



8

MOTIVATION AND EMOTION

Have you noticed how each one of us is busy in one or the other activities? We try our best to achieve certain goals; and, if some difficulty comes in the way we feel frustrated. These statements show that our daily life is influenced by our needs such as hunger, thirst, achievement, affiliation etc. Not only that, we also feel happy, sad, angry or violent. The former aspects refer to motivation and the latter refer to different types of emotions. This lesson explains the relevance of motivation and emotions in human life. Motivation helps in answering the question: why do people seek to do certain things?. This helps us understand why people differ in terms of their behaviour. Emotions play an equally important role in everything we do, affecting our relationships with others and health. Both concepts are important because they help us understand the reasons for the various activities we indulge in and help determine the unique personality of each person.



OBJECTIVES

After studying this lesson, you will be able to:

- define the concepts of motives and needs;
- understand goal directed behaviour;
- describe the different aspects of emotions; and
- explain the role of emotions in organizing behaviour.

8.1 NATURE OF MOTIVATION

Have you wondered as to – ‘Why does your father/mother go to work everyday?’ ‘Why do you study for long hours?’ ‘Why do you like to play with your friends?’ or ‘Why does your mother stay up the whole night and care for you when you are feeling unwell?’

Each of these questions has an answer as there is a reason or motive behind each



type of activity mentioned. Working, studying, playing and caring are some important activities which are considered purposeful. **Motives**, wants, needs, interests and desires help explain our movement towards the chosen goals. A need or motive directs us to act or behave in a particular way towards a certain goal. Thus you study for long hours to achieve good results and your mother looks after you because of the affection and concern she has for you as her child.

A. The Concept of Motivation

Motivation plays an important role in directing human behaviour. There are several characteristics of motivation. First, it pushes us to reach the goals we have set for ourselves. In order to reach our goals we need to be **aroused** or **feel active**. Too little arousal will make us feel dull and relaxed, whereas, too much arousal may make us withdraw from our goal. Hence we must be motivated to maintain a balanced **or optimum level of arousal**. Second, people are motivated to behave in certain ways because of the pleasing and pleasant properties of external stimuli, such as, money, good grades, food, which motivate the person to act in a purposeful/focussed manner. Third, motivation is the result of the person's thoughts and expectations. It can be of two types: **intrinsic motivation** that comes from within the person, based on personal enjoyment of any task, and **extrinsic motivation** which is based on external rewards such as money, pay and grades. You will find that sometimes we work hard and produce high quality work when motivation is intrinsic rather than extrinsic. On the other hand, we are also influenced by the external rewards. In life, both types of motivation are important. Finally, motivational needs are ordered such that basic needs such as hunger and thirst are satisfied first and then other higher-needs, such as need for achievement and power are fulfilled. Let us now learn about the hierarchy of needs.

B. The Hierarchy of Needs

According to psychologist **Abraham Maslow**, there are several levels of needs that each person must strive to meet before he or she can achieve the highest level of personal fulfilment. Thus, a person must be able to fulfil the **primary (biological) needs** at the lowest level, as indicated in Figure 1. Once these needs are met then **safety** becomes important, followed by **need to belong** and **to love and be loved**. The desire to belong to groups such as family, friends, and religious groups makes us feel loved and accepted by others. If we succeed in satisfying the mentioned needs then we feel the need to have **self esteem, confidence, and feeling of self-worth**. Next come **cognitive needs** which include need for **knowledge** and **understanding**, followed by need for **order** and **beauty**. Finally a person moves towards reaching the full potential called **self-actualization**. Such a person has the qualities of **self awareness**, is **socially responsive**, and is open to the **challenges of life**. This type of organization of needs is called a **hierarchy**, or ranking in a series.



Figure 8.1: Maslow's hierarchy of needs

As life goes on people gain wisdom and knowledge of how to handle situations, thus they move up the ladder or hierarchy. A person may move up and down the hierarchy depending upon the situation he or she finds himself in. This hierarchy may not hold true for different cultures. It has been found that in countries like Sweden and Norway quality of life is very important and social needs are more sought after than self-actualization. In some cultures security needs are more dominant than self-actualization making job security more important than job satisfaction.

C. Primary Needs

‘Need’ refers to a lack of something that is necessary for us. We feel hungry when our blood sugar level is low, thus we need to eat food to satisfy our hunger. Motives or needs are characterized in terms of **primary** and **secondary** needs or motives.

Important **primary needs** are **biological needs** such as hunger, thirst, oxygen, rest, sleep, temperature regulation, warmth, shelter, excretion, and sex. These needs have to be satisfied for us to stay alive. Needs such as hunger and sleep are cyclical in nature or are repetitive. Thus we need to eat and sleep regularly. Attempt Activity 1 to understand the effects of not eating or sleeping for a long time.



Notes

Activity 1

Primary Needs

- a) *Effect of lack of sleep on performance. Try to keep awake for a long period of time, for example for about 16 hours. Now list your experience on two aspects: i) how long you take to learn a lesson and ii) your feelings at this point of time.*
- b) *Effect of not eating for a long period of time. Try not to eat for a long period, for example, 8 hours. List your experience in terms of how you feel. Rate your feelings on a five point scale in terms of: i) extent of low feeling, ii) level of irritation and annoyance. Also try to concentrate on reading a new lesson. Are you able to read the lesson? If not, why is this so?*

The starting point of many biological needs is an imbalance in the physiological conditions of our body. Our body tries to maintain a state of balance called **homeostasis**. This balance is crucial. There must be enough water content in our body, body temperature must not be high or too low, glucose levels must be adequate and so on. Without maintaining this balance we would not be able to function properly in our daily life activities. Can you recall when you or a family member suffered from high fever and had to rest in bed for a few days? A state of balance must be maintained within our body to carry out our daily activities.

Why do we eat or feel hungry? There are several factors involved in the hunger need. Stomach contractions or ‘hunger pangs’ indicate that the stomach is empty and low levels of glucose and protein in the blood make us hungry. In addition, the smell, taste or appearance of food may lead to a desire to eat. When you reach home the smell of your favourite dish makes you feel hungry! Many factors work together to make us feel hungry. It is interesting that you can go hungry for long periods but not without water. We feel thirsty because we lose water content due to perspiration, breathing and urination.

Influence of Culture and Environment on Primary Needs

Do you know that our biological needs, such as hunger, are influenced by environmental factors? Often we are likely to feel hungry because of a number of reasons rather than due to low glucose levels in the blood. Environmental factors that have an effect on hunger and eating are:

- Learned liking and habits, for example, a person who enjoys having pizza will want to eat it even if not hungry.
- Stress can lead to eating, for example, examination stress makes some students eat more than is required.
- External cues, such as when it is dinner time or your mother calls out for dinner you are likely to feel hungry. The smell and attractive appearance of food may also make you feel hungry.

- Dietary restraints, if the doctor has advised a patient to avoid sweet foods there may be an increased desire to eat sweets.

D. Secondary Needs

Secondary needs lead to **psychological or social motives**. They are called social motives because they are learned in social groups, particularly the family. As children grow up and interact with others they acquire certain needs which can be fulfilled in a group setting. For example, achievement motivation is acquired by children through their parents, role models and socio-cultural influences. Some common social motives are:

Achievement: To strive for success and excellence, carry out difficult tasks.

Affiliation: To seek and enjoy the company of others, to make friends.

Power: To strive for impact on others, to influence, control and persuade others.

Nurturance: To help and take care of others such as children, elderly or sick persons.

Aggression: To fight, forcefully overcome opposition, to hurt and ridicule.

Exploration: To seek a variety of stimulation, to explore novel things.

The type and strength of social motives differ from person to person. For example, you may have high needs for achievement and affiliation, whereas your friend could have a moderate need for achievement and a low need for affiliation. Or, you could have a high need for affiliation and your friend a high need for exploration.

Mother Teresa's concern for the poor, sick and helpless made her open the Missionaries of Charity in 1950. It provides food for the needy and runs schools, hospitals, orphanages, youth counselling centres, and, homes for lepers and the dying. Mother Teresa's work has touched the lives of thousands of people. Her concern for others makes her high on need for nurturance. Do read the poem written by Mother Teresa as shown on www.youtube.com.

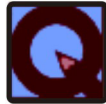


Nelson Mandela dedicated himself to the struggle of African people and was imprisoned for 27 years before he achieved freedom for his people. In fact he did not want personal freedom but fought for the setting free of common people. He was influenced by Mahatma Gandhi's way of thinking. For him it is important to live in peace and harmony and have equal opportunities for all people. Nelson Mandela was able to achieve difficult goals and his commitment helped him accomplish his purpose in life. Watch the video on www.youtube.com 'Making Poverty History – Nelson Mandela' and 'First Nelson Mandela Interview'





We can also classify needs into three basic types: **existence needs** that include all primary needs that are essential for survival; **relatedness needs** include safety, belongingness, esteem and other social relationships needs; and, **growth needs** include those aspects that help people to develop their full potential. It is important to understand that biological and psychological needs do not work in isolation. They influence each other and determine human behaviour.



INTEXT QUESTIONS 8.1

1. Explain the concept of motivation.

2. Differentiate between primary and secondary motives.

3. Describe Maslow's hierarchy of needs.

4. Discuss the role of culture and environment in our needs and motives.

Quiz 1

1. The process by which a person moves towards fulfilment of wants is called:
a. need b. incentive c. motivation d. goal
2. Secondary needs are acquired through
a. biological needs b. social interaction c. intrinsic procession d. innate needs
3. According to Maslow the most basic needs are:
a. safety b. cognitive c. love d. biological
4. Reema gets Rs. 20 for every good grade she obtains in school. Reema is receiving:
a. intrinsic motivation b. extrinsic motivation c. primary need d. growth need
5. Ashok has a high need for because he likes to study and investigate new things.
a. love b. nurturance c. exploration d. achievement



8.2 NATURE OF EMOTIONS

Each one of us has experienced strong feelings that are associated with pleasant or negative experiences. Examples of emotion are feeling happy when enjoying a movie, or getting embarrassed when we break a neighbour's beautiful vase, or sadness after an argument with our best friend. Emotions influence our everyday behaviour.

A. Functions of Emotions

Emotions play several important functions in our lives.

- **Emotions prepare us for action:** When you see a person with a gun coming towards you, the emotion of fear and the accompanying bodily changes will help you run away from the situation.
- **Emotions help arrange our activities and future behaviour in some order:** Emotions help us to gather information and increase our chances of making the right response in the future. When a person threatens us we will try to avoid meeting that person out of fear. Positive emotions can act as reinforcement such as, wanting to repeat an action which brought us praise and joy.
- **Emotions help us interact effectively with others:** When we show our emotions other people watching them may come to be familiar with our way of behaving and know how we are likely to act again in the future. Similarly, others' emotional expressions help us understand how to behave with them.

Activity 2

In column A are some situations which we all go through. In column B are emotions we might experience in these situations. Try and match column A to column B.

A	B
(i) You had fight with your best friend	(i) Surprise, excitement
(ii) You are about to go for an interview / exam	(ii) Fear, nervousness
(iii) You and your family are going for a picnic	(iii) Sorrow, sadness
(iv) You are about to receive the results of an exam that you do not think you did well on.	(iv) Disgust
(v) You have received an unexpected gift	(v) Scared, nervousness
(vi) You see a man chewing pan/tobacco and spitting on the road	(vi) Excitement, happiness



Fig. 8.2: Emotional Expressions

B. Components of Emotions

Emotion has three basic components or parts:

1. **Physiological changes:** when a person feels an emotion certain changes take place in our body such as increase in heart rate, blood pressure, pupil size is increased, perspiration takes place, breathing is faster and the mouth may become dry. Think about the last time when you went to the examination centre to write your exam or when you were angry at your younger brother. You may have experienced these bodily changes.
2. **Behavioural changes and emotional expression** refer to the outward and noticeable signs of what a person is feeling. These include facial expressions, bodily postures, and gestures with the hand, running away, smiling, frowning, and slumping in a chair. The six primary emotions in facial expressions are: fear, anger, sadness, surprise, disgust and happiness. This means that these emotions are easily recognized in people from all over the world.
3. **Emotional Feelings:** Emotion also includes the personal/individual feeling. We can **label the emotion** felt as: happy, sad, angry, disgusted and so on. Labelling

of a feeling is shaped by **past experiences** and the **culture** one belongs to. On seeing a person with a stick in his/her hand we may run away or prepare ourselves to fight, whereas, if a well known singer is in your neighbourhood you will go to the place to hear him sing your favourite songs.

Cognition or understanding of the situation is the most important part of emotional experiences. Some psychologists feel that we think and then feel, while others believe that our emotional reactions are so fast that thinking about the situation does not arise. Attempt Activity 3 to check which explanation is correct according to you? Human emotions involve so many things, past experience, culture, individual differences therefore at times we may first act and then think about it, whereas in other situations we can first think before reacting.

Activity 3

Emotion and Thinking

Think and answer: when you suddenly see a dog snarling near by do you first run away or do you first think 'What should I do?' and then decide to run? Make a list of other situations where you are likely to first react and other situations where you are likely to first think and assess the situation and then you will respond.

Most of the times we feel a **mixture of emotions**. For example, when a person wins a lottery she may show the emotions of shock, disbelief, surprise and joy. We are also familiar with each other's feelings and know what it means to him or her. Hence you know when your friend is happy to receive a gift and sad when you have had an argument with her. However your **experience of emotions** of joy and fear is different from your friend's. Going for a walk may provide you with pleasure whereas for your friend a hug from her mother gives the feeling of pleasure. The meaning a feeling has for you or your friend is influenced by past experiences and memories.

Activity 4

There are many ways by which we describe our feelings. Prepare a list of the various emotions people feel. Make your own list of emotions. Also ask your family members and friends. You will realize that the list is very long for human emotions have a wide range.

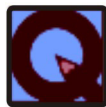
C. Emotions and Culture

Do people in all cultures express their emotions similarly? Yes, research indicates that the six basic emotions are expressed universally. Therefore, Indians, Americans, Germans or Japanese express joy and fear in the same basic way. Each primary emotion is associated with a unique set of facial and muscular movements.





Yet you must understand that the behaviour of people from various countries is different from your behaviour. Japanese tend to show very little emotional display as compared to Italians. Why does this difference in display exist if there are basic universal emotions? The answer is that as we grow up we come into contact with family members and others. The social experiences lead to the development of **display rules** which are approved way of showing of emotions. These rules are learnt during childhood and this learning becomes noticeable in the expression of emotions. Can you recall any instance when you have received a gift that you do not like? Have you not thanked profusely with a smile ‘pasted on your face’? This is known as ‘making of emotion’. Interestingly there may have been instances when you have been able to note the difference between a made up smile and a true smile.



INTEXT QUESTIONS 8.2

1. State the functions of emotions in our lives.

2. With the help of examples identify the components of emotions.

3. State how display rules are influenced by culture.

Quiz 2

State whether the following statements are true or false:

1. Emotions prepare us for action. T/F
2. When a person feels an emotion no bodily changes take place. T/F
3. Emotional expression is only shown through facial expressions. T/F
4. Labelling of emotions is influenced by past experience and the culture one belongs to. T/F
5. Display rules are approved ways that are noticeable in the expression of emotion. T/F

8.3 ROLE OF EMOTION AND MOTIVATION IN HUMAN BEHAVIOUR

Can you imagine a situation when you are about to appear for an important examination or are going to receive a prize for securing the first position in class and you do not feel anything? Or, you are walking alone down a dark street at midnight and someone is following you and again you are not feeling anything? Absence of not being motivated to do something and absence of feelings is likely to make us act in a robotic fashion.



We have tried to understand motivation and emotions as two distinct concepts. In real life both are closely related and connected and separating the two concepts is a difficult task. In this unit you have learned that along with motivation we also feel our experiences. In the examples provided above the act of studying long hours and the experience of success provides you with a sense of achievement and happiness. The emotional feelings of love and affection your parents have towards you also motivate them to care for you. The death of a loved one brings on the emotion of sadness whereas we experience anger at being treated unfairly. Emotions not only motivate us, they also indicate the reason for motivation. They play an important role in our lives.

Hence your motivation is also accompanied by emotions. Any situation that brings about a strong emotion is likely to motivate you to either repeat it or to avoid it. Thus both motivation and emotion are forces that push us towards action. Primary needs like hunger, thirst and sleep and secondary needs like achievement, power or approval are accompanied by emotional reactions of satisfaction, joy and pride. It can be said that:

- Both motivation and emotion move, activate and help control and plan human behaviour.
- The feeling part of emotion has a motivational component. It helps us to get what we want and to avoid what we do not want in life.
- Emotions can serve as motives. For example, a frightened child may cry out for help and seek comfort and security from a loved one, such as, a mother or father.

**WHAT YOU HAVE LEARNT**

- Motivation is a want or need that helps us move towards our goal. It moves us to act or behave in a particular way.
- Motives and needs are characterized in terms of primary motives (biological) and secondary (psychological) motives. Primary needs are due physiological imbalance while secondary needs are influenced by social experiences of the individual.
- According to the hierarchy model, biological needs must be fulfilled before psychological needs.
- Emotions play three important functions: prepare us for action, organize our behaviour and future, and, interact effectively with others.
- Emotions have three interrelated components: physiological changes, behavioural and emotional expression and subjective feelings.
- Basic emotions and their expressions are universal in nature yet culture provides guidelines towards how and when to show emotions.

MODULE - II

Basic Psychological Processes



Notes

Motivation and Emotion

- Motivation and emotion together activate and organize our life. Motivation leads to emotional experience and this further motivates (reinforces) a person to act.



TERMINAL QUESTIONS

1. Write three examples of motivated action. Now identify the important characteristics of motivation.
2. Identify the important components of Maslow's hierarchy of needs. Which motives are satisfied first? Provide reasons as to why this is so.
3. With suitable examples describe the role of motivation and emotion in organizing our behaviour.

Activities/Exercises

1. Interview a person who has achieved prominence in his or her field. For example, the president of a company, a sports person, a dancer or a physically challenged person. Ask the person about his/her life – starting from childhood to the current position, incidents that influenced them, the various challenges and how they were overcome. Prepare a case study.
2. Collect a number of magazines, and newspapers. Cut photographs which show different facial expressions. Make a collage of these photographs to understand the different emotions in human life.
3. Interview a dancer or theatre person. Ask the person about different emotional expressions and how they are used to communicate specific emotions. Try to note how the body posture, gestures, and facial expressions communicate emotions.



ANSWERS TO INTEXT QUESTIONS

8.1 Refer to Section 8.1

Quiz 1

1. c
2. b
3. d
4. b
5. c

8.2 Refer to Section 8.2



Quiz 2

1. T
2. F
3. F
4. T
5. T

Hints for Terminal Questions

1. Refer to section 8.1
2. Refer to section 8.1
3. Refer to section 8.3

Web Sites

The following websites will help you to further understand motivation and emotions.

1. <http://thesituationist.files.wordpress.com/2007/10/emotions.jpg>

Types of emotions: (a) In this site robots have been used to depict different types of emotions. Study in detail how each part of the face (forehead, eyebrows, size of eye pupil, etc.)

- (b) https://sfari.org/image/image_gallery?img_id=136061&t=1241787803666

Whereas in this site humans have been used to show six different emotions. Can you identify them?

- (c) <http://www.scribd.com/doc/12910868/Paul-Ekman-Emotions-Revealed-Recognizing-Faces-and-Feelings-to-Improve-Communication-and-Emotional-Life>

This E-book by Paul Ekman has a number of photographs which you can observe to understand different types and display of emotions. On page 236 in the appendix there is a test 'Reading Faces' consisting of 14 photographs that you can attempt. At the end of the e-book answers with explanations are also provided.