

Motivation and Emotion

Motivation and Emotion – Learning Targets

- Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g., instincts, incentives, intrinsic versus extrinsic motivation).
- Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.
- Compare and contrast motivational theories (e.g., drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each.
- Describe classic research findings in specific motivation systems (e.g., eating, sex, social)
- Discuss theories of stress and the effects of stress on psychological and physical well-being.
- Compare and contrast major theories of emotion (e.g., James–Lange, Cannon–Bard, Schachter two-factor theory).
- Describe how cultural influences shape emotional expression, including variations in body language.
- Identify key contributors in the psychology of motivation and emotion (e.g., William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye).

Lesson One: Theories of Motivation



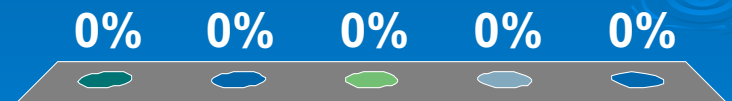
MOTIVATION

It's not that I'm lazy, it's that I just don't care.

- By the end of this lesson, I will be able to...
- 1. Describe basic theories of motivation.
- 2. Identify the difference between instincts and motives
- 3. Analyze the strengths and weaknesses of each motivational theory.

The Midterm was:

1. Really Hard
2. Challenging
3. Average
4. Not that hard
5. Easy

[illegible]

What Motivates You?



- During the school day
- At practice (drama, sports, music, etc.)
- At work

Where Do We Begin?



- **Motivation** – a psychological process that directs and maintains your behavior toward a goal.
- **Motives** are the needs, wants, interests, and desires that propel or drive people in certain directions.

**We're talking about drives
here right????**

Motivation and Instinct



- Motivation
 - Most of the time is learned – we are motivated by different things.
- Instinct
 - complex behavior that is rigidly patterned throughout a species and is unlearned

Biological and Social Motives

➤ Biological Motives

- Hunger
- Thirst
- Sex
- Sleep
- Excretory

➤ Social Motives

- Achievement
- Order
- Play
- Autonomy
- Affiliation

Drive Reduction Theory:

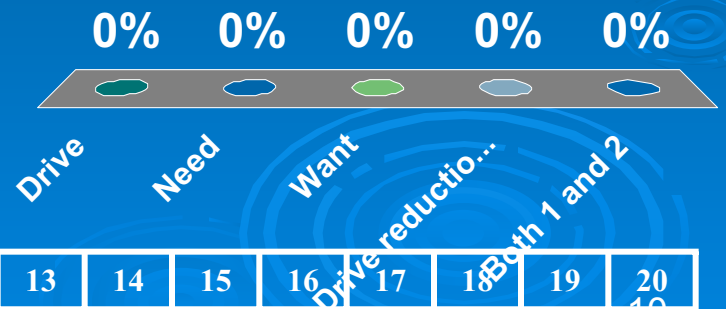
■ Drive-Reduction Theory

- When individuals experience a need or drive, they're motivated to reduce that need or drive.
- Drive theories assume that people are always trying to reduce internal tension.
- Therefore, drive theories believe that the source of motivation lies within the person (not from the environment)



Carl is stranded on a deserted island. He spends his day looking for fresh water. His desire to find water would be considered a:

- ✓ 1. Drive
2. Need
3. Want
4. Drive reduction trait
5. Both 1 and 2

[illegible]

Motivation



- A Drive is an internal state of tension that motivates us to engage in activities that reduce this tension.
- Our bodies strive to keep somewhat constant.
- Homeostasis
 - Sometimes we HAVE to reduce the drive (dying of thirst, hunger, etc.) – we might not have a choice.
- Incentive
 - These can lead us to make choices different than what we may normally make.
 - Example – Money, Power, etc.

Drive Reduction Theory Tested:



- Drive reduction theory has some implications.
- Have you ever eaten when you weren't hungry?
- What about a person that excessively works out?
- How do we account for other motivating factors like: achievement, power, and curiosity?

Incentive Theories:



- Again, an incentive has an ability to motivate behavior.
- Push vs. Pull theory –
- 1. Internal states of tension **push** people certain directions.
- 2. External stimuli **pull** people in certain directions.
- According to incentive theory, motivation comes from the environment around you.

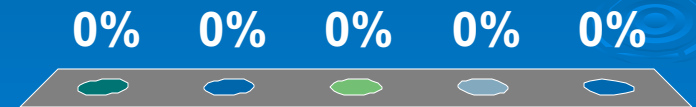
So... What is the difference between drive theory and incentive theory?



- **Drive theory** – Biological internal motivation (homeostasis)
- **Incentive theory** – Environmental motivation (not as much homeostasis, more outside factors)

When asked why he wants to become a doctor, Tom says, “Because I’ve always liked biology and being a doctor will allow me to make a good salary to take care of my family.” His answer is most consistent with which of the following theories of motivation?

1. Drive Reduction
- ✓ 2. Incentive
3. Hierarchy of Needs
4. Arousal
5. Instinct



1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30										15

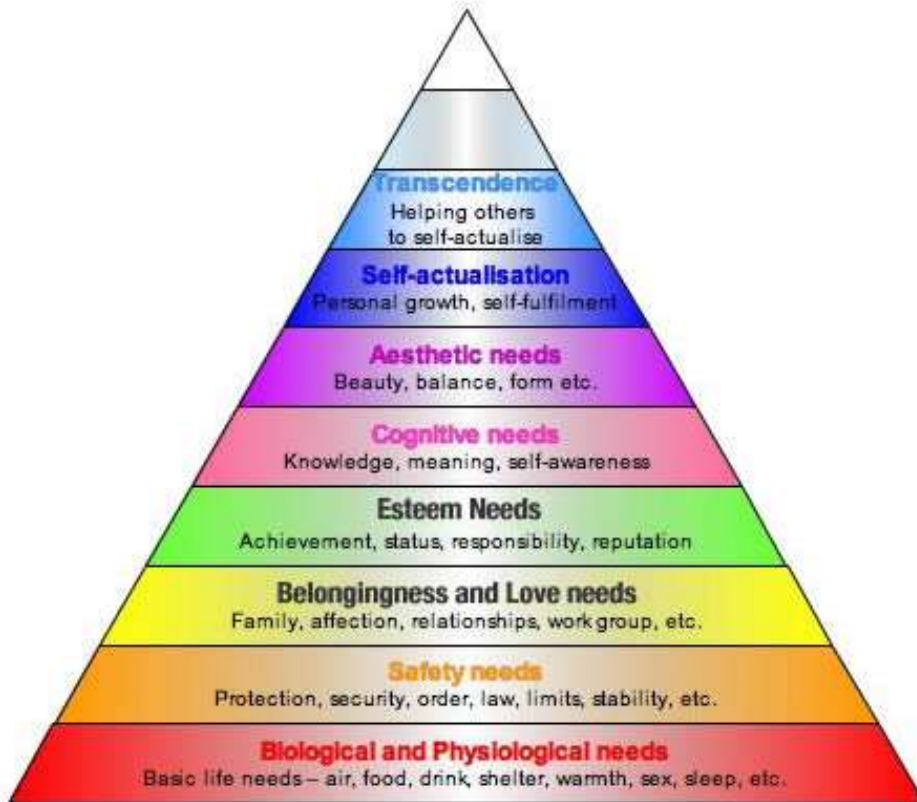
Drive Reductio...
Incentive
Hierarchy of N...
Arousal
Instinct

Arousal Theory:



- **Arousal** – level of alertness, wakefulness, and activation caused by activity in the CNS.
- The optimal level of arousal varies with the person and the activity.
- **Yerkes-Dodson Law** – We usually perform most activities best when we are moderately aroused.
- Challenge – moderately low level
- Easy – moderately high level
- The law also states that we perform worse when arousal is either too low or too high.
- Think about sports or driving a car

Maslow's Hierarchy of Needs: Debate

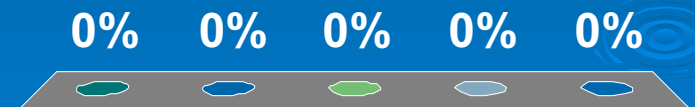


Maslow's Hierarchy of Needs

- Maslow says lower needs must be met before you can continue up the pyramid
- Do we always place out highest priority on meeting lower-level needs?
- Examples:
- 1. Political activists go on hunger strikes
- 2. Soldiers sacrifice their lives
- 3. Parents go without food in order to feed their children
- Lastly – scientific evidence does not support Maslow's theory.

According to the Yerkes-Dodson model, when facing a difficult challenge, which level of arousal would probably lead to the best outcome?

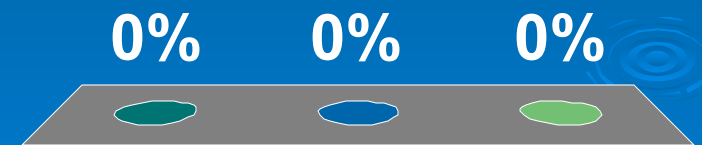
1. A very low level
2. A moderately low level
3. A moderate level
4. A moderately high level
5. A very high level

[illegible]

Which of the following theories do you agree with most?

1. Drive Reduction Theory
2. Push/Pull Incentive Theory
3. Arousal Theory

20

[illegible]

Lesson Two Objectives: Hunger, Thirst, and Eating Disorders:

Thirty million people a year
DIE of HUNGER
Thirty million people a year
DIE of HUNGER
Thirty million people a year
DIE of HUNGER

- By the end of this lesson, I will be able to:
- 1. Discuss the biological factors in the regulation of hunger and thirst.
- 2. Describe the environmental factors in the regulation of hunger.
- 3. Identify the difference between anorexia and bulimia.

Motivation-Hunger

- Why do I feel hungry?
- Glucose
 - the form of sugar that circulates in the blood
 - provides the major source of energy for body tissues
 - Glucose Low = hunger
 - Glucose High = feel full

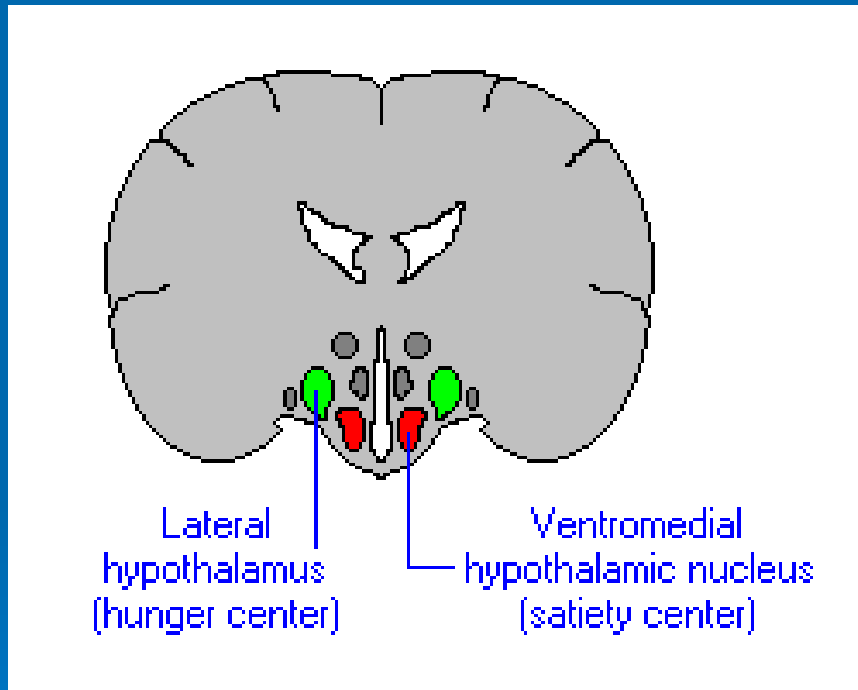


Brain Regulation:



- The hypothalamus regulates several biological needs (including hunger and thirst)
- “Investigators found that when they surgically destroyed animals’ lateral hypothalamus, the animals showed little or no interest in eating.” (Anand & Brobeck, 1951)

Check This Out! – Cont.



- “When researchers destroyed animals’ ventromedial nucleus of the hypothalamus, the animals ate excessively and gained weight rapidly.” (Brobeck, Teperman, & Long, 1943)

Hypothalamus Theory:



- This theory had always been widely accepted.
- Now some debate ensues
- Several researchers are focusing more on neural circuitry than just the hypothalamus.

Hunger - Environmental Factors



- There are several environmental factors that affect our hunger
- 1. Availability of food
- 2. Learned preference and habits
- 3. Stress

Hunger – Cont.



- Eating for survival vs. eating for pleasure.
- Tasty food is more likely to be eaten even when full (palatability)
- Environmental cues matter
 - 1. Commercials
 - 2. Odors
 - 3. Talking about it

Learned Preference and Habits



- Food preferences -
acquired through learning
- Sugary and fatty foods are important for survival (that's why they're popular)

Stress and Eating



Click the pic!

- Enjoyable foods = feeling better
- Stress = overeating
- This is a vicious cycle because the food doesn't really make you "feel" better.
- We are born with a predetermined number of fat cells
- **When we gain weight** – fat cells increase in size / set point goes up
- **When we lose weight** – fat cells decrease in size / set point goes down

Motivation-Hunger



- Set Point
 - the point at which an individual's "weight thermostat" is supposedly set
 - when the body falls below this weight, an increase in hunger and a lowered metabolic rate may act to restore the lost weight
- Basal Metabolic Rate
 - body's base rate of energy expenditure

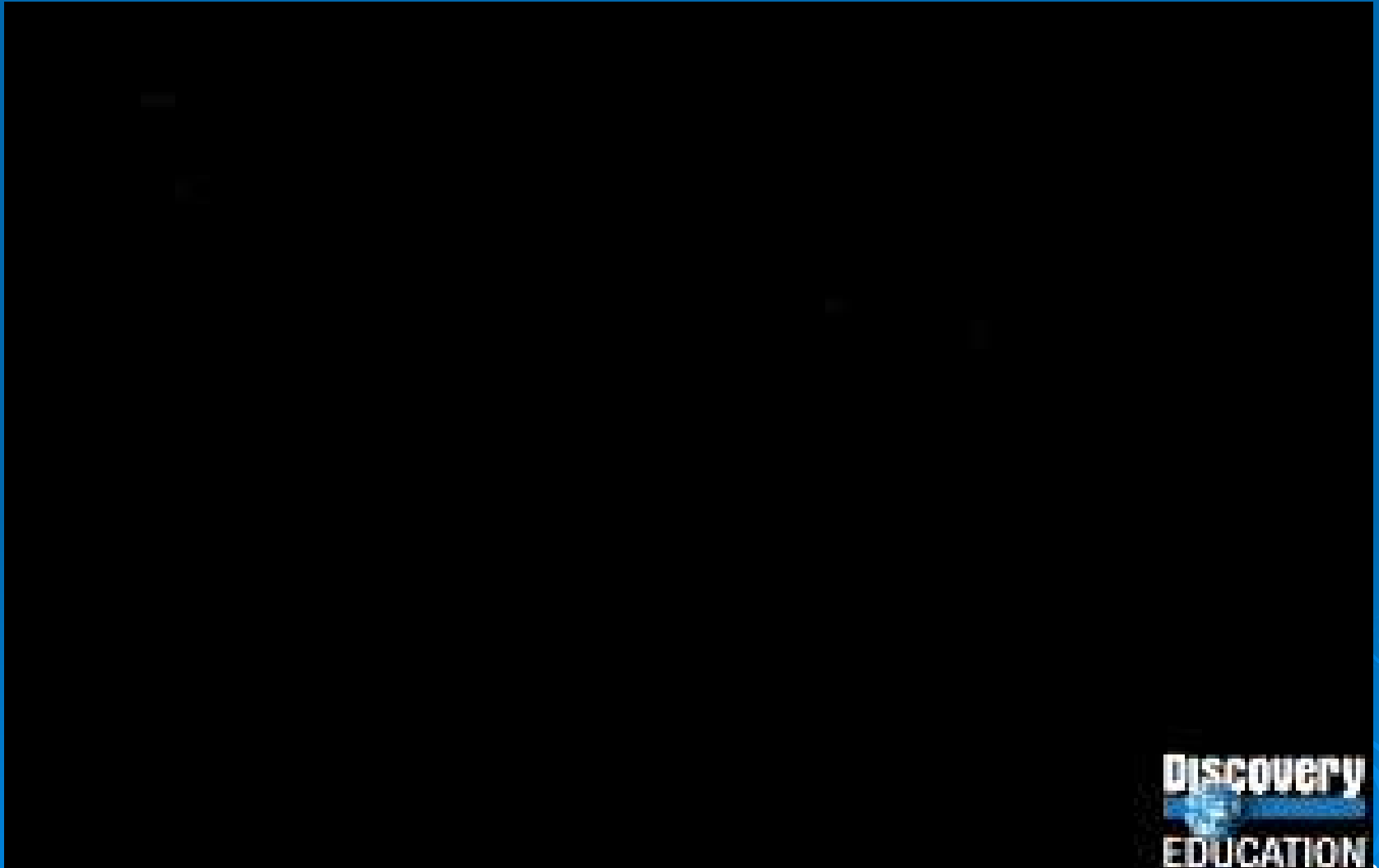
Eating Disorders:



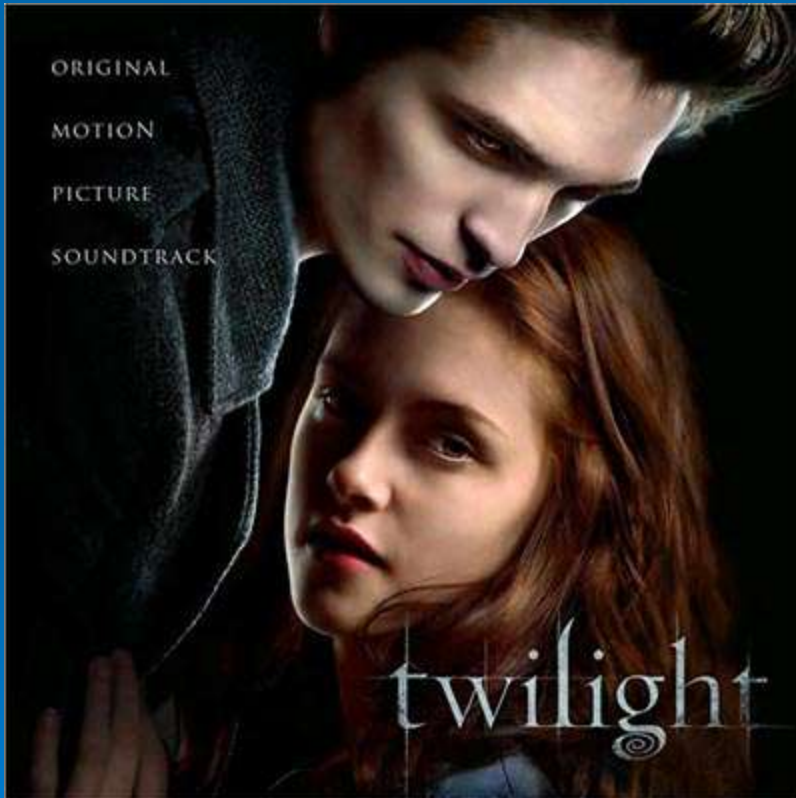
- **Anorexia Nervosa** – starvation, low body weight, frequent exercise, usually women
- **Bulimia Nervosa** – eating binges, followed by vomiting or laxatives
- Some theories state social influences (media, peers, sexual abuse, etc.)
- Some theories state low levels of serotonin = depression

Anorexia: Case Study

Bulimia: Case Study



Thirst:



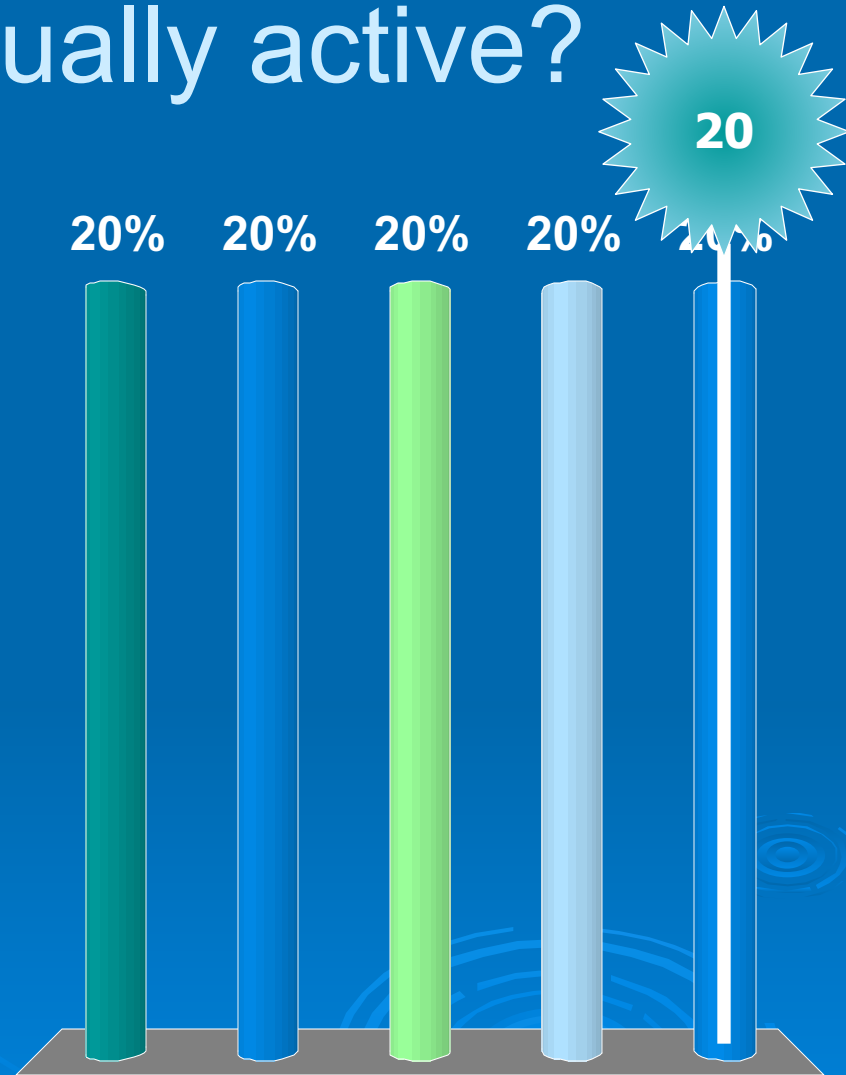
- Regulation of thirst is similar to regulation of hunger.
- Mouth dryness plays a role
- Most important is the fluid content of cells and the volume of blood
- When we vomit, have diarrhea, or donate blood, the volume of our blood decreases.
- Our hypothalamus encourages us to drink to bring this system back to homeostasis.

LS 3 – Sex and Motivation

- By the end of this lesson, I will be able to:
- 1. Describe why sex is both a societal and biological norm
- 2. Identify the concept of sexual orientation including homosexuality, bisexuality, and heterosexuality.
- 3. Briefly describe the sexual response cycle
- 4. Discuss some of the social issues surrounding early sexual activity

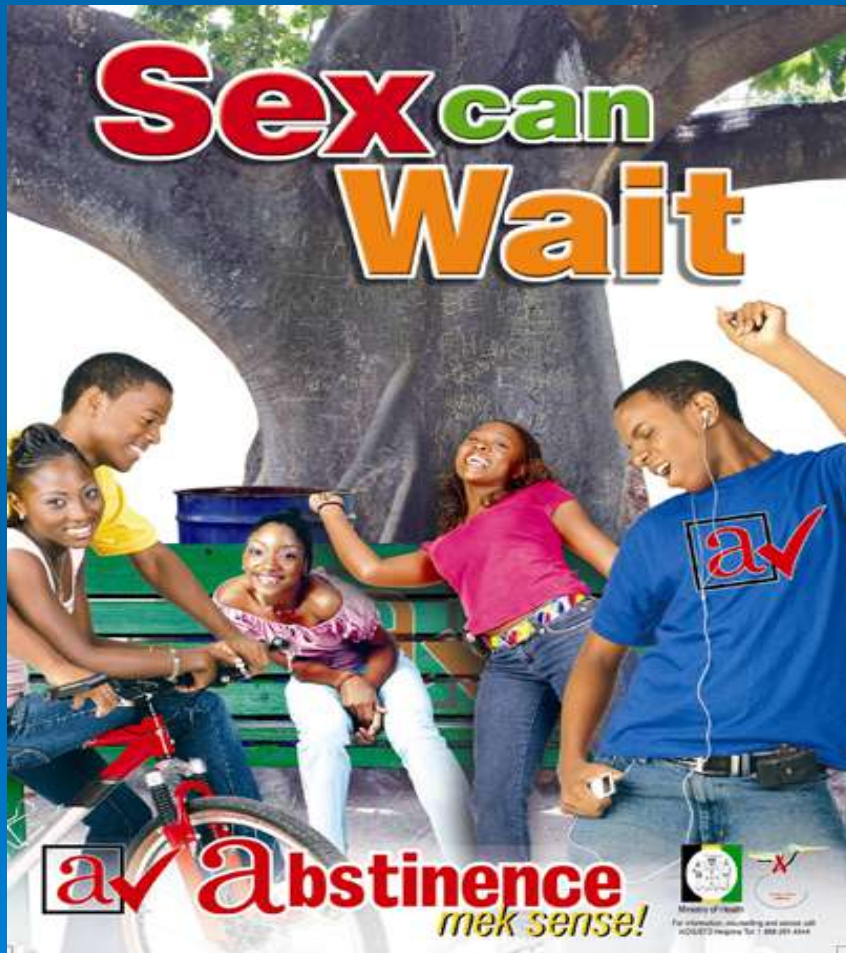
What percentage of high school students are sexually active?

1. 25%
2. 10%
3. 45%
4. 65%
5. 33%



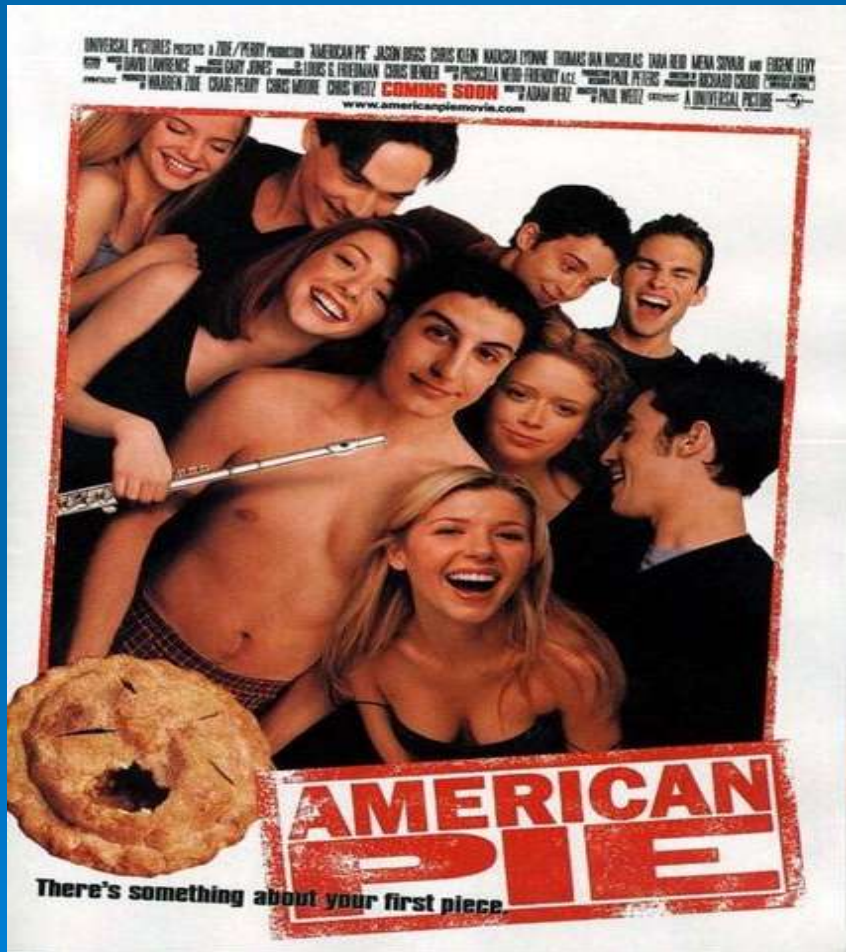
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30		25%		10%		45%		65%	33%	35

Sex and Motivation:



- Why do we have sex?
- Testosterone = sexual motivation
- Puberty = increased testosterone and estrogen
- Any correlation between teen sex and this maturation process?

The Journey of Sexual Arousal: Bet You Didn't Know This One!



- When something gets your “sexual attention” your Hypothalamus sends a signal to the pituitary gland.
- The Pituitary gland then secretes two hormones (luteinizing and follicle stimulating)
- These hormones travel to your gonads (yes ladies you have gonads) – testes and ovaries
- Then your gonads provide you with the sensation of arousal.

Sex and Society:



- Sex has always been a taboo topic
- Companies spend millions of dollars a year on advertising that includes sexual images
- We have even imposed societal “norms” for sex:
 - 1. NO incest
 - 2. NO Premarital sex
 - 3. Masturbation?
 - 4. Homosexuality?
- Freud said that psychological disorders stem from the repression of sexual feelings.

Sex in the Media:



Sexual Orientation:



- Sexual orientation – Direction of an individual's sexual interest.
- Heterosexuality, Homosexuality, Bisexuality
- Current research shows that approximately 10% of people in the US identify themselves with homosexuality
- Where does your sexual orientation come from?
- 1. Biological
- 2. Psychological
- 3. Socio-cultural

Homosexuality: Case Study



Reproduction:



- Much research has been done on the difference between genders on choosing a partner for reproduction:
- **Females** – Optimize reproductive success by being very selective in their mating
- They are more interested in mating with an individual that can provide adequate resources for their child.
- **Males** – Optimize reproductive success by mating with many females
- They seek young, healthy, and fertile mates

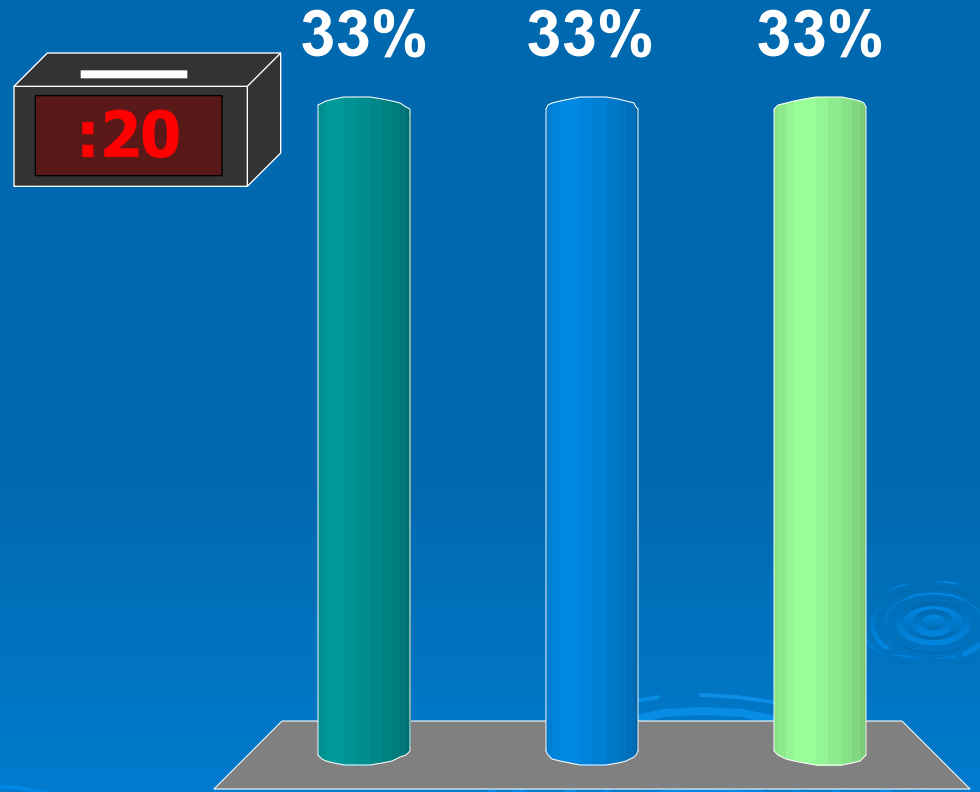
The Sexual Response Cycle:



- Masters and Johnson were two psychologists that researched the physiological changes that occur during sex.
- 1. The excitement stage
- 2. The plateau – increased breathing, muscle tension
- 3. Orgasm – males/ejaculation, females/muscle contraction
- 4. Resolution / Males have a refractory period in which achieving an erection is difficult

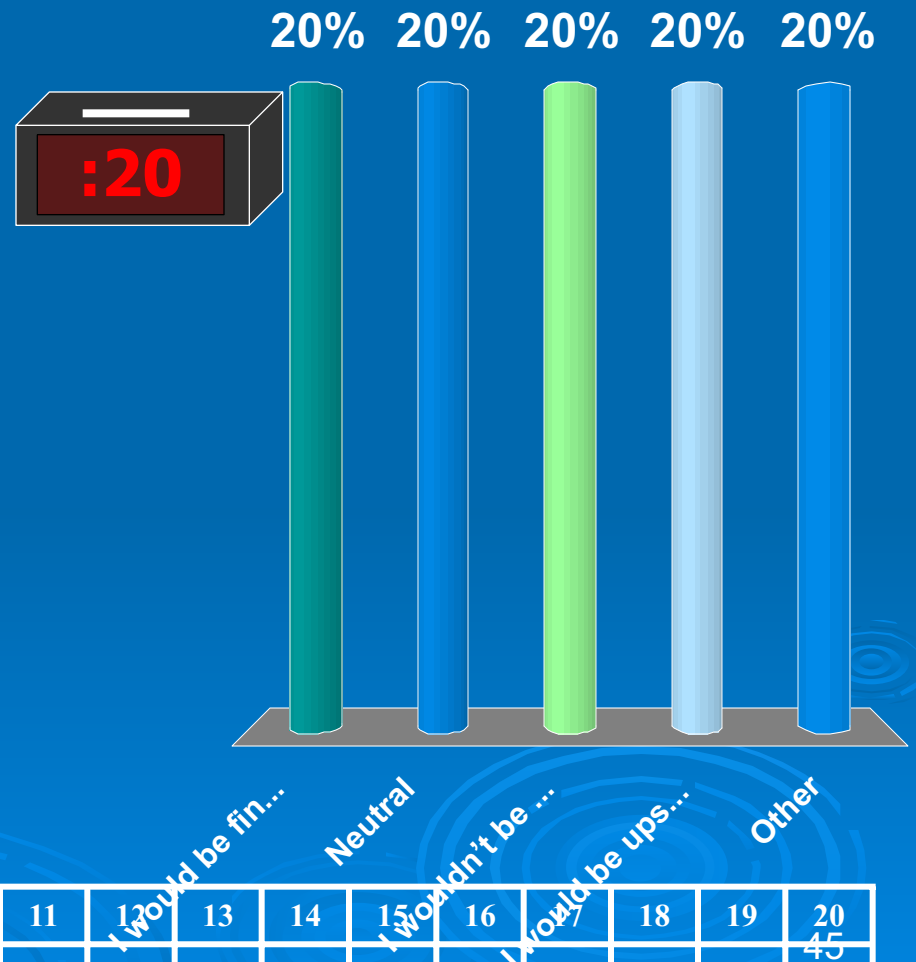
Do you think that the media encourages people to have sex?

1. Yes
2. No
3. Not Sure

[illegible]

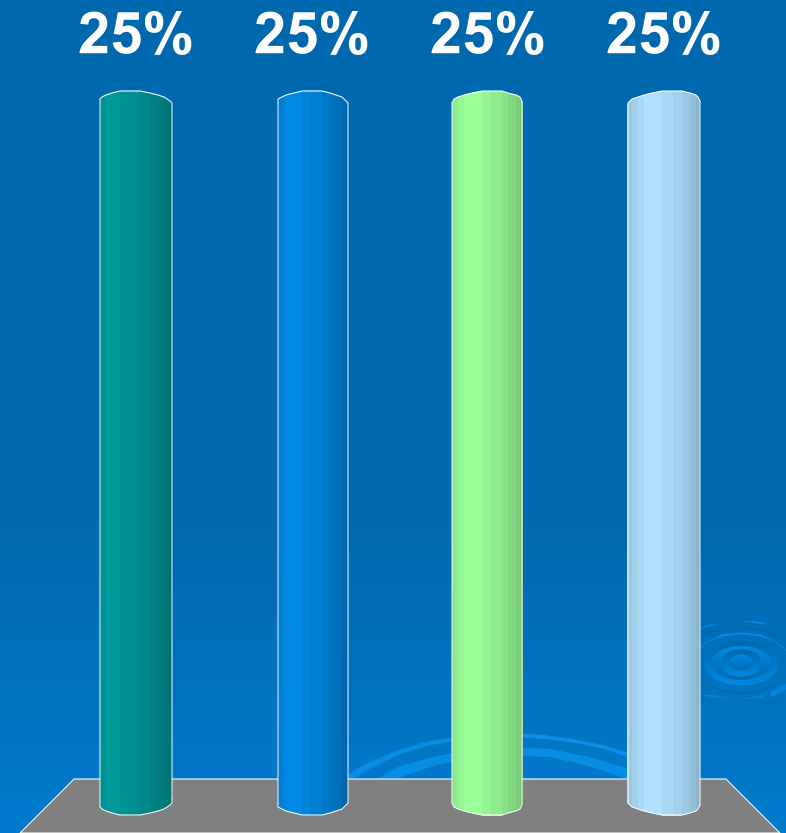
As a parent, how would you feel if you knew that your teen son or daughter was having sex?

1. I would be fine with it
2. Neutral
3. I wouldn't be happy about it but wouldn't try to stop them
4. I would be upset and try to stop them
5. Other

[illegible]

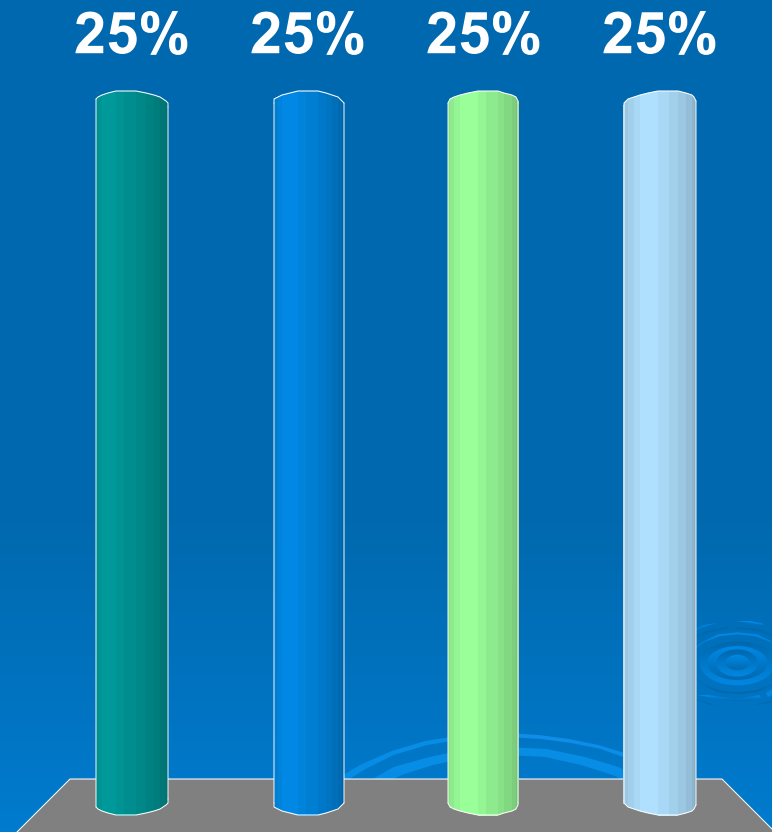
Do you think that it is necessary for parents these days to have the “sex talk” with their child?

1. Yes
2. No
3. Maybe
4. Not sure

[illegible]

Do you think that it is the school's responsibility to teach kids about sex?

1. Yes
2. No
3. Maybe
4. Not sure

[illegible]

Lesson Four: Social Motivation:

- By the end of this lesson I will be able to:
- 1. Describe the psychological research behind achievement.
- 2. Identify the underlying factors that motivate you to succeed.
- 3. Define the four types of conflict situations and how we approach or avoid conflict

Discussion Starter:

- Do you consider yourself a “high achiever?”
- When and why do you under achieve?

Achievement:



- **Achievement Motive** - The desire to meet some internalized standard of excellence
- High achievers want to:
- 1. master difficult challenges
- 2. outperform others
- 3. meet high standards of excellence

How Do You Measure Achievement Motivation?



- **Thematic Apperception Test** (TAT)- Ambiguous scenes are shown and subject must respond to the picture.
- This reveals personal motives and traits:
- Again, as with personality assessment, this is quite subjective

Traits of People that Score Highly on Achievement Motivation:



ACHIEVEMENT

YOU CAN DO ANYTHING YOU SET YOUR MIND TO WHEN YOU HAVE VISION,
DETERMINATION, AND AN ENDLESS SUPPLY OF EXPENDABLE LABOR.

- They tend to work harder and more persistently on tasks
- They handle negative feedback better
- They are more likely to delay gratification in order to pursue long term goals
- They typically go into competitive occupations that provide them with the opportunity to excel.

Achievement: David McClelland



- **High Achievers** – choose moderately challenging tasks (these offer the most return) and avoid easy and impossible tasks
- **Low Achievers** – choose easy or impossible goals so they don't have to take responsibility for failure.

Situational Forces and Achievement:



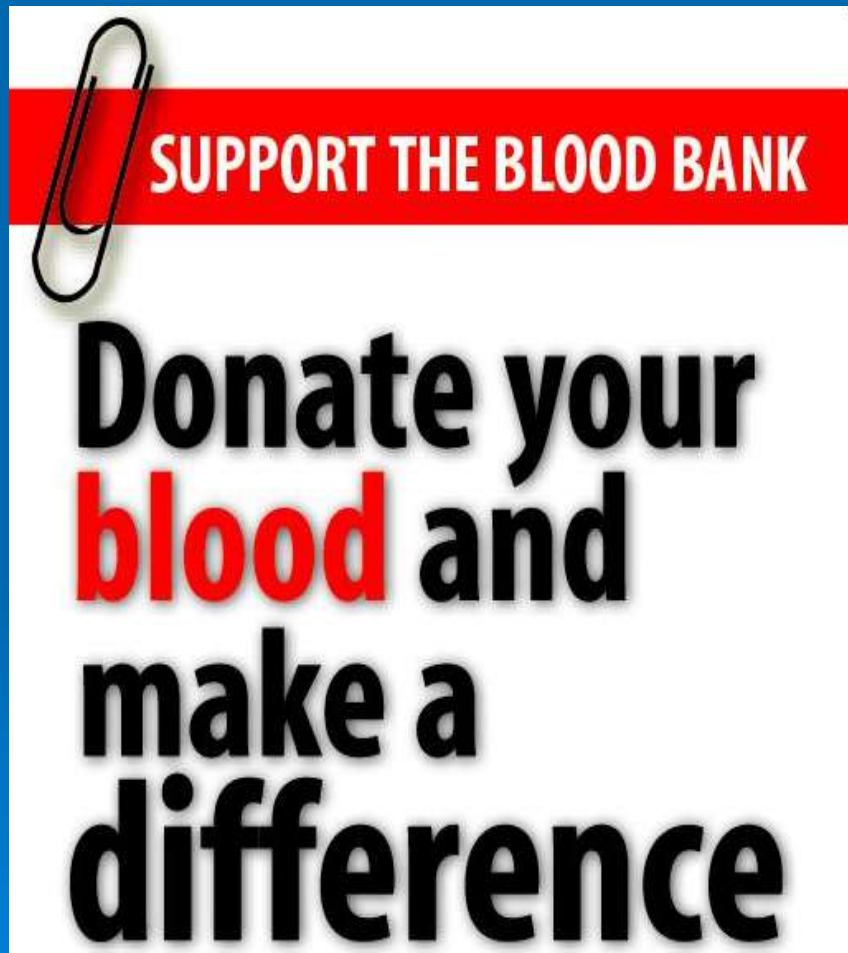
- **Atkinson's Theory** (1992) – The tendency to pursue achievement in a particular situation depends on the following factors:
 - 1. The strength of one's motivation to achieve success
 - 2. One's estimate of the probability of success.
 - 3. The incentive value of success.

Situational Forces (cont.)



- According to Atkinson:
- The pursuit of achievement increases as the probability and incentive value of success go up.
- Can someone put this into laymen's terms.
- Do you agree with this?

Intrinsic vs. Extrinsic:



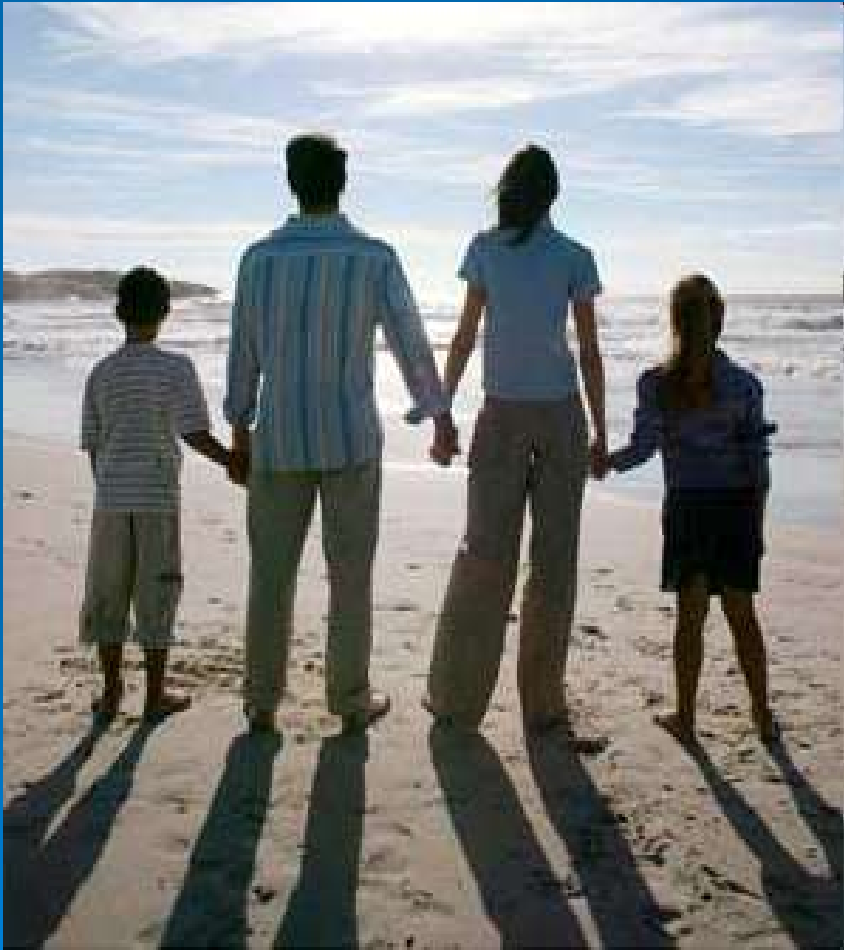
- Society tends to encourage people to be extrinsically motivated (\$\$\$\$!!!! 😊)
- Although everyone needs some money, why is it more important to some and not to others?
- Intrinsic – a desire to perform an activity for its own sake rather than an external reward
- Extrinsic – a desire to perform an activity to obtain a reward such as money, attention, etc.

Intrinsic vs. Extrinsic research:



- Research shows that people that are more intrinsically motivated tend to be psychologically healthier and happier.
- **Over Justification Effect** – Promising a reward for doing something you like to do results in you seeking the reward as the motivation for performing the task.
- This tends to diminish the intrinsic motivation to do something.
- **Example:** Rewarding a child for drawing a picture

Affiliation Motivation:



- **Affiliation Motive** –The need to be with others (friends, family, spouse, etc.)
- This motive is aroused when people feel
 - 1. Threatened
 - 2. Anxious
 - 3. Celebratory
- Why does this happen?
- Evolutionary Perspective: Social bonds were/are important for survival and reproduction

What's Next?

- **Social Conflict Situations:**
- 1. Approach-Approach— 2 positive outcomes (can only pick one)
- 2. Avoidance-Avoidance – 2 negative outcomes (can only pick one)
- 3. Approach – Avoidance – both options have positive and negative outcomes
- 4. Multiple approach – avoidance – multiple choices, multiple outcomes.

Other Terms: Cont.

- **Selye's General Adaptation Syndrome:**
3 stage process for the body's reaction to stress.
- 1. Alarm – sympathetic nervous system
- 2. Resistance – Raised body temp., heart rate, etc.
- 3. Exhaustion – weak immune system

What Am I Going To Learn Today?

- **By the end of this lesson I will be able to:**
- 1. Describe the basic elements of the emotional experience
- 2. Explain the James-Lange Theory of Emotion
- 3. Explain the Cannon-Bard Theory of Emotion
- 4. Explain the Schachter - Singer Two-Factor Theory of emotion
- 5. Explain the Opponent-process theory of emotion
- 6. Explain the Cognitive – appraisal theory of emotion

We Are Emotional Creatures:



- Three words – Bridge to Terabithia
- Joy – weddings
- Grief – funerals
- Jealousy – ex-boyfriend/girlfriend
- Rage – driving
- Happiness – passing a big test

What IS Emotion?



- Emotion involves:
- 1. A subjective conscious experience (cognitive)
- Accompanied by...
- 2. Bodily arousal (physiological)
- and
- 3. A characteristic overt expression (behavioral)

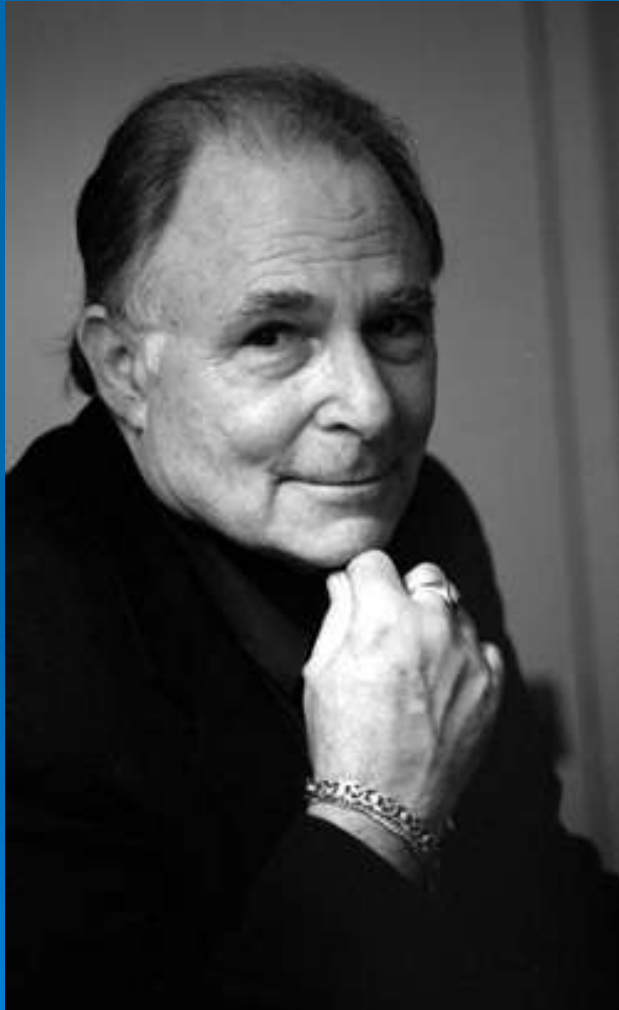
Think he brushes his teeth?

What Causes Emotion(s)?



- Neurotransmitters – Endorphins, serotonin
- Autonomic Nervous System – Fight or flight
- Endocrine system – Hormones
- Amygdala – fear and anxiety
- Frontal lobes – control interpretation of emotions
- Right hemisphere – handles positive emotions
- Left hemisphere – handles negative emotions

The Research:



- **Paul Ekman** – found at least six basic facial expressions that are universally recognized by people all over the world (happy, sad, angry, etc.)
- Psychologists agree that emotions have physiological, behavioral, and cognitive components
- They disagree as to how these three components interact.

Cognitive Component:



**This picture caption
should say: Don't hide
your emotions.**

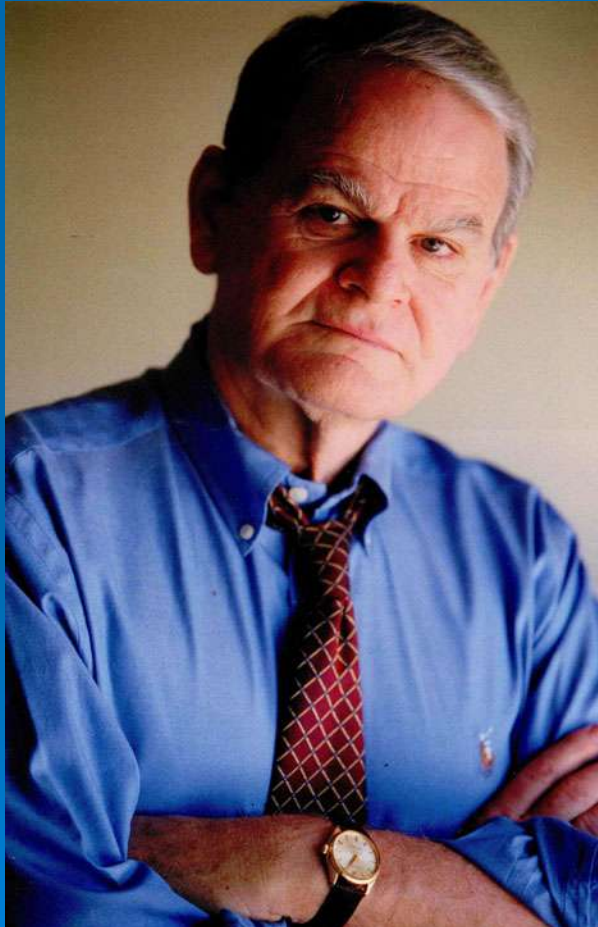
- Emotions are personal and subjective
- 2 Dimensions of Emotion:
- A. Arousal (intense / not intense)
- B. Positive or negative quality
- Fear, disgust, sadness, and surprise are all emotions
- We have learned that certain emotions mean certain things (angry face and survival)

Physiological Component:



- Emotions involve automatic reactions that can be difficult to control. (think how you feel after someone cuts you off)
- Emotions are always accompanied by physical arousal (lump in throat, increase heart rate)
- The Autonomic Nervous System is responsible for your fight or flight responses
- So...a **polygraph** (lie detector test) is really an emotion detector – heart rate, blood pressure, and respiration rate.

Behavioral Component:



- Emotions are expressed in “body language” – non verbal behavior
- Facial expressions reveal a variety of emotions (think about really good actors/actresses)
- Facial expression tests are widely used.
- Let's try!!!

Would it hurt you to smile a bit?

Now What?

- We are going to look at the FIVE main theories of emotion:
- 1. James – Lange
- 2. Cannon - Bard
- 3. Opponent – process
- 4. Schachter – Singer 2 Factor
- 5. Cognitive appraisal (Lazarus)