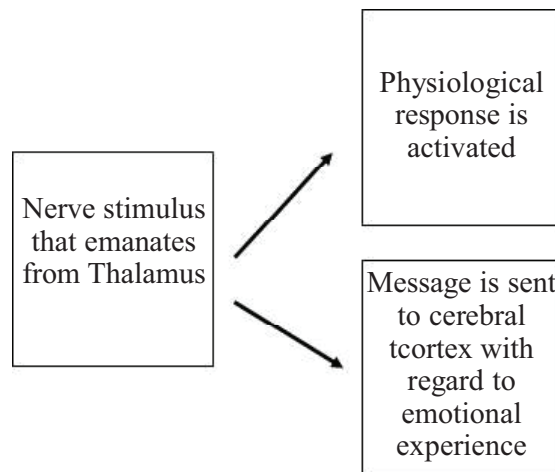


Fig.4.5: Cannon Bard Theory

Thus, when an emotion producing stimulus is perceived by an individual, a signal is sent by thalamus simultaneously to the autonomic nervous system that produces the visceral reaction and to cerebral cortex regarding the emotional experience. Though the theory does rejects the view that physiological arousal leads to emotional experience, recent research has highlighted the role of hypothalamus and limbic system (rather than thalamus) in emotional experience (Feldman, 2015).

4.7.3 The Schachter-Singer Theory

This theory, also called as two factor theory, was proposed by Stanley Schachter and Jerome E. Singer and is based on “the belief that emotions are determined jointly by a nonspecific kind of physiological arousal and its interpretation, based on environmental cues” (Feldman, 2015, pg. 316). Thus the theory states that emotions experienced are identified by the individuals based on their observation of the environment and by comparing themselves with others. This hypothesis was also tested by Schachter and Singer in their experiment. As experiment was carried out in 1962 on a sample of 184 participants (male college students), who were informed that they were receiving an injection of a vitamin to observe its effect on visual skills. The participants were then given either placebo (a saline solution having no side effects) or epinephrine (adrenalin) by a doctor. Epinephrine is a drug that produces responses that are similar to those that occur when intense emotional reactions are experienced (for example, increase in heart rate, blood sugar levels, increased breathing, increase in the blood flow to brain and muscles and so on). The individual injected with epinephrine may experience trembling, rapid heart beats, flushing and so on.

The participants were subjected to one of the four conditions:

- a) Participants who were given epinephrine but were not told about its effect. [Adrenalin ignorant]
- b) Participants who were given epinephrine (though they were told that they were injected with a vitamin) and were told about the effects (of the vitamin) and thus they were prepared. [Adrenalin Informed]
- c) Participants who were given epinephrine (though they were told that they were injected with a vitamin) but were misinformed about the effects (of the vitamin) and were told that they would experience headache and numbness in feet. [Adrenalin misinformed]
- d) Participants who were given placebo. [This served as a control group]

The participants were then placed individually in a situation along with a confederate who behaved in either of the two ways. The confederate was either happy and excited or was angry and hostile. The research was carried out with an objective to examine the emotional reaction of the participants towards the behaviours displayed by the confederates.

The results indicated that participants based their explanation with regard to the physiological arousal experienced by them to the behaviour displayed by others and the environmental cues. Thus, it can be said that this theory proposes a cognitive perspective of emotions.

4.7.4 Opponent Process Theory

The focus of this theory is that “an emotional reaction to a stimulus is followed automatically by an opposite reaction, repeated exposure to a stimulus causes the initial reaction to weaken and the opponent process (opposite reaction) to strengthen” (Baron, 2005 pg. 398). Thus, the theory states that the law of physics that every action is followed by a reaction is also applicable to emotion. The theory has found its application to understand drug addiction. As an individual starts using drugs he/ she may initially experience intense pleasure. However, with repeated use of drugs there is a decrease in the intensity of pleasure and the reactions related to withdrawal become stronger. Thus the individual now consumes drugs in order to avoid the negative feelings he/ she may experience as a result of not consuming drugs rather than for feelings of pleasure.

4.7.5 Cognitive Appraisal Theory of Emotion

This theory was proposed by Richard Lazarus in 1970. The theory states that any information is appraised from various sources, and this appraisal mainly involves cognition. Thus, the emotions experienced are an outcome of the appraisals of the information that is received from the environment and from within the body. Further, the past experiences and dispositions enable to react in certain manner as well as consideration with regard to the possible consequences of an emotional action also play a role in the appraisal process. The theory also focuses on reappraisal of the situation that provoked emotions. Reappraisal also assists in coping with situations that are stressful. For example, when a student is told that he/ she is being called by the Principal of the college, the student will experience apprehension as he/ she would wonder why he/ she is being called. But when the Principal informs the student that he/ she has been selected for an educational trip abroad then there is reappraisal of the situation and the student will experience happiness.

Self Assessment Questions (SAQIII)

Briefly Answer the following Questions:

1) What are emotions?

.....
.....
.....
.....

2) What are the components of emotions? \

.....
.....
.....
.....

3) What are basic emotions?

.....
.....
.....

4) What are the functions of emotions?

.....
.....
.....

5) What is James Lange theory of emotion?

.....
.....
.....

4.8 LET US SUM UP

This last Unit of Block 1 focuses on two important psychological processes; motivation and emotion. We started this chapter with a discussion on the nature and types of motivation. Following this, we discussed various major theories of motivation. In this section we covered seven major theories namely; Instinct Theory, Drive Reduction Theory, Arousal Theory, The Optimal Arousal Model, Incentive Theory, Maslow’s Hierarchy of Needs and, McClelland’s Acquired Needs Theory. Then our discussion moved to the concept of emotion. We talked about various definition of emotions, its types and function in our life. In the last section of this chapter, we studied five major theories explaining emotional process.

4.9 UNIT END QUESTIONS

- 1) Define motivation and explain its types.
- 2) What do you understand by instinct theory of motivation and how is it different from drive reduction theory of motivation.?
- 3) Write a short not on Maslow’s hierarchy of needs and explain how it describes motivational behaviour.
- 4) What do you understand by emotions? Explain various components of emotions.
- 5) Differentiate between James-Lange theory of emotion, Cannon-Bard theory of emotion and Schachter -Singer theory of emotion.

4.10 GLOSSARY

Motivation	: An internal state, dynamic rather than static in nature, that propels action, directs behaviour and is oriented toward satisfying both instincts and cultural needs and goals.
Needs	: These are related to the biological states of cellular or bodily deficiencies that leads to drives.
Drives	: It can be defined as the perceived states of tension that occur when our bodies are deficient in some need, creating an urge to relieve the tension.
Motive	: It is something that actually drives an individual to take certain action and motivation is the process within which a motive drives an individual towards certain action.
Emotion	: Subjective state of being often described as feeling.
Basic emotions	: These are a set of emotions that commonly appear in all the human beings. These are anger, disgust, happiness, fear, sadness and surprise. These emotions can be stated to be innate and are shared by all human beings.
James-Lange Theory of Emotion	: Physiological arousal leads to emotional experience.

4.11 ANSWERS TO SELF ASSESSMENT QUESTIONS

Self Assessment Questions I

- 1) primary and secondary
- 2) Enjoyment
- 3) Extrinsic
- 4) Needs
- 5) purpose and direction

Self Assessment Questions II

- 1) False
- 2) True
- 3) False
- 4) False
- 5) True

Self Assessment Questions III

- 1) Emotion is a reaction consisting of subjective cognitive states, physiological reactions and expressive behaviours.
- 2) Major components of emotions are: (1) physiological changes within our bodies-shifts in heart rate, blood pressure and so on; (2) subjective cognitive states, which is, the personal experience we label as emotions; and (3) expressive behaviours that is outward signs of these internal reactions.
- 3) Basic emotions are a set of emotions that commonly appear in all the human beings. These are anger, disgust, happiness, fear, sadness and surprise.
- 4) Emotions prepares an individual for action; Emotions play a role in shaping of future behaviour of an individual; Emotions help in effective interaction with others.
- 5) According to the theory, emotion is felt and experienced in the following steps- Environmental influence (event) → Physiological change → Psychological experience

4.12 REFERENCES AND SUGGESTED READINGS

Gorman, P. (2004). *Motivation and Emotion*. Routledge.

Buck, R. (1988). *Human Motivation and Emotion*. John Wiley & Sons.

Edwards, D. C. (1998). *Motivation and Emotion: Evolutionary, Physiological, cognitive, and Social Influences* (Vol. 3). SAGE publications.

Hall, N. C., & Goetz, T. (2013). *Emotion, Motivation, and Self-regulation: A Handbook for Teachers*. Emerald Group Publishing.

Benjamin Jr, L. T. (2007). *A Brief History of Modern Psychology*. Blackwell publishing.

Baron, R.A.(2001). *Psychology*. 5th Edition. Pearson Education, New Delhi, India.

Esgate, A. & Groome, D. (2005). *An Introduction to Applied cognitive Psychology*. Hove: Psychology Press, USA.

Eysenck, M. W. (2013). *Simply Psychology*. New York: Psychology Press.

Feist, G. J and Rosenberg, E. L. (2015). *Psychology: Perspectives and Connections*. New York: McGraw- Hill Education.

Orientation to Psychology

Feldman, R. S. (2015). *Essentials of Understanding Psychology*. New York: McGraw- Hill Education.

Jack Ma. Retrieved August 9, 2018, from <https://www.shoutmeloud.com/jack-ma-alibaba-founder.html>

The Yerkes- Dodson law. Retrieved August 9, 2018, from https://en.wikipedia.org/wiki/Yerkes%E2%80%93Dodson_law

Maslow's hierarchy of needs. Retrieved August 9, 2018, from <https://courses.lumenlearning.com/boundless-psychology/chapter/humanistic-perspectives-on-personality/>