

Chapter 12 Motivation and Emotion Page 430

AP Outline

VIII. Motivation and Emotion (7–9%)

Biological Bases
 Theories of Motivation
 Hunger, Thirst, Sex, and Pain
 Social Motives
 Theories of Emotion
 Stress

Theme: Our behavior is energized and directed by motives and emotions

Chapter deals with:

Links between motives and emotions

Basic motives:

Thirst, Hunger then connect □how emotions affect us
Hunger is monitored within the brain

Motivated behavior is influenced by:

- learned habits
- External cues
- Cultural values

Activities are related to needs for stimulation to maintain arousal

Needs + Motives are learned

Emotions help us to adapt to environment

Emotional Knowledge =

Self awareness

Empathy
Can manage feelings
Can use emotions

Romantic love is in this chapter

Motivation = why we act as we do

Example:

What are your goals?

Why do you pursue them?

How vigorously do you try to reach them?

When are you satisfied?

When do you give up?

Sources of Motivation

Biological Factors

Emotional Factors- panic, fear, anger, love

Cognitive Factors- perceptions, beliefs, expectations

Social Factors-influence from parents, friends, teachers, TV, Siblings...

Theories of Motivation:

Instinct- biology/innate abilities that allow us to survive

Drive Reduction- needs, or drives, are defined internal states of arousal or tension which must be reduced. -hunger or thirst, which motivates us to eat. We are driven to reduce these drives to maintain homeostasis

Optimal Arousal- we are driven to maintain a certain level of arousal in order to feel comfortable. A state of emotional, intellectual, and physical activity.

Incentive- goals based on environment motivate us ([web](#))

Basic Model of Motivation

Dynamics of behavior (evolution behind behavior)

How actions are:

1. Initiated
2. Sustained
3. Directed
4. Terminated

Example- Food seeking

Initiated by bodily need

Search was **sustained**

Action **directed** by possible solutions

Terminated by attained goal

The Model (motives)

Motivated Activities- begin with need

1. Need = An internal deficiency

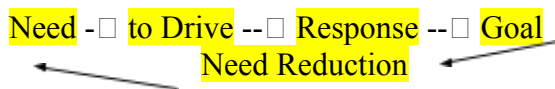
Needs cause - □ Drive =

2. Drives create an energized state

Drives - □ activate a response

3. A Response: is an action or series of actions whose purpose is to attain a goal

4. Goals are the object (target) of motivated behavior



Needs and drives differ in strength

Needs □ are stronger than drives
Drives fluctuate

Push and Pull to motivation-

Motivated behavior can be energized (strengthened) by the pull of external stimuli and push of internal needs

Incentives = the pull of a goal

Incentive value = the goal's appeal beyond ability to fill a need

Incentive value of goals help us understand motives that don't come from internal needs

Example Success – status – approval

Actions are a mix of internal needs + external incentives

There are conflicts associated between internal and external needs

Types of Motives

3 categories

1. Primary Motives (Biological or Innate) • Based on biological needs • Must be met for survival • Hunger, thirst, Pain Avoidance • Air, sleep • Elimination of waste	2. Stimulus Motives (not necessarily for survival) • Need for stimulation • Need for information • Activity • Curiosity • Exploration • Manipulation • Physical contact
3. Secondary Motives (learned motives) • Learned needs or drives and goals • Making music • Competing • Learned needs for power ○ For affiliation ○ Status ○ Security ○ Approval ○ Achievement ○ Fear + Aggression are learned	

Primary Motives + Homeostasis

Biological (or innate) needs drive much of our behavior

Biological needs are used to maintain body-balance called Homeostasis

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Hunger (motive) [Web Site](#)

Occurs in regular cycles each day

Good example of how internal + external factors direct behavior

Stomach size is some indication □ feelings of hunger

Glucose level in blood

Hypoglycemia= low blood sugar □ feelings of hunger – stomach contraction

Liver affects hunger too: (liver sends nerve signals to brain □ desire to eat)

More important is the level of **glucose** (blood sugar) in the blood. Most of the food you eat gets converted to glucose, much of which is converted by the liver into fat for later use. **When the levels of glucose are low**, the liver sends signals to the **hypothalamus** - specifically, the **lateral hypothalamus** - that levels are low. The hypothalamus in turn triggers whatever habits you have **accumulated relating to food seeking** and consumption.

Para-ventricular Hypothalamus

Another portion of the hypothalamus (the **paraventricular hypothalamus**) actually tells you more specifically which foods you need, and seems to be responsible for many of our "**cravings**."

Brain Mechanisms: (not just one part of the brain)

Hypothalamus- does regulate **Motivation and Emotion** & hunger, thirst, sexual behavior

Sensitive to sugar in blood

Receives neural messages from liver & stomach (hunger)

Lateral Hypothalamus (initiates eating)

Signals feeding= **initiates eating**

When stimulated in experiments **causes animals to eat**

If destroyed no eating

Ventro-Medial Hypothalamus (stops eating)

2nd part of the hypothalamus

Satiety System= **stop mechanism** (hunger ends- feelings of fullness)

If destroyed causes **over eating**

Responds to Marijuana – munchies – **inhibits the satiety system**

<http://www.benbest.com/science/anatmind/anatmd7.html>

Para-ventricular Nucleus (part of the hypothalamus)

Both starts and stops eating

Affects hunger = helps keep blood sugar levels steady

Sensitive to **Neural-peptide Y (NPY)** Large amounts = **hunger**

Glucagon like peptide 1 (GLP-1) (Stops eating)

- Causes eating to cease
- Released by intestines
- **After eating a meal**

- To blood then brain
- 10 minutes after eating begins
- Eat slowly

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Set Point – thermostat when fat levels rise (trigger to stop eating)

Leptin-

Fat cells release **Leptin** and tell brain to stop eating

Overeating raises the set point

Genes also influence fat parents = fat children

Obesity:

External eating cues

- Eat more when more attractive food is present
- Risk of overeating
- Emotional Eating is true

Diet – culture is important

Taste Aversion – associated with nausea

Classical conditioning

Classical conditioning (reflexes)

Biological tendency – associate food with sickness

Protective in nature

Eating disorders:

Anorexia Nervosa

- Adolescent females <5-10%)
- Severe dieting
- Compulsive attempt to lose weight
- Do not seek or desire food
- 1 in 20 die from malnutrition

Bulimia-Nervosa

- Gorge on food then vomit
- Or take laxatives to avoid weight gain

Causes of Bulimia + Anorexia

Women dissatisfied with bodies
Distorted views of themselves
They think they're fat
Exaggerated fears of becoming fat

Obsessive

Harmful messages in the media
Comparing to models
Distorted body image

Anorexics

Perfect daughter- control issue
Shame + guilt self contempt anxiety □ then purge □ then calming

Treatment of Eating Disorder

Medical diet
Counseling □ with emotional conflicts

Behavioral Counseling

Self monitoring of food intake
Extinction training/control the urge for vomiting

Cognitive Approach-

Changing the thinking patterns and beliefs about weight + body image

Usually people need outside support and urging from family

Culture/Ethnicity/Dieting

Body image □ fits □ culture expectations

Primary Motives Revisited: Thirst, Sex, and Pain

Thirst – 2 kinds

1. Extra cellular

2. Intra cellular

Extra Cellular Thirst:

When water is lost from fluids surrounding cells

Bleeding, vomiting, sweating, drinking—caused by drinking alcohol

Salty liquids help

Intra-Cellular Thirst

Salt level rises

Draws fluid out of cells

Pain (episodic)

Drive to avoid pain

Takes place at certain episodes when body is or is about to be damaged

Prompts us to avoid pain

Pain tolerance is learned

We can raise or lower tolerance

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Sex Drive (not a primary motive)

Motivates a wide range of behavior

Human sex drives can be aroused at virtually any time.

Sexual activity does not prevent sexual desire

Sex drive can be aroused + reduced

Definition:

Sex Drive= one's motivation to engage in sexual

It is non-homeostatic = relatively independent from bodily need

Mammals = female hormone Estrogen causes Estrus (heat)

Females also have androgens (primary male hormone) when female androgens rise it increases female sex drive

Males -

Ready to mate

Sex drive = arousal by behavior + receptive female

Related to androgens = male hormone- produced by testes

Puberty the supply of androgens increases and □ increased sex drive

The Coolidge (Tiger Woods) Effect:

Male sex drive can be aroused repeatedly with new sexual partners.

Stimulus Drives

“Sky Diving, Horror, Movies, The Fun Zone”

Level of arousal is linked to motivation

Stimulus Drives: help us survive

Reflects needs for info

Exploration

Manipulation

Sensory input

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Arousal theory

Says ideal levels of activation exist for various activities

Arousal refers to activation of body + nervous system

- Zero @death
- Low during sleep bored
- Moderate daily activities
- High at times of excitement
- Emotion panic fear and anxiety

Sensation seekers □ people learn to seek particular levels of arousal-

There are sensation seeking personality types- people who seek high levels of stimulation

Sensation seeking scale

1. Thrill and adventure seeking
2. Experience thinking
3. Disinheriting
4. Boredom susceptibility

Levels of Arousal

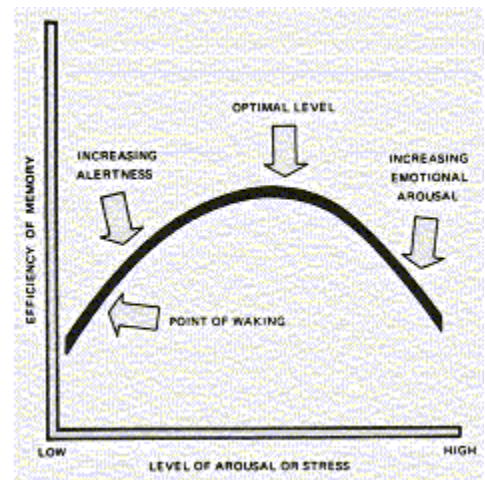
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We perform best when we have a moderate level of Arousal

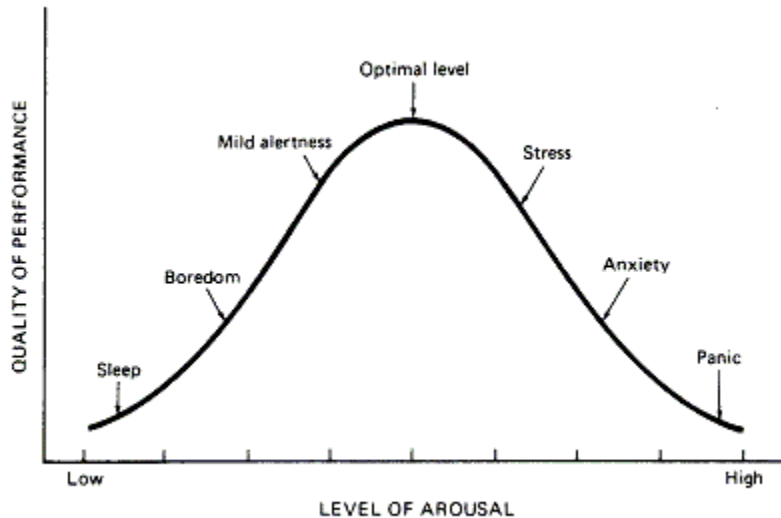
Best to be not too passive (low level) and not too anxious

Inverted U Function

- Says low levels of arousal = lower performance
- More arousal performance improves
- Ideal level of arousal depends on complexity of task
- For simple task □ best for arousal to be high
- Complex tasks □ best for lower or moderate arousal



Yerkes-Dodson Law



Emotional
disturbances
overly aroused

Disorganization
frenzy
Is panic

Circadian Rhythms

Internal biological clocks □ guides bodily activity

24 hour cycle

Impacted by Jet Lag and shift work (night shift, graveyard shift...)

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Test Anxiety-

Can be overcome by preparation

Opponent-Process Theory (Richard Solomon 1980) [web site](#)

- Explains learned motives example (drug addiction)
- "if a stimulus causes a strong emotion (fear or pleasure)
- An opposite emotion tends to occur when stimulus ends.
- Pain + Pain ends = relief

Example of Opponent Process Theory ([another link](#))

Fear of dogs □ opposite emotion when no dogs.

Pleasure + Drug use □ pleasure end □ craving and discomfort

In love □ feels good when lover is present □ when they are not present discomfort

If stimulus is repeated □ our response gets habituated (gets weaker)

Emotional after affects get stronger with repetition- the initial "cost"

“After a first sky dive, beginning parachutists feel a brief but exhilarating sense of relief. After many such experiences they get a rush of euphoria that lasts for hours... With repetition the pleasurable after affect gets stronger.”

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Social Motives

Success

Money

Possessions

Status

Love approval

Grades

Power

Acquired through conditioning + socialization

Due to learned needs □ need for achievement

Need for Achievement (NACH)

“A desire to meet an internal standard of excellence”

People strive to do well in any situation which evaluation takes place.

People with high need for achievement □ enjoy challenges + chances to test their abilities

Need for Power

Desire to have impact/control over others

Their importance must be visible example financial success

Characteristics of Achievers:

McClelland –

Could predict behavior of high & low Achievers

People with high (NACH) don't seek goals that are too easy

They also avoid goals that are too risky

High achievers = complete difficult tasks

Excel in occupations

Work harder when they do bad

Self confidence affects motivation

Key to Success

Benjamin Bloom (researchers)

Identified via study

Found Drive and Determination = Success

How?:

1. Parents expose children to music, swimming, science (ideas) for fun
2. Talents nurtured by dedication + hard work
3. Support child's special interest
4. Emphasize doing one's best at all times
5. Coaching + Practice

Self confidence:

If people believe they can reach their goals

Helps motivation

Page 450 List to help self confidence

1. Set goals that are specific and challenging but attainable
2. Visualize the steps you need to reach your goals
3. Advance with small steps and continue
4. Get expert instruction
5. Find skilled models to emulate
6. Get support + encouragement
7. If you fail- regard it as a sign you need to try harder

Motive in perspective

Abraham Maslow (Humanistic Psychology)

Said "If basic needs were met, we tend to move on to actualizing potential"

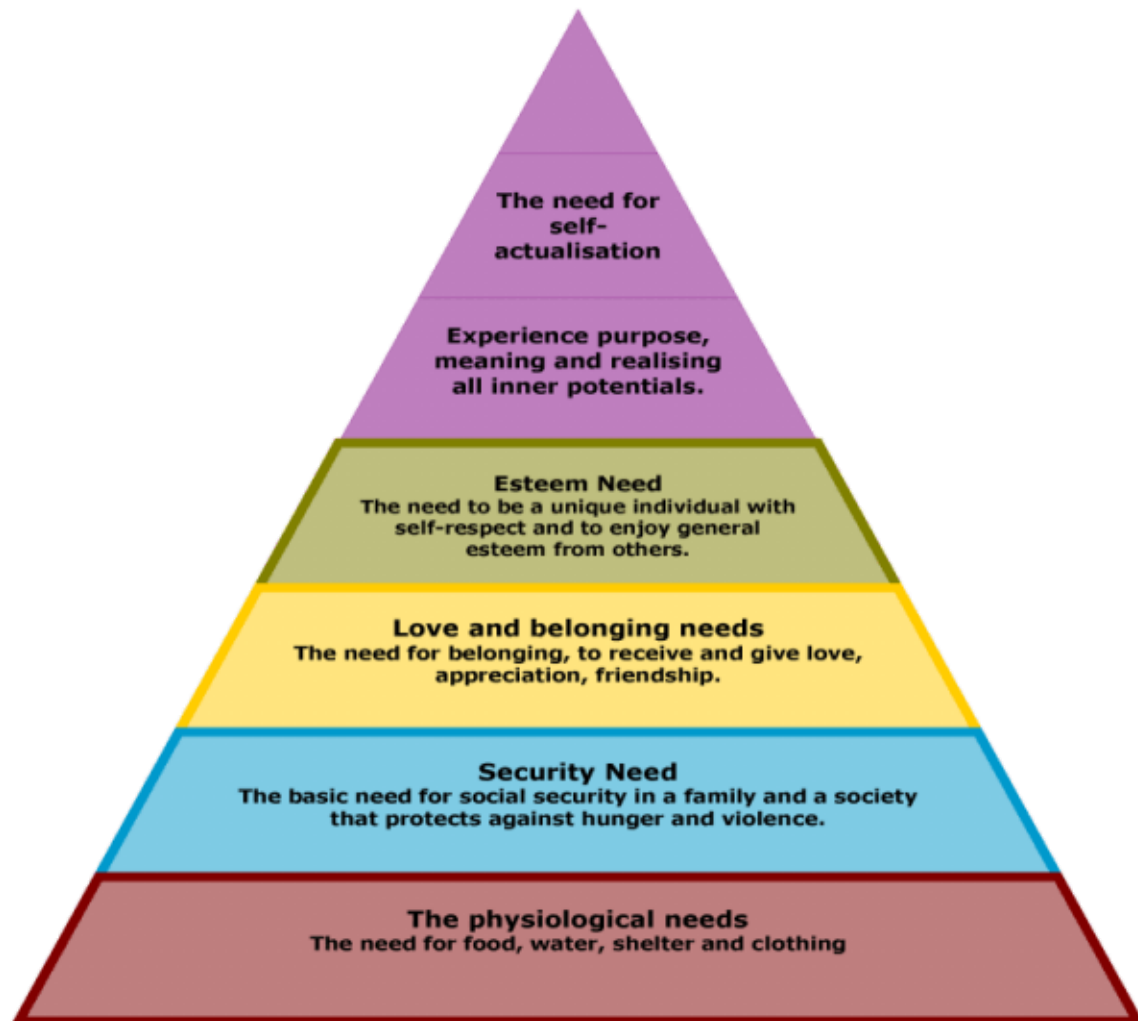
Said "High needs are only expressed after basic physical needs are met."

Self Actualization = full use of personal potentials

Described a hierarchy of human needs

Base of pyramid = necessary for survival

Pre-potent – domination over higher needs



First 4 levels are basic needs

Other needs:

Love

Belonging- family, friendships, being cared for

Esteem – recognition

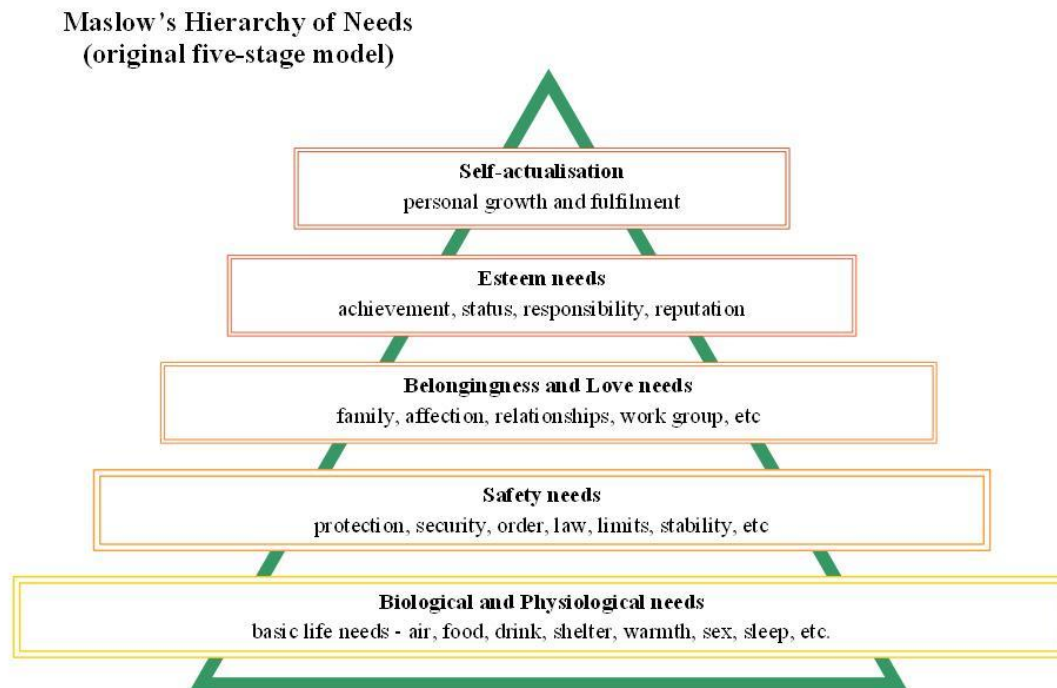
Self-Esteem - Self respect

Basic needs are Deficiency Motives

Activated by lack of:

Food, water, security, love, esteem, or other basic needs

Top of Pyramid- **growth needs** example of self actualization
Positive- life enhancing for personal growth



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Self actualization

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How are needs for self-actualization expressed?

Meta-Needs = are higher needs, tendency for self- actualization

We tend to **move up to Meta-Needs**

A person who meets survival needs ☐ then moves to Meta Needs

If Meta-needs are unfulfilled (not met) then **they are in a "State of decay"**

"State of Decay" means despair, apathy, alienation

Meer Survival or comfort is not enough for **a satisfying life.**

Few people are motivated by self-Actualization

Most people are concerned with Esteem, Love, and Security

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Intrinsic vs Extrinsic Motivation

Intrinsic Motivation:

- We act without any obvious external rewards
- We enjoy it
- Supports
- Excessive intrinsic rewards reduce motivation

Extrinsic Motivation:

- External Factors
- Pay
- Grades
- Rewards
- Obligations
- Approval

Creativity is enhanced by personal interest and freedom of choice

Creativity Killers:

- Working under surveillance
- Having choices restricted by rules
- Working only for a good evaluation (to avoid a bad one)
- Working to get more money
- Time pressure kills creativity

Children Need Intrinsic Motivation

- If no intrinsic motives then use extrinsic
- If basic skill is lacking Extrinsic motivation may be necessary
- Extrinsic activity can help develop intrinsic motivation

Pg 453 Emotions Shape our relationships

Emotions shape our daily activities
What are the basic parts of Emotion?

Emotion (defined) (emotion means to move)

Physiological arousal and changes in facial expression, gestures, posture, and subjective feelings

We are motivated by fear + Joy

Emotions cause us to **action**, to get **enjoyment** and action to **avoid pain**

Emotions are linked to **adaptive behavior** (recall we adapt to our environment, situation, or

Attacking, fleeing, seeking, comfort, helping others, reproducing-

Emotions help solve + cause problems (stage fright)

Hate, anger, disgust, fear

Emotions disrupt behavior + relationships

Physiological changes occur with emotions:

There are bodily responses to emotions □ to fear, anger...

Heart rate

Blood pressure

Perspiration

Adrenaline- sympathetic nervous system + in blood (activates during emotion episode)

Emotional Expressions – outward signs of emotion

Voice + tone + posture

Trembling

Facial expressions ([web page](#)) other [web pages](#)

Correspond to human emotions

Happy, Sad, Contempt, Anger, Fear, Disgust, Surprise

Primary Emotions

Plutchik- found 8 Primary Emotions

All fluctuate in intensity

Fear, surprise, sadness, disgust, anger, anticipation, joy, trust (acceptance)

These emotions can be mixed to yield a 3rd emotion

Joy + Fear = **guilt (stolen cookie story)**

Love + Anger + Fear = **jealousy**



Moods = are mild form of emotion

“Low intensity emotional states”

That last for hours or days.

Moods are tied to circadian Rhythms= 24 hour cycle

Brain and Emotion

Positive and negative emotions can occur at the same time

Hemispherization of Emotion-

Left brain associated with positive emotions

Right Brain associated with negative emotions

Emotional thought is also processed in Cerebral Cortex

Amygdala – processes fear

Info passes through the cortex straight through to the Amygdala

Problem- damage to Amygdala = no fear

Also problem with reading other people's emotions

Physiology of Emotion:

The body reacts to freight or fear (Autonomic Nervous System)

Muscle Tension

Pounding heart

Irritability

Dryness of throat and mouth

Sweating

Butterflies

Frequent urination

Trembling

Restlessness

Sensitivity to loud noises

Autonomic Nervous System-	
Green Light= Sympathetic ● Fight or Flight ● Emergency Action ● Arouses Body System ● Sugar is released into blood stream ● Heart beat increases to supply muscles	Yellow Light= Para-sympathetic ● Slows-emotional arousal ● Calms + relaxes body ● Heart is slowed ● Blood pressure drops ● Slows responses

● Digestion is slowed ● Blood to skin reduced to stop bleeding	● Sometimes parasympathetic system over-reacts causes dizziness and fainting after a horrifying incident Parasympathetic Rebound= Sudden death from overreaction stops heart Caused by trauma and or fear Earthquake
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Expressing Emotions

“Psychologists believe that emotional expressions evolved to communicate our feelings to others which aids survival”

People more sensitive to angry, scheming thinking, faces...

Basic Facial expressions seem to be universal

Cultural Differences in Emotion

- Asian cultures- group harmony is important
- -□ Anger is not a public emotion
- America and Western Europe= Anger is common
- □reflects values of independence + rights
- Justice

Pg 459 Gender + Emotion

Western Culture women emotionally expressive

Girls -- Learn to express emotions

Boys are taught to suppress emotions

Some men Anger is the only emotion they can freely express

The smile is universal ☺

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Body Language = facial and bodily gestures

Kinesics – the study of communication through body movement, posture, gesture, facial expression.

20,000 different expressions

4 major categories of facial expressions

1. Pleasantness 2 Unpleasantness 3. Attention 4. Rejection 5.Activation (arousal)

Body emotions-

Relaxation- casual position- arms and legs

Tension

Liking □ leaning towards a person

Disliking

We **mimic** facial expressions

We change our body language to match others = group

Posture indicates emotional state

Erect = success

Behavioral Lie Catching

Illustrators – gestures less animated when lying

Emblems- gestures of widely understood meaning

Increase with **lying**

Signs of emotion

ANS □ blinking, blushing, blanching, pupil dilation, perspiration, frequent swallowing, speech errors

Theories of Emotion

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Cannon-Bard Theory □ (1927)

Biological origins 1. James Lange Theory (1884-1885) William James (Functionalist) Carl Lange - Event □ Arousal □ □ Interpretation □ Emotion Said □ emotional feelings follow bodily arousal “We see bear, we run, (we are aroused- □ then feel fear) 2Walter Cannon + Phillip Bard □ disagreed with James Lange - Said □ Seeing Bear activates □ Thalamus - Thalamus □ alerts the Cortex & hypothalamus for actions - Cortex □ produces – our emotional feelings and emotional behavior - Hypothalamus triggers □ chain of events that arouse body.	Cognitive Schacter’s Cognitive Theory of Emotion (1971) Cognitive factors enter into emotion We apply labels to general physical announcement Arousal + Label = interpret feelings Emotional feelings Behavior
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Attribution

Valins- Arousal theory attributed to various sources

Attributing □ arousal to emotion

Arousal is associated with emotion

Example

Parent interfere with a budding relationship □ intensifies feelings by adding frustration, anger, fear, or excitement.

Facial Feedback Hypothesis

How do facial expressions influence □ emotion?

Carol Izzard □ said □ emotional activity causes innately programmed changes in facial activity.

Facial expressions cause “Cues to brain- that help us determine what emotion we are feelings.”

How you appraise a situation= Emotional Appraisal

We evaluate a personal meaning of a stimulus □ that is good/bad; threatening/supportive; Relevant/irrelevant