Motivation and Emotion

**Motivation**
(process by which activities are started, directed, and continued so that physical or psychological needs or wants are met)

**types**
- **intrinsic:** actions are rewarding or satisfying in and of themselves
- **extrinsic:** actions are performed because they lead to some sort of external outcome

**instinct**
- biologically determined/innate patterns of behavior
- old approach: instincts are mainly descriptions, not explanations; idea that some behavior is hereditary remains an important focus

**drive reduction**
- need: requirement for something essential for survival; existence of need leads to psychological tension (drive) and physical arousal; satisfying need reduces drive/tension
- primary drives involve survival needs (e.g., hunger, thirst) and maintaining homeostasis
- secondary (acquired) drives are learned through experience or conditioning (e.g., money, social approval)

**psychological needs**
- psychological needs have been highlighted in some theories (e.g., McClelland)
- Dweck suggests that the need for achievement is linked to a person's view of self (fixed or changeable) and locus of control

**Approaches to Understanding Motivation**

**arousal**
- need for stimulation
- arousal theory suggests people have an optimal level of tension that they work to maintain
- a moderate level is most commonly sought, but that level can range from low to high (sensation seeking)

**incentive**
- things that attract or lure people into action, most often due to rewarding properties
- based in part on principles of learning
- early work by Tolman, Lewin, and Rotter focused on expectancy-values or how our beliefs, values, and importance we attach to these affect our actions

**humanistic**
- based primarily on Maslow's hierarchy of needs; primary, basic needs must be met before higher levels can be met (see Fig. 9.3)

**Approaches to Understanding Motivation (continued)**

**hunger**
- impacted by insulin response; insulin (normally released more after onset of eating) reduces level of glucose in bloodstream (resulting in lower blood sugar and increased hunger); glucagon increases level of glucose
- ventromedial area of the hypothalamus may be involved in stopping eating when glucose level goes up; lateral hypothalamus appears to influence onset of eating when insulin level goes up
- person's weight set point and basal metabolic rate are tied to hypothalamus, and the hormone leptin appears to affect appetite
- hunger and eating behaviors are influenced by social cues and convention (e.g., eating at certain times), culture, and gender

**Why People Eat**

**maladaptive eating**
- obesity: body weight 20% or more over ideal (based on height); significantly impacted by genetics, overeating, exercise, and changes in metabolism
  - anorexia nervosa
  - bulimia nervosa
  - [Link to Chapter Fourteen, Psychological Disorders]
Motivation and Emotion

physiological arousal is created by the sympathetic nervous system and is associated with brain activity in specific areas (e.g., the amygdala) and right or left hemisphere activity.

emotional expressions can vary across cultures but some expressions seem to be universal; display rules also vary across cultures and according to gender.

subjective labeling of emotion is largely a learned response, influenced by both language and culture.

Emotion
(is “feeling” aspect of consciousness, characterized by physiological arousal, specific expressive behavior, and inner awareness of feelings)

Lazarus’s cognitive-mediation theory places the emphasis on the cognitive appraisal and interpretation of the stimulus that causes the emotional reaction.

Based on ideas from Darwin, the facial feedback hypothesis suggests that facial expressions (and other behaviors) provide feedback to the brain that can intensify or cause a specific emotion.

James-Lange theory suggests that specific stimuli result in physical arousal and leads to labeling of the emotion.

Cannon-Bard theory suggests that emotion and physiological arousal occur simultaneously.

cognitive arousal theory (Schacter-Singer) suggests that physiological arousal and the actual interpretation of that arousal based on cues from the environment must occur before the emotion itself is experienced.

Various Theories of Emotion
have been suggested, each with a slightly different focus and interpretation (see Fig. 9.12)
Motivation
(process by which activities are started, directed, and continued so that physical or psychological needs or wants are met)

Approaches to Understanding Motivation

- psychological needs have been highlighted in some theories (e.g., McClelland)
- Dweck suggests that the need for achievement is linked to a person's view of self (fixed or changeable) and locus of control

Arousal
need for stimulation

- arousal theory suggests people have an optimal level of tension that they work to maintain
- a moderate level is most commonly sought, but that level can range from low to high (sensation seeking)

Approaches to Understanding Motivation (continued)

- incentive things that attract or lure people into action, most often due to rewarding properties
- humanistic based primarily on Maslow's hierarchy of needs; primary, basic needs must be met before higher levels can be met
- Alderfer's modification
- self-determination theory
9.6 hunger

Why People Eat

- obesity: body weight 20% or more over ideal (based on height); significantly impacted by genetics, overeating, exercise, and changes in metabolism
- anorexia nervosa
- bulimia nervosa

9.7 physiological arousal is created by the sympathetic nervous system and is associated with brain activity in specific areas (e.g., the amygdala) and right or left hemisphere activity

9.8 emotional expressions can vary across cultures but some expressions seem to be universal; display rules also vary across cultures and according to gender

9.9 subjective labeling of emotion is largely a learned response, influenced by both language and culture

Emotion

(is “feeling” aspect of consciousness, characterized by physiological arousal, specific expressive behavior, and inner awareness of feelings)

Lazarus’s cognitive-mediational theory

Facial feedback hypothesis (based on ideas from Darwin)

James-Lange theory

Cannon-Bard theory

Cognitive arousal theory (Schacter-Singer)

Various Theories of Emotion

have been suggested, each with a slightly different focus and interpretation
Health, Stress and Coping

**Stress and Stressors**

- Stress is the physical, emotional, cognitive, and behavioral response to events that are appraised as threatening or challenging; first studied systematically by Hans Selye
- Stress-causing events are called stressors; can come from external or internal sources; range from mild to severe
- Can include physical fatigue, recurring illness, over/under eating, smoking/drinking more than usual, mood swings, irritability, depression, anger, memory, and concentration problems
- Negative events cause distress; positive events cause eustress, the optimal level of stress required to facilitate healthy adaptation and well-being
- External stress-causing events may include catastrophes, major life changes, and daily hassles (differ according to developmental stage)
- Can be assessed systematically (e.g., Social Readjustment Rating Scale, College Undergraduate Stress Scale)

**Pressure**

- Urgent demands or expectations and uncontrollability

**Frustration**

- Due to external (losses, rejections, failures, delays) or internal (personal characteristics) factors; can result in several typical responses
- Persistence
- Aggression
- Escape/Withdrawal (suicide) is a drastic form of escape

**Conflict**

- Approach-Approach conflict does not involve a great deal of stress; person experiences attraction to two or more desires or goals
- Avoidance-Avoidance conflict is more stressful; choice between two or more undesirable situations
- Approach-Avoidance conflict can be most stressful; single goal or event has both positive and negative aspects
- Multiple Approach-Avoidance conflicts are fairly common in daily life (e.g., double approach-avoidance) due to life decisions affecting two or more goals

*(Psychological stressors are often related to external events)*
Health, Stress and Coping

Physiological Factors
- The autonomic nervous system (ANS) figures prominently in the body's physiological reactions to stress.
- Hans Selye identified the general adaptation syndrome (GAS), the sequence of physiological reactions the body goes through when adapting to a stressor.
- Stress-related responses similar to those triggered by infection—increase in white blood cell count, enzymes, and antibodies.
- Body is engineered for short-term, acute stress; prolonged stress/depletion of resources results in reduced functioning of immune system.
- Alarm: sympathetic nervous system is first activated.
- Resistance: continued activation of sympathetic activity until organism's resources are depleted.
- Exhaustion: prolonged stress response coupled with depleted resources can lead to stress-related diseases or death of the organism; if stressor is stopped, parasympathetic division is activated and body attempts to replenish resources.

Cognitive and Personality Factors
- Lazarus's cognitive-mediation theory of emotions suggests an individual's appraisal of a stressor is a major factor in determining how stressful that stressor becomes.
- Primary appraisal involves estimating severity of the stressor and classifying it as a threat, challenge, or loss already occurred.
- Secondary appraisal involves estimation of resources available to cope with stressor.
- Result of appraisal determines level of stress and emotional reaction.
- Personality differences affect how one assesses a stressor, the coping strategies used, and possible health outcomes.
- Seligman (originally studied concept of learned helplessness) began the positive psychology movement; has suggested that optimism leads to longer life and greater success in life endeavors.
- Optimism is associated with controlling mood or emotional reactions; can be a learned skill through alternative thinking, downward social comparison, relaxation, and correcting faulty thinking.

Social Factors in Stress
- A great deal of stress can come from dealing with other people and social interactions.
- Poverty and job stress are prominent, economically based social factors that lead to stressful living conditions.
- Poverty results in lack of basic life necessities.
- Job stress may be related to workload, lack of control or job security, work schedule, and low job satisfaction.
- Integration: original identity maintained but forms positive relationships with member of dominant culture (lowest stress).
- Assimilation: individual gives up old culture and completely adopts ways of majority (moderate stress).
- Separation: majority culture is rejected and original cultural identity is maintained (high stress).
- Marginalization: does not maintain contact with original culture or join majority culture (greatest stress).
Health, Stress and Coping

Coping strategies are behavioral and psychological actions taken to master, tolerate, reduce, or minimize the effect of stressors.

- **Problem-focused coping**: Involves working to change or eliminate the stressor itself.

- **Emotion-focused coping**: Involves changing the way a person feels or emotionally reacts to a stressor.
  - Meditation, in its various forms, helps to promote relaxation, calm anxiety, improve sleep, and lower blood pressure.
  - An individual’s culture and/or religious beliefs can affect the appraisal of events as more or less stressful, the coping strategies adopted, and support systems that can offer assistance.
11.1 Stress and Stressors

Stress is the physical, emotional, cognitive, and behavioral response to events that are appraised as threatening or challenging; first studied systematically by Hans Selye. Stressors can include physical fatigue, recurring illness, over/under eating, smoking/drinking more than usual, mood swings, irritability, depression, anger, memory and concentration problems. Negative events cause distress; positive events cause eustress, the optimal level of stress required to facilitate healthy adaptation and well-being. External stressors may include catastrophes, major life changes, and daily hassles (differ according to developmental stage). Stressors can be assessed systematically (e.g., Social Readjustment Rating Scale, College Undergraduate Stress Scale).

11.3 Stress and Stressors (continued)

Pressure: urgent demands or expectations and uncontrollability

Frustration due to external (losses, rejections, failures, delays) or internal (personal characteristics) factors; can result in several typical responses: persistence, aggression, escape/withdrawal (suicide is a drastic form of escape).

Stress and Stressors (continued)


11.4 Physiological Factors

Hans Selye identified the general adaption syndrome (GAS), the sequence of physiological reactions the body goes through when adapting to a stressor: alarm, resistance, and exhaustion.

Physiological Factors:

- The autonomic nervous system (ANS) figures prominently in the body's physiological reactions to stress.
- Stress-related responses similar to those triggered by infection—increase in white blood cell count, enzymes, and antibodies.
- Body is engineered for short-term, acute stress; prolonged stress/depletion of resources results in reduced functioning of immune system.
11.5

- Lazarus's cognitive–mediational theory of emotions suggests an individual's appraisal of a stressor is a major factor in determining how stressful that stressor becomes.
  - personality differences affect how one assesses a stressor, the coping strategies used, and possible health outcomes
  - Type A
  - Type B
  - Type C
  - "Type H"

Cognitive and Personality Factors

- explanatory style optimists tend to look for positive outcomes, whereas pessimists seem to expect the worst
  - Seligman (originally studied concept of learned helplessness) began the positive psychology movement; has suggested that optimism leads to longer life and greater success in life endeavors
  - optimism is associated with controlling mood or emotional reactions; can be a learned skill through alternative thinking, downward social comparison, relaxation, and correcting faulty thinking

11.6

- a great deal of stress can come from dealing with other people and social interactions
  - poverty and job stress are prominent, economically based social factors that lead to stressful living conditions
  - poverty results in lack of basic life necessities
  - job stress may be related to workload, lack of control or job security, work schedule, and low job satisfaction

Social Factors in Stress

- culturally, stress is affected by status of acculturation (adapting to a new, different, or often dominant culture) and the method chosen to adapt
  - integration
  - assimilation
  - separation
  - marginalization

in general, having a positive social support system that provides various forms of help (e.g., monetary, physical, emotional support) is a good predictor for healthy aging and longevity

11.7

- coping strategies are behavioral and psychological actions taken to master, tolerate, reduce, or minimize the effect of stressors
  - problem-focused coping involves working to change or eliminate the stressor itself

11.8

- emotion-focused coping involves changing the way a person feels or emotionally reacts to a stressor
  - various methods and behaviors exist to help individuals in dealing with stress
    - meditation, in its various forms, helps to promote relaxation, calm anxiety, improve sleep, and lower blood pressure
    - an individual's culture and/or religious beliefs can affect the appraisal of events as more or less stressful, the coping strategies adopted, and support systems that can offer assistance