

Notes on Motivation and Emotion – Chapter 9

Essential Questions:

- *In what ways are humans motivated to behave?*
- *What methods of motivation are more effective than others?*
- *How can one increase their motivation to behave in various ways?*
- *What is the role of hunger in motivating behavior?*
- *How do maladaptive eating patterns affect behavior?*
- *What role do emotions play in behavior?*
- *How do cognitions affect emotions?*
- *How does stress influence health and behavior?*
- *How can people reduce stress?*
- *In what ways can stress be beneficial?*
- *How do social factors affect the influence of stress on health and behavior?*

	Unit Objectives
1	Discuss the similarities of instinct and drive theories.
2	Discuss the difference between drive theory and homeostasis.
3	Explain the reasons why intrinsic motivation is more beneficial than extrinsic motivation.
4	Determine how psychologists measure achievement motivation.
5	Identify ways we can motivate others to give their best efforts.
6	Analyze how the body regulates weight so effectively.
7	Differentiate between historical and modern cognitive theories of emotion.
8	Identify the physiological changes that occur when people experience different emotions.
9	Determine the criteria for assessing gender differences in emotional expression.
10	Define stress, identifying the emotional and physiological responses to stress.
11	Evaluate how outlook and feelings of control influence health.
12	Evaluate how social support and positive emotional experiences contribute to health and well being.

I. Motivation

- A. *Motivation* – the process that influences the direction, persistence, and vigor of goal-directed behavior.
1. interplay between nature (the physiological “push”) and nurture (the cognitive and cultural “pull”)
- B. *Theories of Motivation* –
1. Evolutionary Theories (biological)–
 - a. *Instincts* – fixed, inborn patterns of response that are not learned and that are specific to members of a particular species.
 1. ex. Imprinting in birds and return of salmon to their birthplace
 2. an infant’s rooting and sucking reflexes
 - b. *Instinctive Theory* – the belief that behavior is motivated by instinct
 1. instinct theory fails to explain human motives
 2. most psychologists agree that human behavior is directed by physiological needs and psychological wants
 3. psychologists are interested in how genes predispose behavior and how evolution might influence phobias, helping behaviors, and romantic attractions
 - c. “Gene Knockout Experiments” – researches disable specific genes then examine the resulting effect on motivation.
 - d. In twin and adoptee studies, researchers examine how strong heredity accounts for differences in motivated behavior, such as the tendencies to be outgoing or anti-social.

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2. Drive Theory (Clark Hull) –

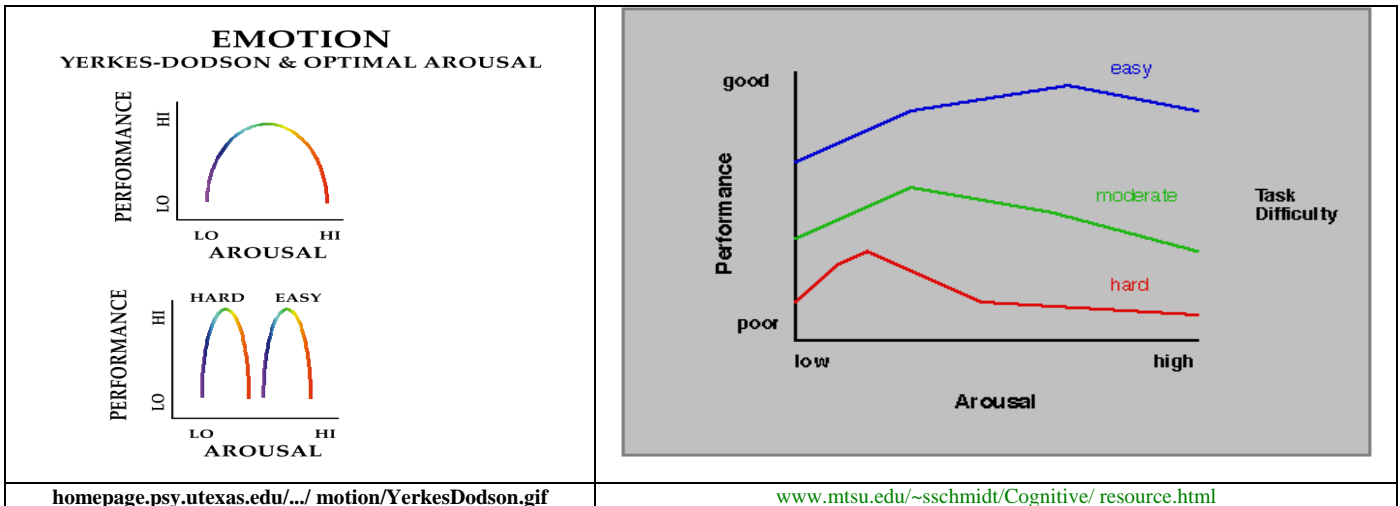
- a. the belief that behavior is motivated by drives that arise from biological needs that demand satisfaction

Need (for food, water)	→	Drive (hunger, thirst)	→	Drive-Reducing Behavior (eating, drinking)
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1. need – is a state of deprivation or deficiency
2. drive – a state of bodily tension, such as hunger or thirst, that arises from biological needs that demand satisfaction
3. homeostasis – a tendency to maintain a balanced or consistent internal state; the regulation of any aspect of body chemistry, such as blood glucose, around a particular level
4. *drive reduction theory* – the idea that a physiological need creates an aroused tension state (a drive) that motivates an organism to satisfy the need
5. incentive – a positive or negative environmental stimulus that motivates behavior
6. primary drives – innate drives, such as hunger, thirst, and sexual desire, that arise from basic biological needs
7. secondary drives – drives that are learned or acquired through experience, such as the drive to achieve monetary wealth
8. when there is both a need and an incentive, individuals feel driven (if a person is food deprived and smells baking bread feels a strong hunger drive)

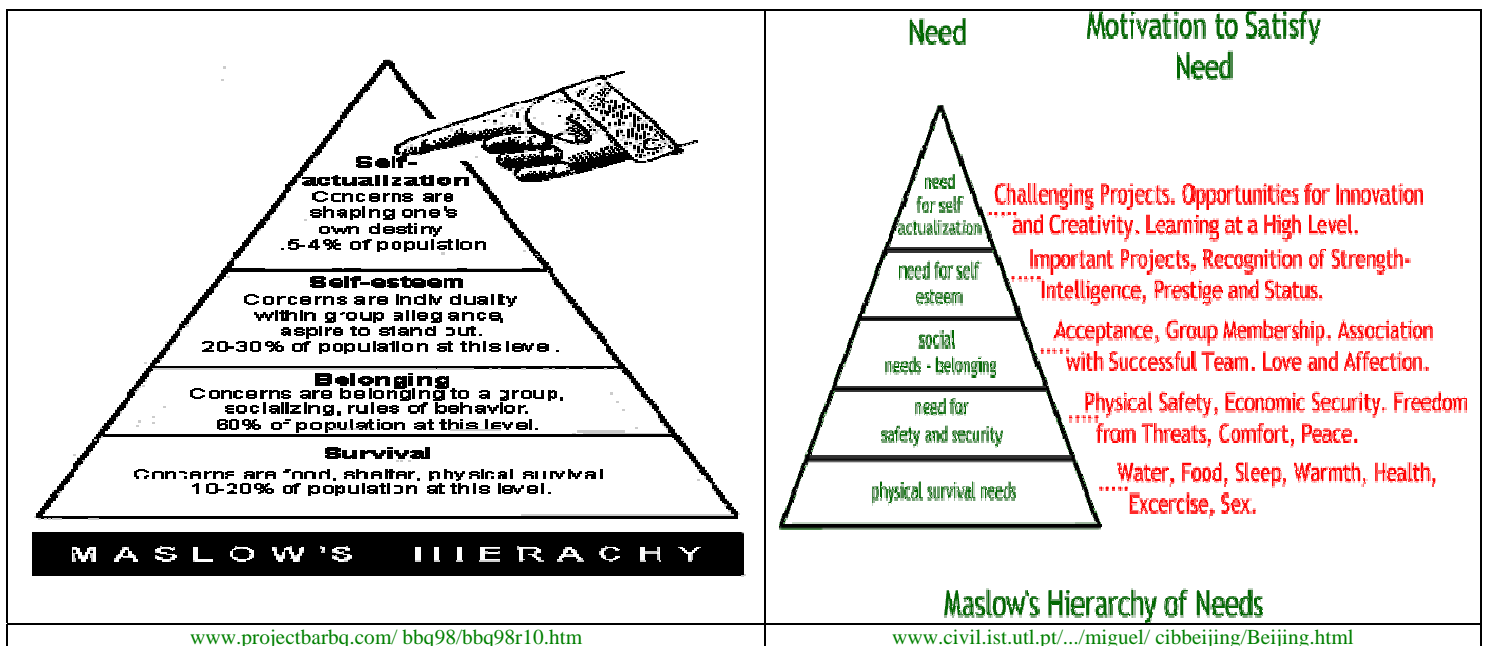
3. Arousal Theory (Hebb) –

- a. the belief that whenever the level of stimulation dips below an organism’s optimal level, the organism seeks ways of increasing it
- b. well fed animals will leave their shelter to explore seemingly in the absence of any need based drive
- c. **Yerkes-Dodson Law** – the proposition that the relationship between arousal and performance involves an inverted U-shaped function, with better performance occurring at moderate levels of arousal



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4. Expectancy Theory (McClelland) –
 - a. explanations of behavior that focus on people’s expectations about reaching a goal and their need for achievement as energizing factors
 - b. motive – a specific (usually internal) condition, usually involving some form of arousal, which directs an organism’s behavior toward a goal
 - c. social need – an aroused condition that directs people to behave in ways that allow them to feel good about themselves and others and to establish and maintain relationships
5. Cognitive Theory (Deci) –
 - a. in the study of motivation, an explanation of behavior that asserts that people actively and regularly determine their own goals and the means of achieving them through thought
 1. *intrinsic motivation* – motivation that leads to behaviors engaged in for no apparent reward except the pleasure and satisfaction of the activity itself
 2. *extrinsic motivation* – motivation supplied by rewards that come from the external environment
 3. *overjustification effect* – decrease in the likelihood that an intrinsically motivated task after having been extrinsically rewarded, will be performed when the reward is no longer given
 4. *cognitive dissonance* (Festinger)- a state of mental uneasiness arising from a discrepancy between two or more of a person’s beliefs or between a person’s belief and behavior (ex- PETA and the leather coat)
6. Humanistic Theory (Maslow) –
 - a. Explanation of behavior that emphasizes the entirety of life rather than individual components of behavior and focuses on human dignity, individual choice, and self-worth.
 - b. Some needs take priority over others and as those basic needs are satisfied, your desire to achieve other needs would energize and direct your behavior
 - c. **Maslow** –
 1. people are born essentially good and can experience the world in healthy ways
 2. Hierarchy of Needs:



3. *self-actualization* – the final level of psychological development, in which one strives to realize one’s uniquely human potential – to achieve everything one is capable of achieving

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7. Psychological Sources of Motivation –

- a. *Incentives*
 - 1. the “pull” of incentives can very motivating
 - 2. incentive value – the strength of the “pull” of a goal or reward
- b. *Cognitive Dissonance*
 - 1. a state of internal tension brought about by conflicting attitudes and behavior
 - 2. Cognitive Dissonance Theory – the belief that people are motivated to resolve discrepancies between their behavior and their attitudes or beliefs
 - a. change attitude
 - b. change behavior
 - c. use self-justification
 - d. ignore inconsistencies
 - 3. effort justification – the tendency to place greater value on goals that are difficult to achieve in order to justify the effort expended in attaining them
- c. *Psychological needs*
 - 1. psychological needs- needs that reflect interpersonal aspects of motivation such as the need for friendship or achievement
 - 2. need for achievement – the need to excel in one’s endeavors
 - 3. performance goals – goals that have extrinsic value as means to and end such as getting good grades for the sake of gaining admission into graduate school
 - 4. leaning goals – goals that have intrinsic value because of the satisfaction derived in achieving them
 - 5. achievement motivation – the motive or desire to avoid success
 - 6. avoidance motivation – the motive or desire to avoid failure
 - 7. fear of success – a type of avoidance that leads people to reject opportunities that might allow them to succeed

C. *Hunger*

- 1. What makes us hungry?
 - a. Glucostatic approach – low levels of blood sugar (glucose) results from food deprivation and creates a chemical imbalance and triggers bodily warnings to the brain that responds by generating hunger pangs in the stomach.
 - b. hypothalamus –
 - 1. stimulating the lateral hypothalamus causes laboratory animals to start eating even if it has consumed a full meal. When this area is surgically destroyed, the animal will stop eating and eventually starve to death.
 - 2. the ventromedial hypothalamus acts as an off-switch that signals when it is time to stop eating. When this area is destroyed, animals will overeat and eventually become severely obese.
 - c.

When levels of these substances are low, hunger or eating results. When levels of these substances are high, satiety (fullness) results.	Blood glucose Norepinephrine Dopamine Serotonin Glucagons Leptin
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When levels of these substances are high, hunger or eating results. When levels of these substances are low, satiety (fullness) results.	Insulin Neuropeptide Y
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2. Obesity
 - a. obesity is a state of the excess body fat
 - b. a national epidemic and major health risk
 - c. social effects of obesity
 1. weight discrimination
 2. Gortmaker weight study (1993)
 - a. 370 obese women, ages 16-24
 - b. 2/3 of women were not married seven years after to study
 - c. made 25% less than women in comparable jobs
 - d. causes of obesity
 1. too many calories consumed
 - a. high fat
 - b. high calorie
 - c. larger portions
 - d. food is cheap
 2. too little exercise
 3. physiological
 - a. fat cells –
 - i. immediate determinants of body fat are the size and number of fat cells (each person has an average of 30 billion cells)
 - ii. once the number of fat cells increase (due to genetic predisposition, early childhood eating patterns, or adult overeating) it NEVER decreases (fat cells may shrink on a diet but will not decrease)
 - b. leptin –
 - i. hormone that works with the hypothalamus, pituitary, and thyroid to influence hunger and metabolism because the release of leptin in their bloodstream effects the feelings of satiety and contribute to the regulation of body weight.
 - ii. people who have high levels of leptin tend to be obese
 - iii. study with overweight rats injected with leptin tend to loose weight
 4. genetic predisposition
 - a. genetics – obese gene (OB) on chromosome 7 identified in 2001
 - b. set point theory – 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 lower metabolic rate may act to restore the lost weight.
 - c. Basal metabolic rate - The rate you convert energy stores into working energy in your body. In other words, it's how fast your "whole system" runs. The metabolic rate is controlled by a number of factors, including: muscle mass (the greater your muscle mass, the greater your metabolic rate), calorie intake, and exercise.
 - d. a predisposition to genetically based disorders that have a direct effect on eating habits or body weight such as diabetes, hyperthyroidism, and hypothyroidism
 5. environmental factors and cultural factors
 - a. being bombarded with food cues
 - b. cultural pressure to a thin body ideal
 - c. cultures without a thin-ideal for women are also cultures without eating disorders
 - d. obesity is six times more common among the lower classes

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- e. reinforcement
 - i. food can be used in some households as positive reinforcement or reward
 - ii. if you eat all of your dinner, you may have dessert
 - iii. eating tasty foods is reinforcing which encourages the consumption of these foods
- f. modeling
 - i. through observational learning or a role-model, children can learn good as well as poor eating habits
- 6. emotional states –
 - a. feelings of anger, lonely, boredom, and depression
 - b. many people find that food soothes these feelings by acting as a natural tranquilizer
- 3. Loosing Weight
 - a. Be realistic about what ideal weight is
 - b. Begin only if you feel motivated and self-disciplined
 - 1. lifetime changes take time and commitment and should not be done while under stress or fatigue
 - c. Minimize exposure of tempting food cues
 - 1. keep tempting food out of the house
 - 2. go to the supermarket on a full stomach only
 - 3. eat simple, healthy meals (given more variety people eat more – study of “home town buffet”)
 - d. Take steps to boost your metabolism and lower your set point
 - 1. changing eating habits (consume less calories)
 - 2. exercise
 - e. Be realistic and moderate
 - 1. moderately heavy is more healthy than too thin
 - 2. expect 10% weight reduction in six months
 - f. Eat healthy foods
 - g. Do not starve all day and eat one big meal at night
 - 1. slows metabolism and could interfere with sleep
 - h. Beware of the binge
 - 1. watch those cues that will set you to binge – anxious, depression, etc
 - 2. most people occasionally lapse, do not use it as an excuse to binge
- 4. Eating Disorders
 - a. *Anorexia nervosa* – an eating disorder involving a pattern of self-starvation that results in an unhealthy and potentially dangerous low body weight.
 - b. *Bulimia nervosa* – an eating disorder involving episodes of binge eating followed by purging.
 - c. Causes of eating disorders
 - 1. pressure from society or culture
 - a. 60-75% of adolescent girls are unhappy with their weight (as young as 8)
 - 2. biological factors
 - a. brain and/or neurotransmitter function

D. Sexual Behavior

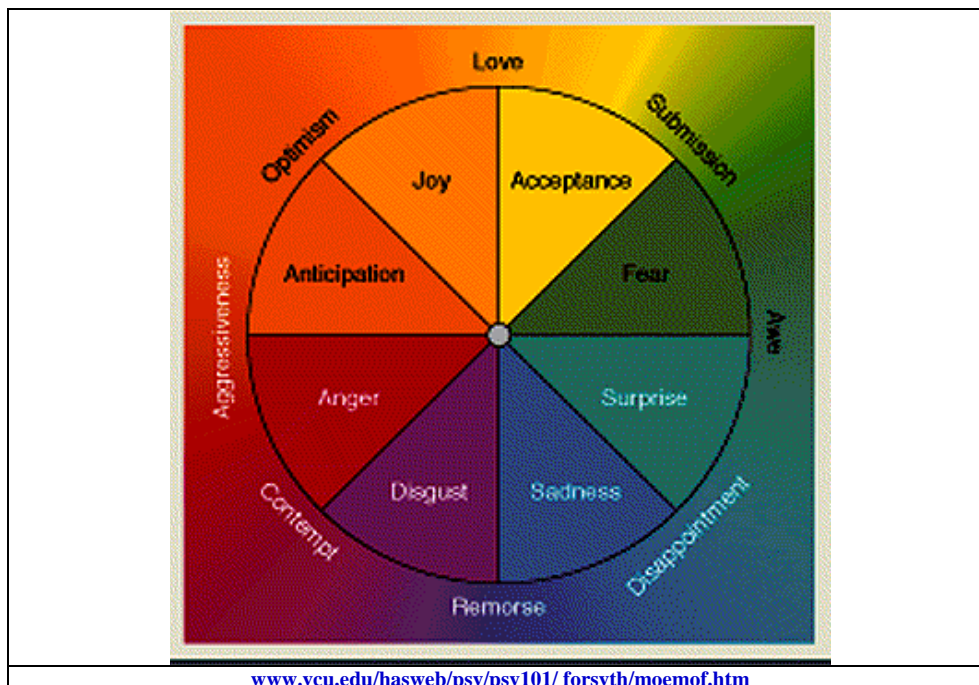
- 1. Alfred Kinsey’s Sex Study (1948, 1953)
 - a. first study on sex
 - b. interviewed 18,000 white urbanites with 350 rapid fire questions
 - c. never asked if
 - d. results:
 - 1. most of the men and half of the women reported having premarital sex

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2. sexual behavior varied
3. women who masturbated to orgasm before marriage reported they seldom has difficulties having an orgasm after marriage
2. Masters and Johnson – most recent studies on sexual behavior (completed every 10 years or so)
3. Sexual Response Cycle
 - a. excitement phase – physiological arousal due to increased blood flow
 - b. plateau phase – excitement building to peak
 - c. orgasm phase – excitement and arousal reach peak
 - d. refractory resolution/period – a resting period after orgasm

E. Emotion

1. emotions are feeling (or affect) states that involve a pattern of cognitive, physiological, and behavioral reactions to stimuli.
2. Physiological Component (LeDoux's Dual-Pathway Model of Fear)
 - a. When the thalamus (the brain's sensory switchboard) receives input from the senses, it can send messages along two independent neural pathways, one traveling to the cortex and the other going directly to the amygdala.
 - b. This allows the amygdala to receive direct input from the senses and generate emotional reactions before the cerebral cortex has time to fully interpret what is causing the reaction.
 - c. The amygdala also seems to function as an early warning system for threatening social stimuli.
 - d. All emotional reactions register at the cortex level – unconscious reactions
 - e. memories and experiences aide in interpretation
3. Plutchik's Color Wheel of Emotions
 - a. Eight primary emotions and those combinations of primary emotions produce the more complex secondary emotions represented outside the circle.



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4. James-Lange Theory –
 a. the belief that emotions occur after people become aware of their physiological
 b. we are afraid because our body’s reaction tells us we are

Eliciting stimulus/event (seeing a bear)	→	Autonomic arousal/ behavioral response (we run)	→	Conscious emotion (fear)
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5. Cannon-Bard Theory
 a. the belief that emotional and psychological reactions to triggering stimuli occur almost simultaneously.

Eliciting stimulus/event (seeing a bear)	→	Subcortical activity in thalamus (sends messages simultaneously)	→	Autonomic arousal (we run)
			→	Conscious emotion (fear)

6. Schachter-Singer Approach – Two-Factor Theory of Emotion
 a. emotional experiences involve two factors: a state of general arousal and a cognitive interpretation (or labeling) of the causes of arousal

Eliciting stimulus/event (seeing a bear)	→	Autonomic arousal/ behavioral response (we run)	→	Interpretation as a function of context (bears are dangerous)	→	Conscious emotion (fear)
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7. Love
 a. Sternberg – Triangular Model of Love
 1. Intimacy – the close bond and feeling of attachment between two people, including their desire to share their innermost thoughts and feelings
 2. Passion – an intense sexual desire for the other person
 3. Decision/commitment – the recognition that one loves the other person (decision component) and is committed to maintaining the relationship through good times and bad (commitment component)
8. Nonverbal Communication
 a. communication using facial expressions, gestures, and/or body position
 b. experience also can sensitize people to particular nonverbal communication or emotions

Notes based on information from the following sources:

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