

# Motivation and Emotion

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

## Motivation

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

- **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)
    - need for **achievement**
    - need for **affiliation**
    - need for **power**
  - 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)
  - **Alderfer's modification:** only three levels: existence, relatedness, growth
  - **self-determination theory:** similar to Maslow's hierarchy, three universal needs are autonomy, competence, and relatedness

## 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

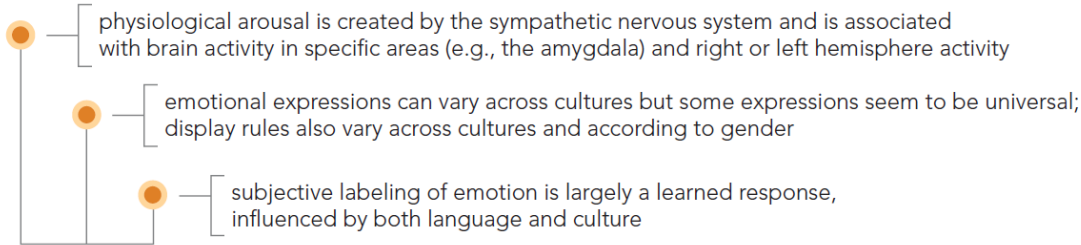
## Why People Eat

- **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**

L I N K

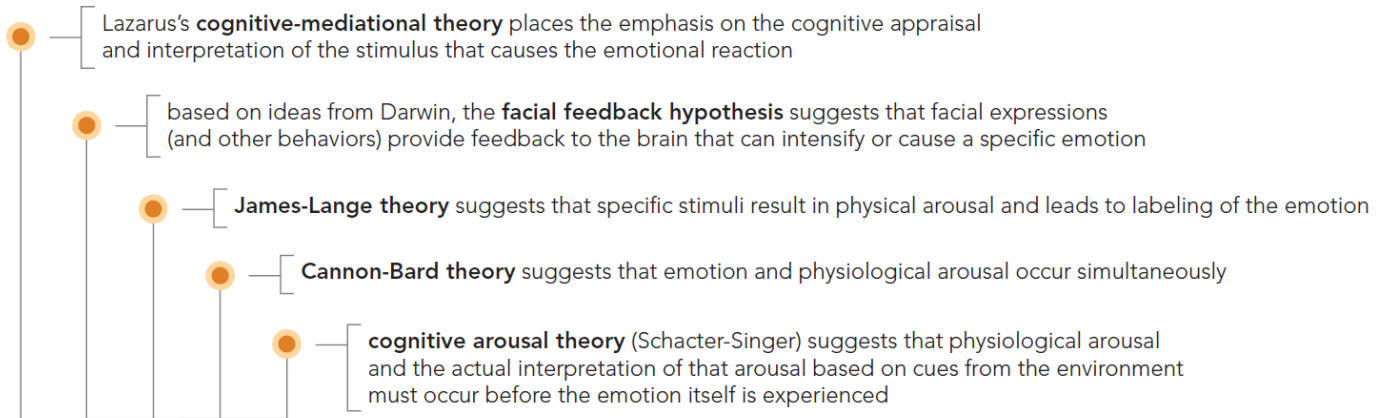
→ Chapter Fourteen, Psychological Disorders

# Motivation and Emotion



## Emotion

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



## Various Theories of Emotion

have been suggested, each with a slightly different focus and interpretation (see Fig. 9.12)



# 9 motivation and emotion

9.1

9.2

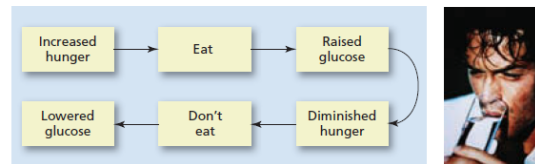
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## types

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## drive reduction

- need
- primary drives
- secondary (acquired) drives



## instinct

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### psychological needs

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9.3

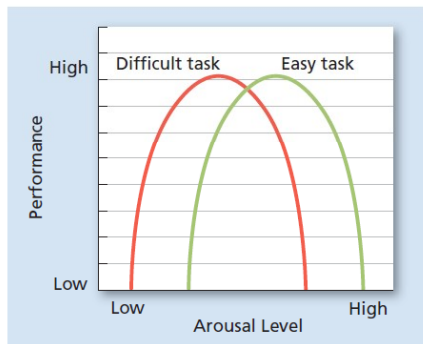
9.4

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## arousal

need for stimulation

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## Approaches to Understanding Motivation (continued)

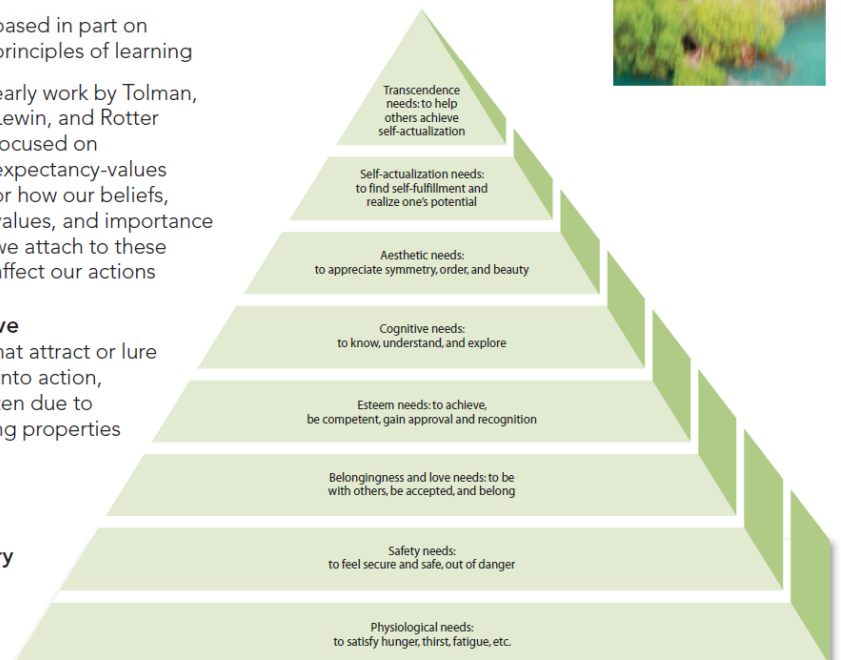
### humanistic

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- Alderfer's modification
- self-determination theory

### incentive

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## maladaptive eating

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- anorexia nervosa
- bulimia nervosa

LINK to Chapter Fourteen,  
Psychological Disorders

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-mediational theory**

**facial feedback hypothesis** (based on ideas from Darwin)

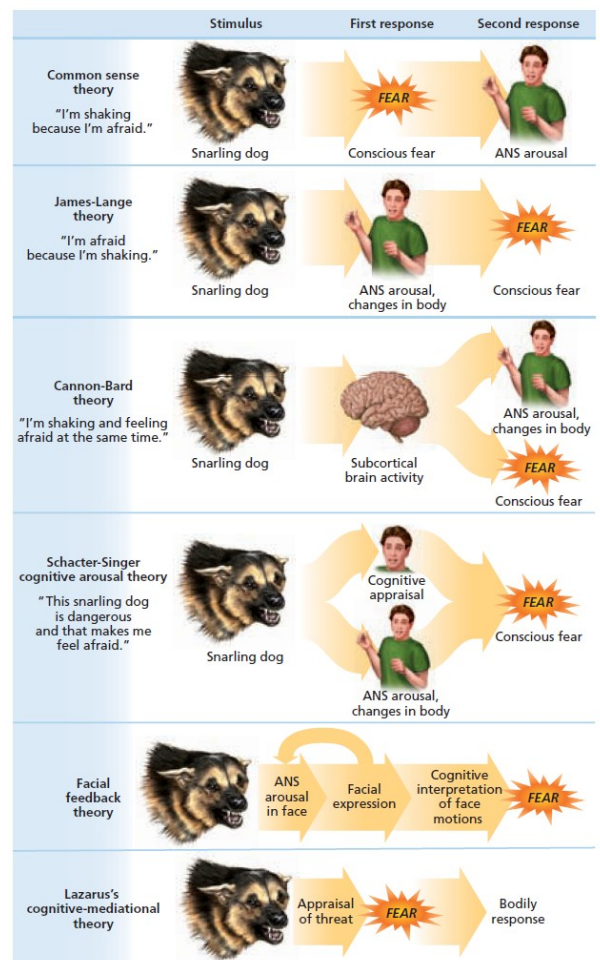
**James-Lange theory**

**Cannon-Bard theory**

**cognitive arousal theory**  
(Schacter-Singer)

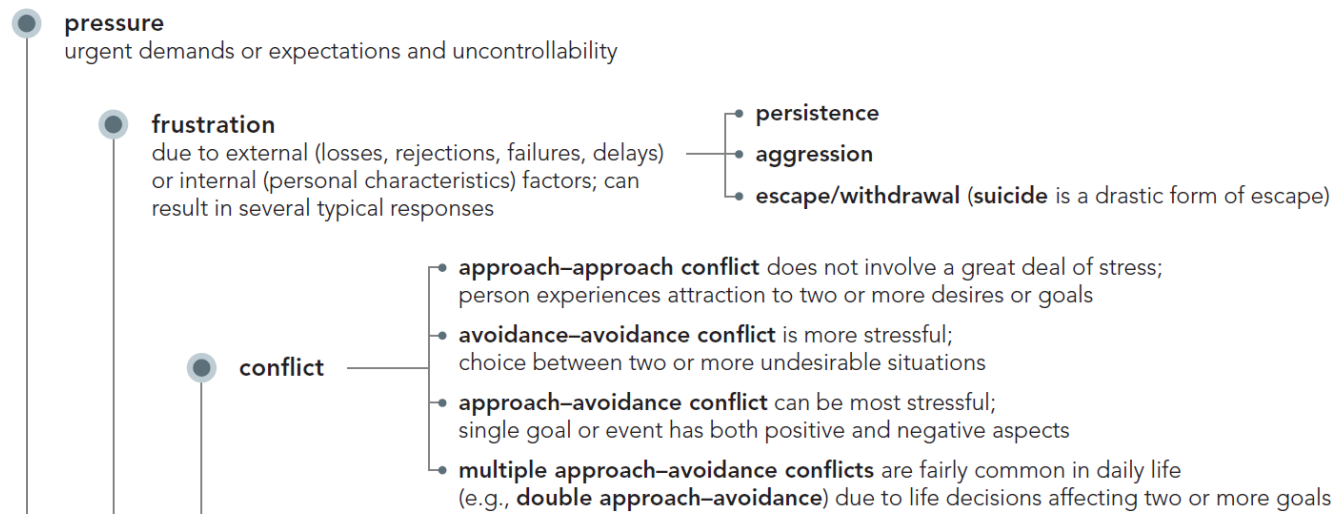
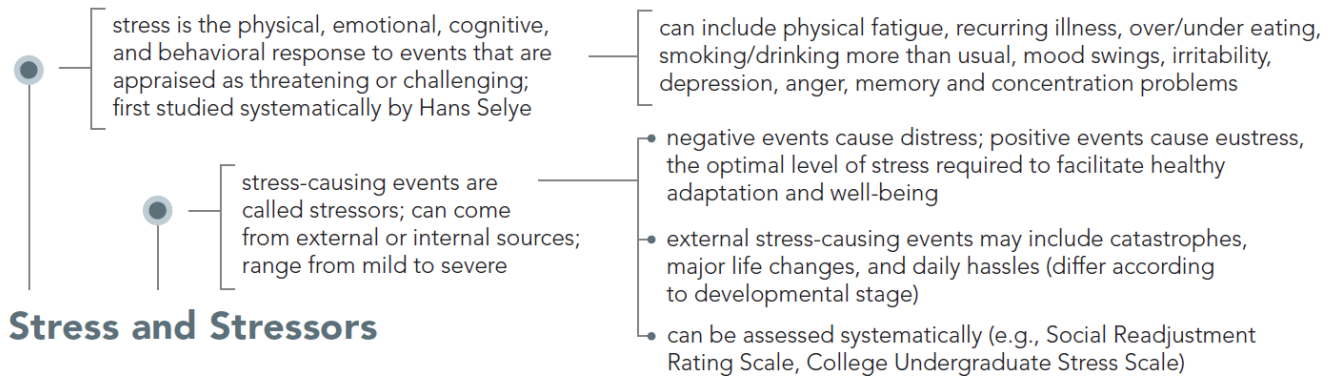
## Various Theories of Emotion

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# Health, Stress and Coping



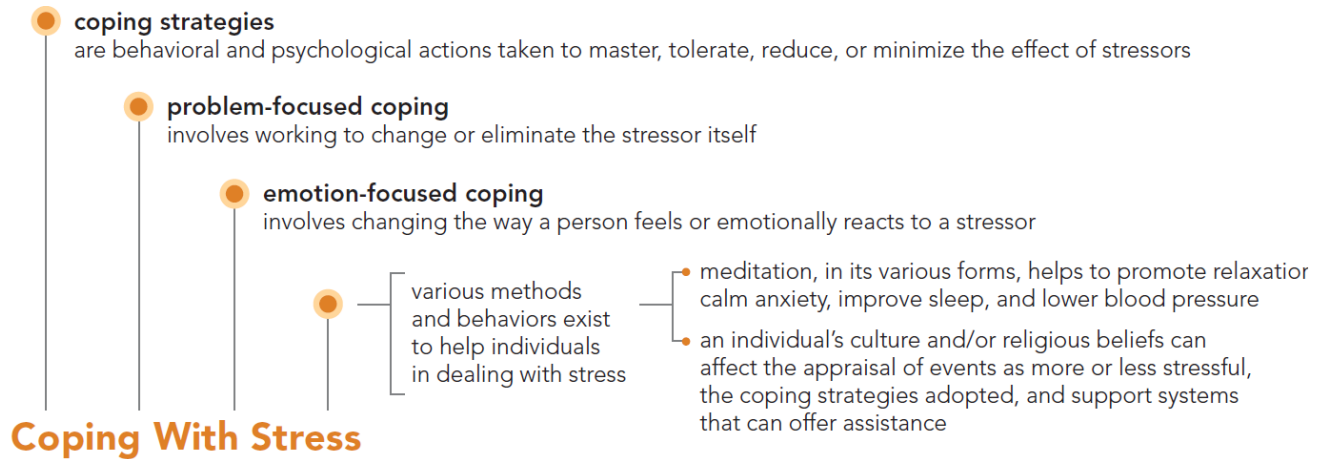
## Stress and Stressors (continued)

(psychological stressors are often related to external events)

# Health, Stress and Coping



# Health, Stress and Coping





# 11 stress and health

11.1

11.2

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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 and Stressors

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)

Table 11.2

College Undergraduate Stress Scale (CUSS)

EVENT	RATING
Being raped	100
Finding out that you are HIV-positive	100
Death of a close friend	97
Contracting a sexually transmitted infection (other than AIDS)	94
Concerns about being pregnant	91
Finals week	90
Oversleeping for an exam	89
Flunking a class	89
Having a boyfriend or girlfriend cheat on you	85



11.3

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### 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)

(psychological stressors are often related to external events)

### conflict

- approach–approach conflict
- avoidance–avoidance conflict
- approach–avoidance conflict
- multiple approach–avoidance conflicts

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the **autonomic nervous system (ANS)** figures prominently in the body's physiological reactions to stress

## Physiological Factors

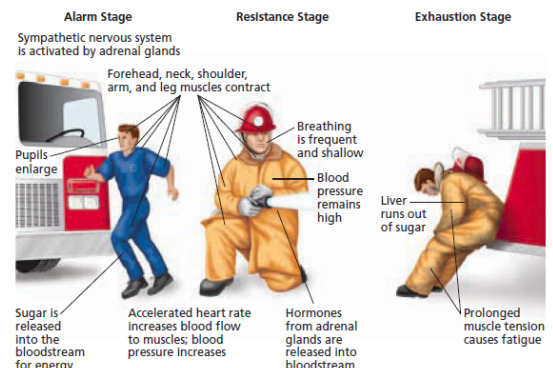
the field of **psychoneuroimmunology** focuses on the effects of stress on the immune system

Hans Selye identified the **general adaption syndrome (GAS)**, the sequence of physiological reactions the body goes through when adapting to a stressor

- alarm
- resistance
- exhaustion

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





### 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"

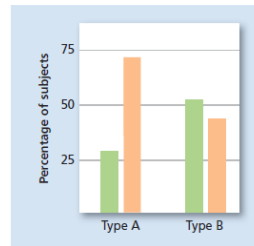
## Cognitive and Personality Factors

### explanatory style

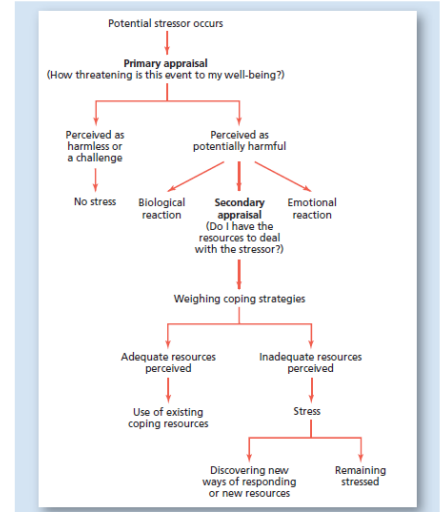
optimists tend to look for positive outcomes, whereas pessimists seem to expect the worst

- 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

- primary appraisal
- secondary appraisal



Men with coronary heart disease  
Healthy men



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



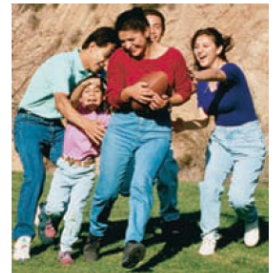
in general, having a positive social support system that provides various forms of help (e.g., monetary, physical, emotional support) is a good predictor for healthy aging and longevity

### 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



## Coping With Stress

#### 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