Motivation and Emotion

Links to Learning Objectives

ENDURING ISSUES IN MOTIVATION & EMOTION
- Explanations of motivation
- Hunger & Thirst
  - Biological & emotional factors
  - Eating disorders & obesity
- Sex
  - Sex as a stimulus drive
  - Sexual response cycle & American patterns of sexual behavior
  - Sexual orientation

OTHER IMPORTANT MOTIVES
- Major stimulus motives
- Achievement & affiliation

EMOTIONS
- Basic emotions
- Theories of emotion

COMMUNICATING EMOTION
- Nonverbal communication
- Gender & cultural differences

Enduring Issues

Person-Situation

Nature-Nurture

Stability-Change

Diversity-Universality

Mind-Body

How do motives and emotions affect behavior, and how are they affected by the external environment?
Enduring Issues

- Are motives and emotions inborn or acquired?

Enduring Issues

- Do motives and emotions change significantly over the life span?

Enduring Issues

- To what extent do individuals differ in their motivations and emotions?
How do motives and emotions arise from, and in turn affect, biological processes?

Specific need or desire, such as hunger, thirst, or achievement, that energizes and directs behavior.

Feeling, such as fear, joy, or surprise, that energizes and directs behavior.
LEARNING OBJECTIVE: Compare and contrast instincts, drive-reduction theory, and arousal theory (including the Yerkes-Dodson law) as explanations of human behavior. Distinguish between primary and secondary drives, intrinsic and extrinsic motivation, and summarize Maslow’s hierarchy of motives.

Instincts

Instinct theory was popular in the early 20th century, but was ultimately disputed because:

- Most important human behavior is learned.
- Human behavior is rarely rigid, inflexible, unchanging, and common to all, as is the case with instincts.
- Ascribing every conceivable human behavior to a corresponding instinct explains nothing.

Drive Reduction Theory

Need: Requirement of material (e.g., food, water) essential for survival

Drive: Need creates state of tension or arousal

Drive-reduction theory: Attempts to reduce the unpleasant state of tension and return the organism to homeostasis
Primary and Secondary Drives

Primary drives:
- Unlearned drives that are based on a physiological state

Secondary drives:
- Learned drives that are not based on a physiological state

Primary and Secondary Drives

Arousal Theory

Behavior stems from the desire to maintain an optimum level of arousal

Sometimes level of arousal is reduced. Other times level of arousal is increased.

Arousal Theory

Yerkes-Dodson law: The more complex the task, the lower the level of arousal that can be tolerated before performance deteriorates

Simple task = increase level of arousal
Complex task = reduce level of arousal
Sensation Seeking

- Thrill-seeking behavior
- Not explained by arousal theory

Zuckerman: A basic motivation, some aspects of which are inherited and neurologically based

Intrinsic and Extrinsic Motivation

- **Intrinsic motivation:** A desire to perform a behavior that stems from the enjoyment derived from the behavior itself
- **Extrinsic motivation:** A desire to perform a behavior to obtain an external reward or avoid punishment

A Hierarchy of Motives

Maslow’s hierarchy of needs: Higher motives only emerge after lower level motives are satisfied
Hunger and Thirst

Biological and Emotional Factors

- LEARNING OBJECTIVE: Identify the areas of the brain that are involved in hunger and describe the role of glucose, leptin, and ghrelin in determining a biological need for food. Distinguish between the biological need for food and the experience of hunger (including the role of incentives).

Hunger and thirst are influenced by:

- Internal cues
  - Fat
  - Carbohydrates
  - Glucose (a simple sugar)
  - Various hormones

- External cues

Biological Factors

Hunger is stimulated internally through the brain’s complex monitoring of:

- Fats
- Carbohydrates
- Glucose (a simple sugar)
- Various hormones
Incentives (i.e. cooking aromas)

Emotional factors

Cultural factors

Social factors

Eating Disorders and Obesity

LEARNING OBJECTIVE: List the symptoms that are used to diagnose anorexia nervosa, bulimia nervosa, muscle dysmorphia, and obesity. Describe the people who are most likely to develop these disorders and the most likely causes of them.

Anorexia nervosa
- Approximately 1% of adolescents suffer from anorexia nervosa.
- About 90% of them are white upper- or middle-class females.
- Over 10% of those with anorexia nervosa die as a result of the disorder.

Bulimia nervosa
- Approximately 1-2% of all adolescent females have bulimia nervosa.
- Upper- and middle-class women are most at-risk.

Muscle dysmorphia
- It is more common in young males.

Obesity
- Obesity has increased more than 50% in the last decade.
- The obesity statistics for American youth are displayed to the right.
- There really is no “quick fix” for weight loss.
- Our bodies appear to be genetically “set” to maintain a certain weight.
  - Set-point theory
- More than two-thirds of Americans are overweight or obese.
Applying Psychology

The Slow (but Lasting) Fix for Weight Gain

1. Check with your doctor before you start to make sure your weight loss program will be safe.
2. Increase your body’s metabolism through regular exercise.
3. Modify your diet.
4. Reduce external cues that encourage you to eat undesirable foods.
5. Set realistic goals.
6. Reward yourself – in ways unrelated to food – for small improvements.

Sex

Sexual motivation is similar to, and different from, other primary drives.

Biological Factors

LEARNING OBJECTIVE: Describe how sexual motivation is both similar to and different from other primary drives. Identify the factors (biological and nonbiological) that affect sexual motivation.

Similar
Sex is considered a primary drive because it is unlearned and is a physiological state.

Different
Sexual motivation is similar to, and different from, other primary drives.

Sex is vital only to the survival of the species, not to the survival of the individual.
Biological Factors

**Testosterone** (the primary male sex hormone)
- Baseline levels associated with frequency of sexual behavior/satisfaction in males and females

**Pheromones**
- Some evidence that they are secreted in the sweat glands of the armpits and in the genitals
- May influence sexual attraction

**Brain**
- Limbic system and insula: involved in sexual excitement

**Sexual response cycle**
- Typical sequence of events characterizing sexual response in males and females

Sexual Response Cycle

**LEARNING OBJECTIVE:** Describe the sexual response cycle and how it differs for men and women. Briefly explain what is meant by the statement that “research indicates that the sex lives of most Americans differ significantly from media portrayals.”

1. **Excitement:** Beginning of arousal
2. **Plateau:** Physical changes continue
3. **Orgasm:** Rhythmic contractions in vaginal/penis muscles; male ejaculates
4. **Resolution:** Final phase, body returned to normal state
   - **Refractory period:** Time period when males cannot have another orgasm

Male & Female Differences
Human sexual motivation is much more dependent on experience and learning than on biology.

- Sight and smell
- Moral beliefs
- Culture of origin
- Age
- Gender equality

Frequency (Annual) of Sexual Behavior Around the World

Patterns of Sexual Behavior Among Americans
Gender Differences in Sexuality

Men
- Men are more interested in sex than are women.
- Aggression, power, dominance, and assertiveness are more closely linked to sex among men than among women.

Women
- Women are more likely than men to link sex to a close, committed relationship.
- Women’s sexuality is more open to change over time.

Sexual Orientation

LEARNING OBJECTIVE: Summarize the research evidence for and against a biological basis for sexual orientation.

What determines sexual orientation?
- Nature: Primarily influenced by genetics
- Nurture: A result of early learning and socialization
- Combination: Likely explanation probably involves a combination of the two

Other Important Motives
Other Important Motives

• Stimulus motives: Unlearned motives that prompt us to explore or change the world around us
  – Exploration
  – Curiosity
  – Manipulation
  – Contact
• Aggression
• Achievement
• Affiliation

Exploration and Curiosity

LEARNING OBJECTIVE: Briefly describe the major stimulus motives: exploration, curiosity, manipulation, and contact.

• Sparked by the new and unknown
• Directed toward no more specific goal other than “finding out”
• Not unique to humans
• Disagreement about the nature and causes of curiosity

Manipulation and Contact

• Limited to primates, who have agile fingers and toes
• Manipulation: An active process
• Contact: Can be either active or passive
• Harlow (1958) and Harlow & Zimmerman (1959): Studies with monkeys demonstrating the human need for contact
**Aggression**

Behavior aimed at doing harm to others; also, the motive to behave aggressively

**Theories:**
- Innate drive
- A vestige of our evolutionary past that is triggered by pain or frustration
- Social learning

**LEARNING OBJECTIVE:** Describe the role of learning as a determinant of aggression including evidence for gender and cultural differences in aggressive behavior.

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**Aggression: Culture and Gender**

- Collectivist societies have lower levels of aggression.
- Across cultures, males at every age are more aggressive than females.
- Higher levels of aggression in males may be due to socialization as well as biological factors.

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**Achievement**

Achievement motive:
The need to excel and to overcome obstacles

**Three separate but interrelated achievement-oriented behaviors:**
- Work orientation
- Mastery
- Competitiveness: Tends to interfere with achievement

**LEARNING OBJECTIVE:** Identify the components of achievement behavior and the characteristics of people who are high in achievement motivation. Explain the factors that affect the affiliation motive and the likelihood that a person will express their need for affiliation.
Affiliation motive:
The need to be with others
• Common to humans and likely to be especially strong when people feel threatened
• Has an evolutionary basis according to some theorists
• Expression of need depends on a number of factors

LEARNING OBJECTIVE: Discuss the evidence for a set of basic emotions that are experienced by all humans.

Plutchik’s Eight Basic Emotions
1. Fear
2. Surprise
3. Disgust
4. Anger
5. Sadness
6. Anticipation
7. Joy
8. Acceptance
Primary and Secondary Emotions

Primary emotions
• Are evident in all cultures
• Contribute to survival
• Are associated with distinct facial expressions
• Are evident in nonhuman primates

Secondary emotions
• Are subtle combinations of primary emotions
• Are not found in all cultures

Theories of Emotion

LEARNING OBJECTIVE: Compare and contrast the James-Lange theory, Cannon-Bard theory, and cognitive theories of emotion.

Cognitive theories

Stimuli cause physiological changes in our bodies, and emotions result from those physiological changes.

The experience of emotion occurs simultaneously with biological changes.
Emotional experience depends on one’s perception or judgment of a situation.

### LEARNING OBJECTIVE:

Compare and contrast the James-Lange theory, Cannon-Bard theory, and cognitive theories of emotion.

### Theories of Emotion

- **James-Lange theory**
- **Cannon-Bard theory**
- **Cognitive theories**

### Communicating Emotion

- We convey more emotional information in the way we express words, not in the words we use.
- **Facial expression** seems to communicate the most among nonverbal channels of communication.
- Evolutionary psychologists believe that facial expression served an adaptive function, enabling our ancestors to compete for status, win mates, and defend themselves.

### Voice Quality and Facial Expression

LEARNING OBJECTIVE: Explain the importance of facial expressions in communicating emotion and identify the areas of the brain that are responsible for interpreting facial expressions. Describe the role of body language, gestures, and personal space in communicating emotions.
How the Brain Reads the Face

• Activity in the amygdala and insula in the brain are critical for the release of emotions.
• These same areas of the brain also play an important role in our ability to correctly interpret facial expressions.

Body Language, Personal Space, and Gestures

Gender and Emotion

LEARNING OBJECTIVE: Summarize the research evidence regarding gender and cultural differences in emotion, the role of “display rules,” and whether it is advantageous to express anger as opposed to “holding it in.”

Gender

Men and women:
• Don’t necessarily differ in their physiological experience of emotion
• May react to the same situation with very different emotions

Women:
• Are more likely to express their emotions than men
• Are more likely to express emotions strongly and seek help
**Culture and Emotion**

**Culture**

- **Universalist position:**
  The face looks the same across cultures for specific emotions.

- **Culture-learning position:**
  Members of a culture learn the appropriate facial expressions for emotions.

- **Display rules:**
  Culture-specific rules that govern how, when, and why expressions of emotion are appropriate.

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**OPEN YOUR BOOK**

**Holding Anger In**

“In a study that tracked a group of women over 18 years, researchers found that those scoring high on hostility were three times more likely to die during the course of the study than those who scored low. However, this higher level of risk applied only to participants who said they got angry in many situations but did not vent their anger... (Those) who reported frequent bouts of anger, which they expressed, were in the same low-risk group as those who said they rarely or never felt angry.”

– Page 285 (Morris & Maisto)

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**Lecture Activities**
What are some social or cultural cues that may encourage people to eat?

Recognizing Emotional Expressions

Find a partner. One member of your pair will be the EXPRESSER—he/she will facially express a few emotions from a list. The other person will be the INTERPRETER—he/she will attempt to identify the emotions being facially expressed.

On the next slide are listed various emotions. The interpreter may NOT look at the list of emotions. Interpreters, please turn your head from the screen and look at your partner, now.
How accurately were you able to interpret your partner’s emotional expressions? Are there other emotions that you think would be more difficult to identify? What are they? Are there other emotions that you think would be easier to identify? What are they?