

Motivation and Emotion

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Chapter 9 Outline

Motivation

- a. Intrinsic and extrinsic motivation
- b. Approaches to Motivation

Emotion

- a. 3 elements of emotion
- b. Theories of emotion

Motivation

Motivation

LO 9.1 Instinct and drive-reduction approaches to motivation

Motivation

It is a process by which activities are started, directed, and continued.

e.g. What makes you want to go dating? Who will you date? What makes you try again after being rejected?

e.g.

Why do you want to get a pass in the exam?

How? Cheating or studying? What strategies?

What makes you **continue** to study hard when your friends invite to a movie?

Motivation

Two kinds of motivation:

Extrinsic motivation

- Action leads to outcome separate from or **external** to the person. E.g. reinforcement such as money, food

Intrinsic motivation

- The **action itself** is rewarding
- The action itself motivates the person
- E.g., actions that satisfy the creativity need

Extrinsic OR Intrinsic?

A child is playing with buckets of water at the beach.

Intrinsic?

A cleaning lady is sweeping the floor.

extrinsic?

Two students are chatting at low voice when the teacher is teaching.

Intrinsic?

You are trying to pay attention to the lecture.

Both?

An insurance agent goes to Karaoke for a birthday party organized by his friends.

Both?

Extrinsic OR Intrinsic?

You want to find a job you like.

Intrinsic

You also hope that the job is well-paid.

Extrinsic

You want your students enjoy learning, like Maths, love English.

Intrinsic

You give your students prizes when they get good exam results.

Extrinsic

Can behaviours be maintained by merely extrinsic or intrinsic motives?

Researchers have found that when tasks are **interesting**, **external rewards** may actually increase intrinsic motivation, at least for a short while. This boy seems actively engaged in the learning process in his classroom, suggesting that he finds the subject interesting. External rewards such as praise from the teacher or gold stars may actually enhance his intrinsic motivation to succeed in this class. **How might this child's enthusiasm for learning affect the teacher's intrinsic motivation?**



Intrinsic Motivation

LO 9.4 Maslow's hierarchy of needs

- Will external reward given for performance have a negative impact on motivation?
 - Only with tasks that are not interesting
 - External rewards may improve performance if value of task is understood & when the individual is interested in the task.

Some motivation theories emphasize internal needs while others emphasize external incentives

You see some beautiful cup cakes displayed in the show window. You go in, buy one and finish it.

Are you driven by some physical needs?

OR

Are you attracted by the delicious appearance?

OR

Both?



Approaches to Motivation

1. Instinct approaches
2. Drive-reduction approaches
3. Arousal approaches
4. Incentive approaches
5. Humanistic approaches

Instinct Approaches to Motivation

LO 9.1 Instinct and drive-reduction approaches to motivation

- Instincts
 - **Biologically** determined and **innate patterns** of behavior
 - Exist in both people and **animals**
 - Examples: sex instinct, aggression instinct, maternal instinct
- Instinct approach
 - Assumes people are governed by instincts similar to those of animals



- To what extent you think dogs mate because of sex instinct? How about you dating someone?
- How about studying? Do you enroll in this program because you are driven by some instincts?
- The instinct approaches imply that there is little difference between human beings and animals AND human beings have little control over their behaviours.

Drive-Reduction Approaches



A **NEED** is a requirement for some material that is important for survival
E.g., food, water

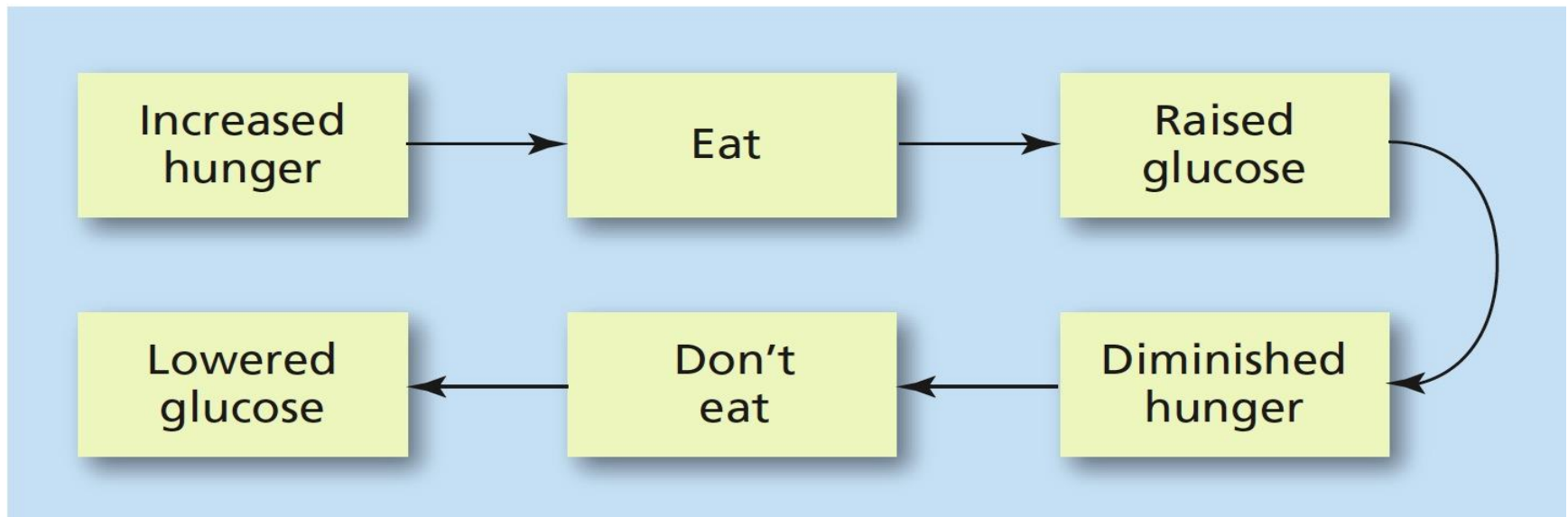
When you have a need → psychological and physiological tension (**DRIVE**)

Drive-Reduction Approaches

- The drive pushes the organism to engage in some BEHAVIORS to satisfy the need.
- When the need is satisfied, the drive reduces.
- **Homeostasis**
 - Tendency for body to maintain a steady state

Figure 9.1 Homeostasis

In homeostasis, the body maintains balance in **the body's physical states**. For example, this diagram shows how increased hunger (a state of imbalance) prompts a person to eat. Eating increases the level of glucose (blood sugar), causing the feelings of hunger to reduce. After a period without eating, the glucose levels become low enough to stimulate the hunger drive once again, and the entire cycle is repeated.



Instincts elicit relatively fixed patterns of behaviours.

Needs can be satisfied by different behaviours. For example, hunger drive can be satisfied by eating spaghetti or sushi, eating with a fork or with your hand.

Drive Reduction Theory

LO 9.1 Instinct and drive-reduction approaches to motivation

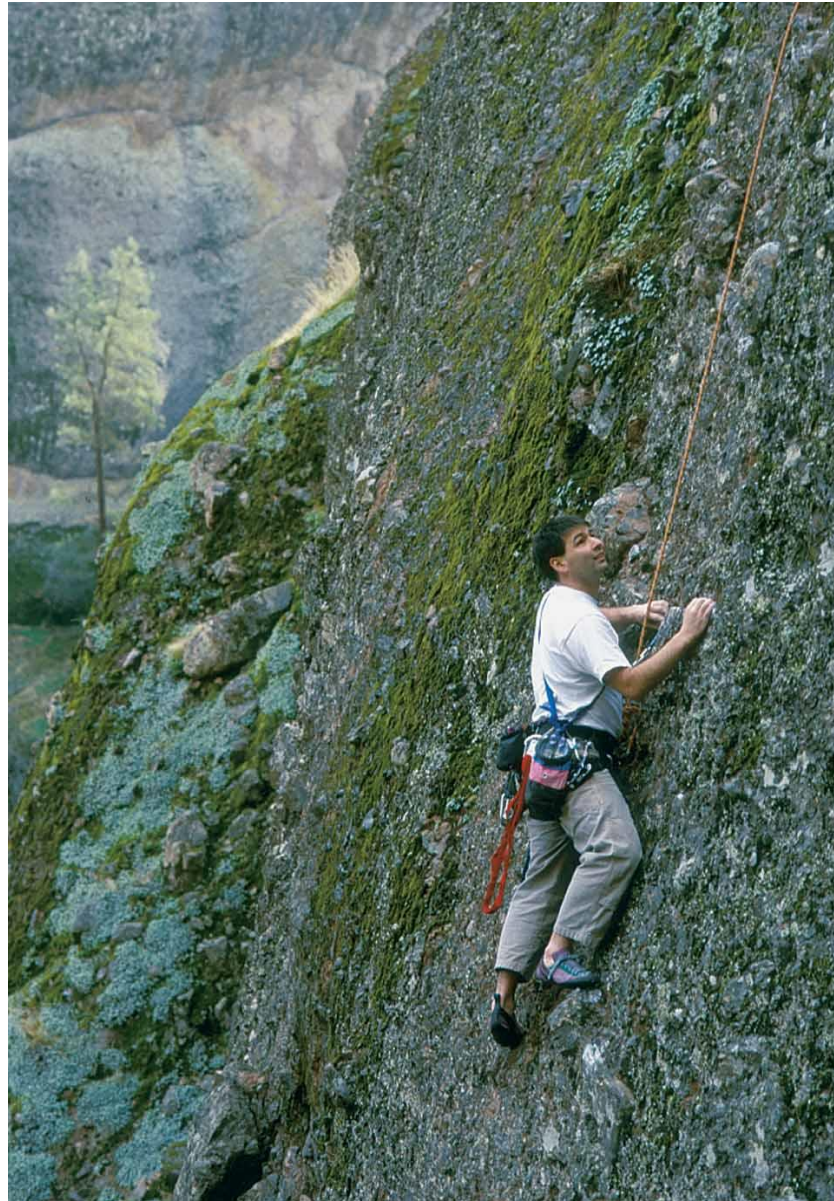
Assumption: behavior arises from **physiological** needs

Can you name some behaviors which are not driven by physiological needs?

2 Kinds of drives:

- **Primary drives**: Drives involving needs of the body, e.g., hunger and thirst
- **Acquired (secondary) drives**: Drives learned through experience or conditioning, e.g., money, love (secondary reinforcement)

Some people are driven to do strenuous, challenging activities even when there is **no physical need** to do so. When a drive is acquired through learning, it is called an acquired or secondary drive. Fulfilling an acquired drive provides secondary reinforcement. **What might this rock climber find reinforcing about scaling this steep cliff?**





Criticism

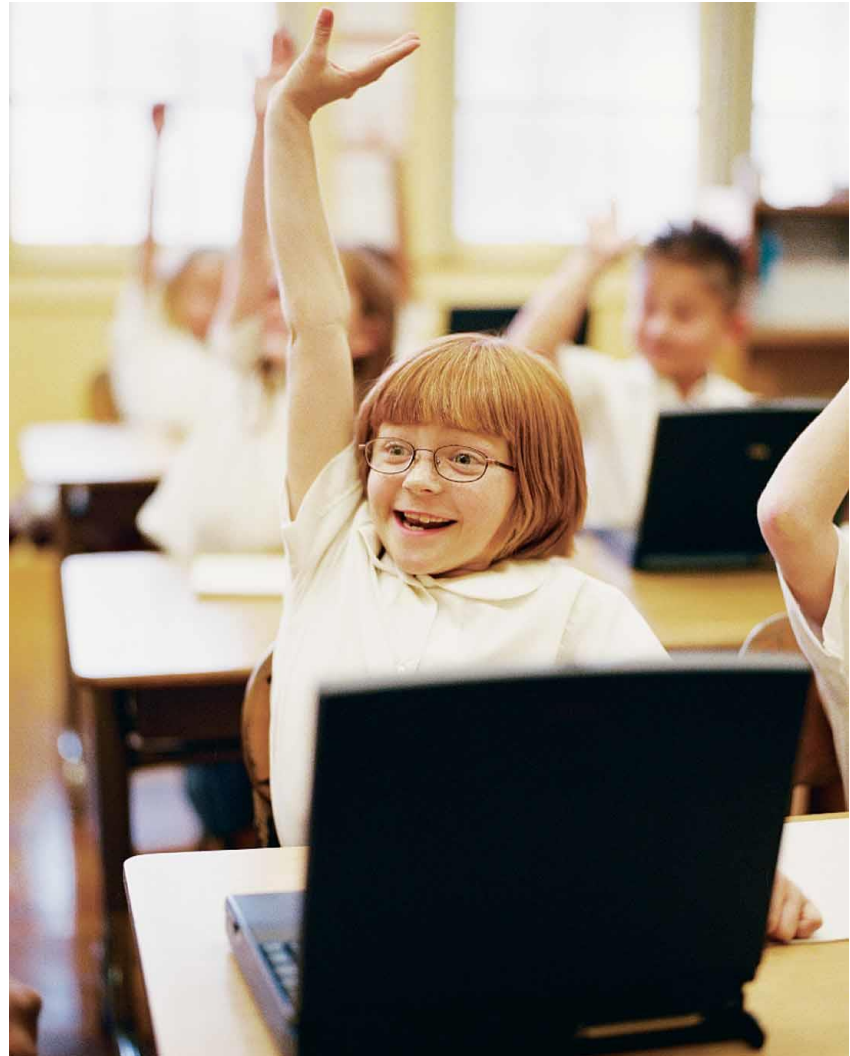
Do we have psychological needs?

Are all psychological needs acquired?

If psychological needs serve the purpose of satisfying physiological needs, **why don't the drives disappear when the needs are satisfied?**

People sometimes **seek to increase rather than reduce arousal.**

Many people are driven by a need to attain both realistic and challenging goals. This young girl seems eager to provide an answer to the teacher's question, and the teacher's positive feedback will help **foster** the girl's need for achievement.



McClelland proposed 3 psychological needs:

1. Need for achievement (nAch)
 - Involves a strong desire to succeed in attaining goals
 - Welcome challenges
 - Related to success experiences
2. Need for affiliation (nAff)
 - Need for friendly social interactions
 - Relationships with others
3. Need for power (nPow)
 - Need to have control or influence over others

These people are rich but they continue to buy new houses, businesses, clothing, and cars (among other things) even though **they do not need them**. Such actions are examples of the need for power. How might this need for power be expressed in a person's relationships with others, such as a spouse, employee, or friend?



Table 9.1

Sample Items From the Zuckerman-Kuhlman Personality Questionnaire

SCALE ITEM	SENSATION SEEKING
I sometimes do “crazy” things just for fun.	High
I prefer friends who are excitingly unpredictable.	High
I am an impulsive person.	High
Before I begin a complicated job, I make careful plans.	Low
I usually think about what I am going to do before doing it.	Low

Source: Adapted from Zuckerman, M. (2002).

Arousal Approaches

Stimulus motive

- Appears to be unlearned
- Causes an increase in stimulation
 - Example: curiosity, playing, exploration

Arousal theory

- People have an optimal (best or ideal) level of tension
- Seek to maintain tension by increasing or decreasing stimulation
- Moderate level of tension appears best for most tasks

This daring preschool boy has climbed high into this massive tree and looks as though he might try to climb higher still.



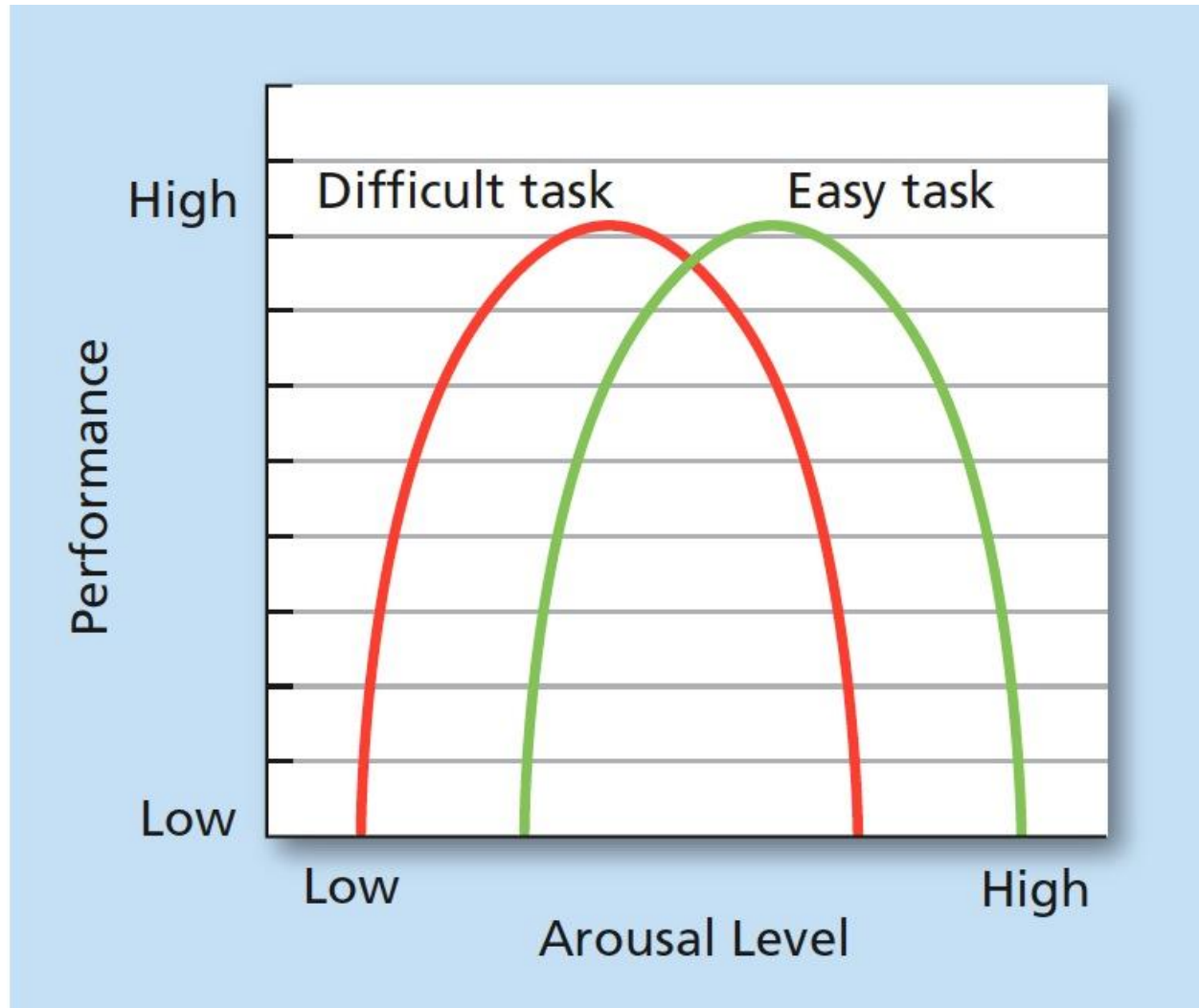
Arousal Approach to Motivation

LO 9.3 Arousal and incentive approaches to motivation

- Yerkes-Dodson law
 - Performance is related to arousal
 - Moderate levels of arousal lead to better performance
 - Effect varies with the difficulty of the task:
 - Easy tasks require a high-moderate level
 - More difficult tasks require a low-moderate level

Figure 9.2 Arousal and Performance

The optimal level of arousal for task performance depends on the difficulty of the task. We generally perform easy tasks well if we are at a high-moderate level of arousal (green) and accomplish difficult tasks well if we are at a low-moderate level (red).



Arousal Approach to Motivation

LO 9.3 Arousal and incentive approaches to motivation

- Yerkes-Dodson law
 - Sensation seeker
 - Needs more arousal than the average person
 - May be related to temperament (inborn)
 - Do you like roller coaster? Are you a sensation seeker? Do you like to take risk?

Incentive Approaches

LO 9.3 Arousal and incentive approaches to motivation

- Behavior is explained as a response to an **external** stimulus and its **rewarding** properties
 - Incentives
 - Attract or lure people into action
 - Motivate
 - **Is Reinforcement an incentive?**
 - **What kind of incentive we can offer to our students?**
 - **What type of things are rewarding?**

What kind of incentive can we offer to our students? What can school give to students?

- High marks?
- A well-paid job?
- A beautiful pencil case?
- A group of good friends?
- Knowledge?

What would our students value?

Incentive Approaches

LO 9.3 Arousal and incentive approaches to motivation

- Expectancy-value theories
 - Tolman and others
 - In order to predict actions, we need to know the individual's **beliefs about their abilities** and **values** associated with the actions
 - E.g., Do you believe that you can get a pass? Do you value a pass in the exam?



Implications for teachers

- Help our students see what they learn as meaningful, valuable or at least useful
- Foster their sense of competence by:
 1. Break long-term goals into short-term goals which students regard as obtainable
 2. Give reinforcement when goals achieved
 3. Give informative feedback to help Ss improve

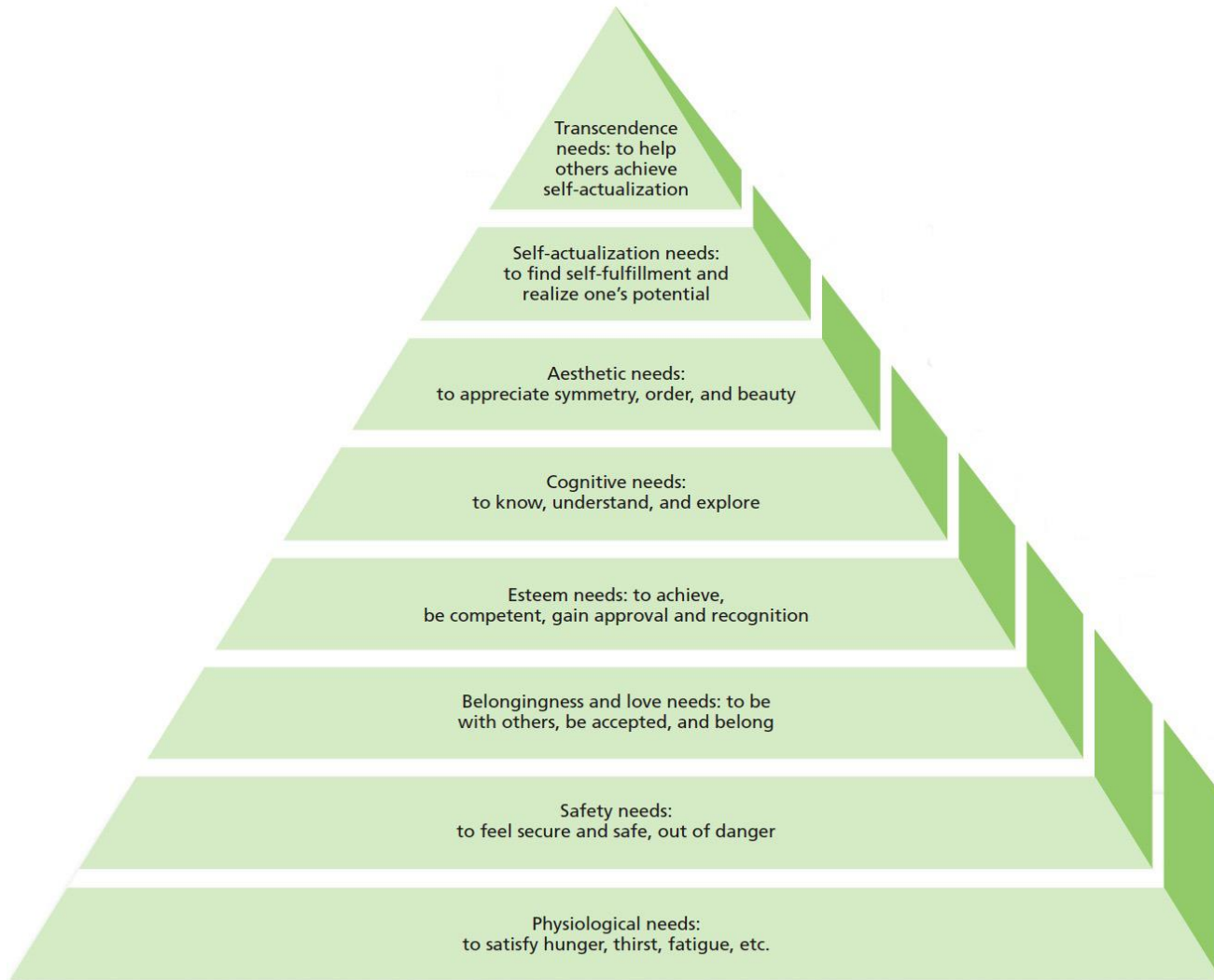
Humanistic Approaches

Maslow's Hierarchy of Needs

- Presents a more positive view of human behavior
- Original version: human beings have 5 kinds of basic needs
- deficiency needs(first 4 layers): needs lose influence when they are satisfied
- growth needs (other layers): the more the needs are satisfied, the greater influence they have

Figure 9.3 Maslow's Hierarchy of Needs

Maslow proposed that human beings must fulfill the more basic needs, such as physical and security needs, before being able to fulfill the higher needs of self-actualization and transcendence.



Deficiency Needs

Physiological needs: relate to your body, e.g., hunger, thirsty sex, sleep, free of pain

Safety needs: physical and psychological safety

Love and belonging needs: need to give and receive love, a sense of belonging

Esteem needs: a sense of worth, respect from others and self-respect; reputation; social status

In the movie *Castaway*, Tom Hanks's character is stranded on a deserted island. His first concern is to find something to **eat** and fresh water to **drink**—**without** those two things, he cannot survive. Even while he is building a crude **shelter**, he is still thinking about how to obtain food. Once he has those needs met, however, he gets **lonely**. He finds a volleyball, paints a handprint and then a crude face on it, and names it "**Wilson**." He talks to the volleyball as if it were a person, at first as a kind of way to talk out the things he needs to do and later as a way of staying relatively sane. The need for companionship is that strong.



Maslow's Hierarchy of Needs

LO 9.4 Maslow's hierarchy of needs

- **Self-actualization**
 - Point that is seldom reached
 - Individual **has sufficiently satisfied** lower needs
 - Achieved full human potential
 - Peak experiences
 - Times where self-actualization is temporarily achieved

Maslow's Hierarchy of Needs

LO 9.4 Maslow's hierarchy of needs

- Can the theory be applied to Chinese culture?
 - Suggests order of needs does not always hold true for other cultures
 - 衣食足，然後知榮辱 (only when your basic necessities are met, you pay attention to your dignity)
 - 民以食為天 (people regard food as their prime want)
 - Will people die for righteousness?
- Other theorists have developed and refined Maslow's hierarchy

Hierarchy of Needs

- Maslow's Hierarchy of Needs has been widely applied in management in the commercial field and school settings.
- You will be asked to give examples on how the theory can be applied.

Refinement of Maslow's Hierarchy of Needs

LO 9.4 Maslow's hierarchy of needs

- Alderfer (1972)
 - Believed that more than one need could be active at a time
 - Progression up and down the hierarchy is common
 - One need assumes greater importance at a particular time than other needs

Self-Determination Theory

LO 9.4 Maslow's hierarchy of needs

Three inborn universal needs to gain a complete sense of self

- Autonomy
 - In control of one's own behavior and goals
- Competence
 - Able to master challenging tasks of one's life
- Relatedness
 - Sense of belonging, intimacy, and security in relationships with others

Concept Check

Mary concentrates on the project and has not eaten any food for 15 hours. She now feels a tension to find some food for herself.

Therefore, she searches the web to find a fast food shop which delivers food at 2:00 am.

This demonstrates:

1. Instinct approaches
2. Drive-reduction approaches ✓
3. Arousal approaches
4. Incentive approaches

Concept Check

Animals have a strong motivation to mate when they are sexually mature. Men in Hong Kong would control themselves not to have sex with girls under 16. This is a criticism of

1. Instinct approaches ✓
2. Drive-reduction approaches
3. Arousal approaches
4. Incentive approaches

Concept Check

A supermarket in HK has a “Collect Happy Stamps for Peter Rabbit Collection” scheme. You really want the cup. However, after calculating that you have to spend \$5000 before you can get the cup, you have to stop before you get the cup. This demonstrates



1. Instinct approach
2. Drive-reduction theory
3. Arousal approaches
4. Expectancy-value theory ✓

Emotion

Emotion

- I. 3 elements of emotion

- II. Theories of emotion
 1. Common Sense theory
 2. James-Lange Theory
 3. Cannon-Bard Theory
 4. Schachter-Singer Cognitive Arousal Theory
 5. Lazarus's Cognitive-mediation Theory

Elements of Emotion

LO 9.7 Three elements of emotion

- Emotion
 - The “feeling” aspect of consciousness
 - Characterized by three elements:
 1. Physical arousal
 2. Behavior that reveals feeling to the outside world
 3. Inner awareness of feelings

1. Physiology of Emotion

LO 9.7 Three elements of emotion

Amygdala

- Located within the limbic system
- Associated with fear
- Emotion travels to amygdala by two routes:
 1. Fast, crude, direct “low road” through subcortical
- It allows for quick responses to stimuli which may be dangerous even before we know what the stimuli is

2. Slower, more indirect, complex “high road” involving cortical structures e.g. prefrontal cortex

- Involves deeper processing
- Can override the quick and crude response

Emotional disorders e.g. cannot control emotions, possibly because:

- Mainly have the fast crude direct route
- The indirect route cannot override the direct route.

2. The Behavior of Emotion: Emotional Expression

LO 9.7 Three elements of emotion

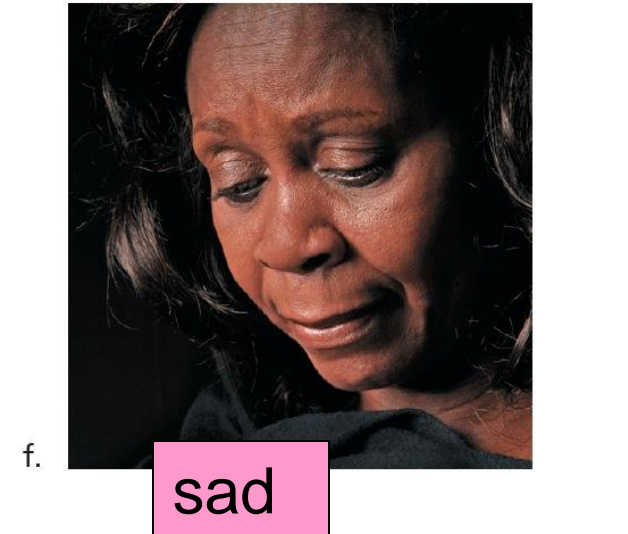
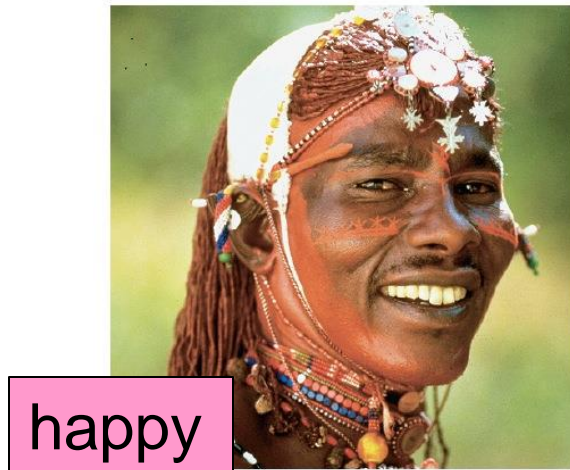
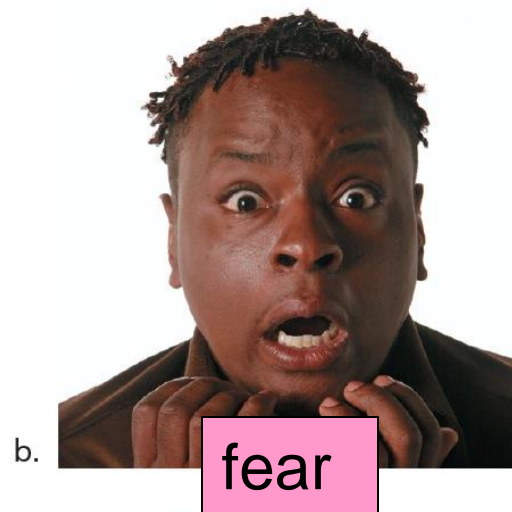
- Darwin
 - Types and manner of facial expression are universal
- Recent research reveals at least seven basic emotions universal to all people
 - Anger, fear, disgust, happiness, surprise, sadness, and contempt
- **Display rules** differ across cultures

Figure 9.6 Facial Expressions of Emotion

Although
cultures

Disgust, fear, surprise, sad, happy, anger

are to
e.



3. Subjective Experience: Labeling Emotion

LO 9.7 Three elements of emotion

- “Cognitive element”
 - Labeling process involves retrieving memories of similar experiences
 - Labels are learned responses reflected by culture
 - Chinese tend to describe emotion in terms of bodily experience
 - European Americans use more emotion in labeling

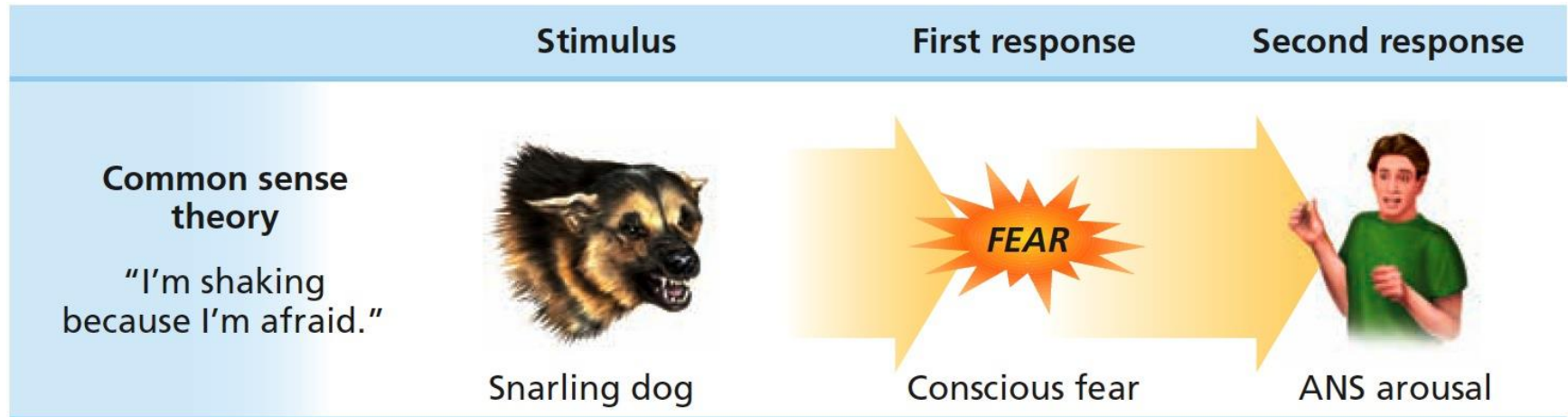
1. Common Sense Theory

LO 9.7 Three elements of emotion

- A stimulus leads to:
 1. An emotion
 2. A bodily arousal of Autonomic Nervous System (imply uncontrollability)

Figure 9.7 Common Sense Theory of Emotion

In the common sense theory of emotion, a stimulus (snarling dog) leads to an emotion of fear, which then leads to bodily arousal (in this case, indicated by shaking) through the autonomic nervous system (ANS).



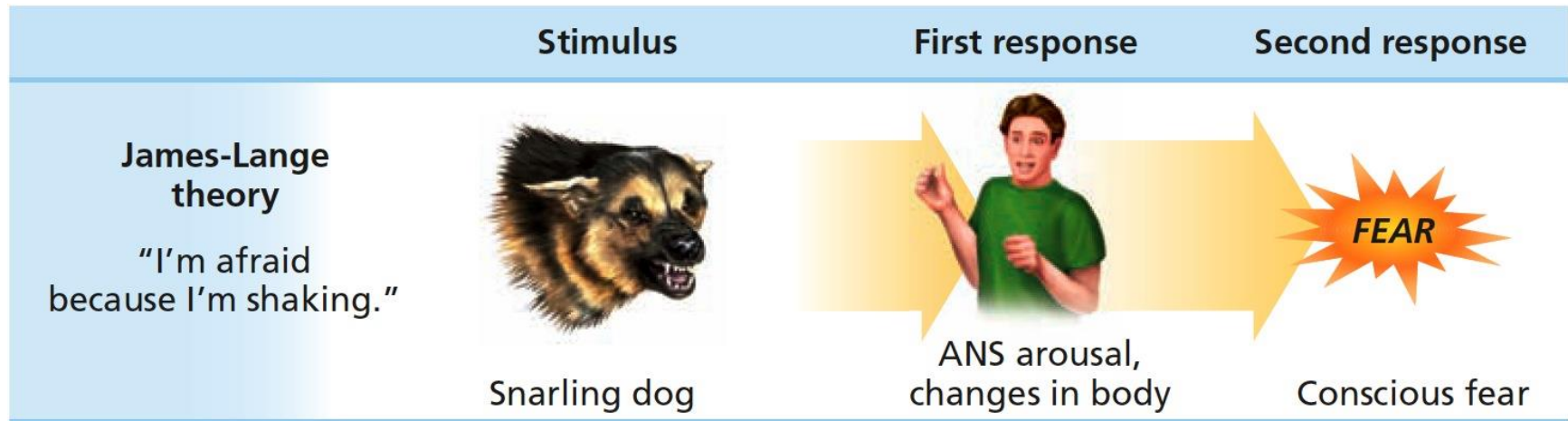
2. James-Lange Theory of Emotion

LO 9.8 James-Lange and Cannon-Bard theories of emotion

- **Physiological reaction** leads to the labeling of an emotion
 - Stimulus produces physical arousal, creates “flight or fight” of Sympathetic Nervous System
 - e.g, increase heart rate , dry mouth, rapid breathing
 - Emotion is then labeled according to the physiological reaction: **“I am frightened”**

Figure 9.8 James-Lange Theory of Emotion

In the James-Lange theory of emotion, a stimulus leads to bodily arousal first, which is then interpreted as an emotion.



Other examples:

"I am embarrassed because my face is red"

"I am nervous because my stomach is fluttering"

"I love him because my heart rate increase when I see him"

Different emotions have different patterns of ANS arousal?

3. Cannon-Bard Theory

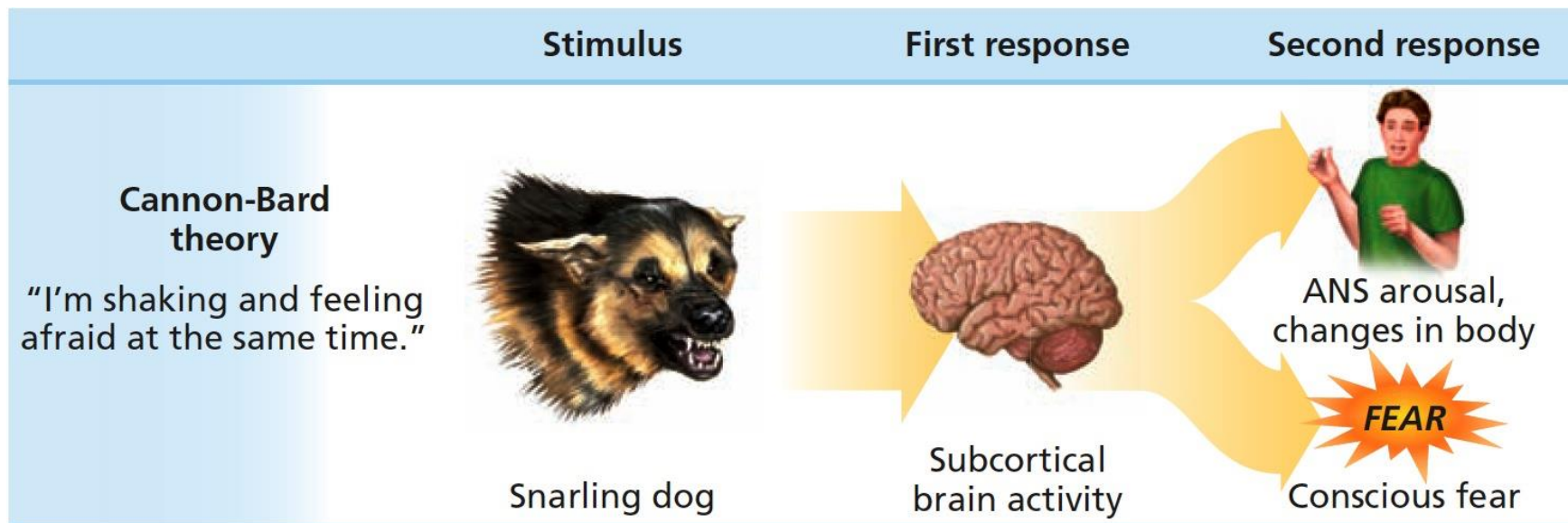
LO 9.8 James-Lange and Cannon-Bard theories of emotion

- Physiological reaction and emotion occur at the **same time**
- Physical changes caused by different emotions are distinct
 - Allow them to be perceived as different emotions

(contextual cues do not have a role to play in this theory)

Figure 9.9 Cannon-Bard Theory of Stimulus

In the Cannon-Bard theory of emotion, a stimulus leads to activity in the brain, which then sends signals to arouse the body and interpret the emotion at the same time.



4. Cognitive Arousal Theory

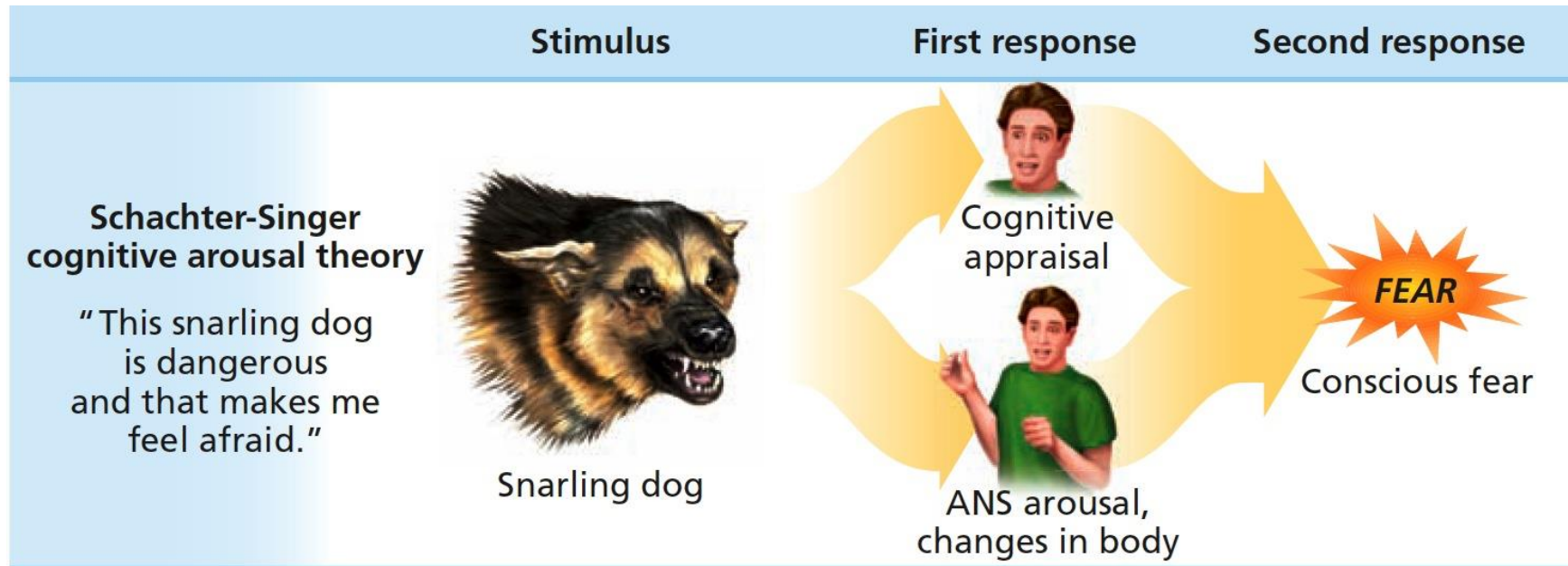
LO 9.9 Cognitive arousal theory, facial feedback hypothesis and cognitive-mediational theory

Schachter and Singer

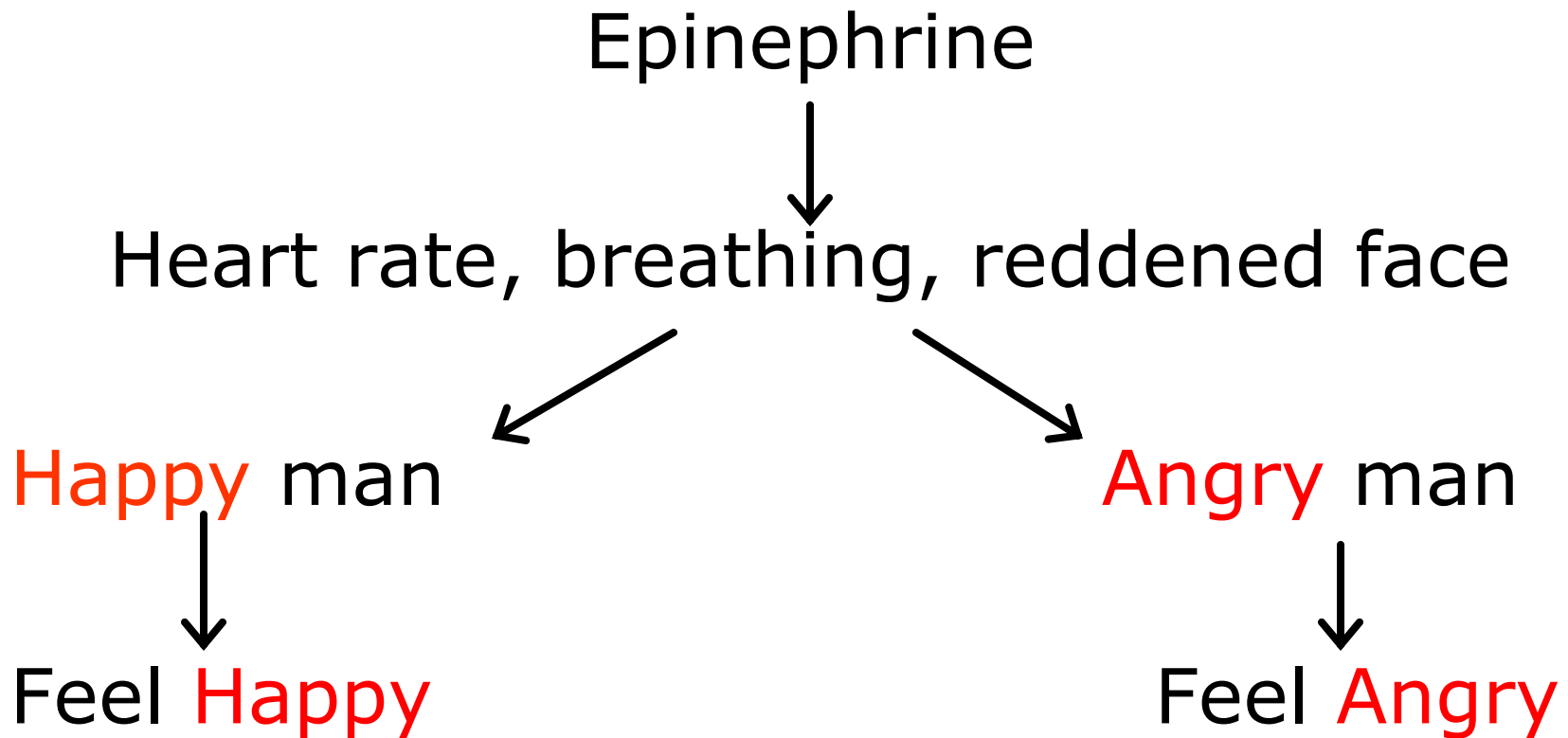
- Emphasize the role of **cognitive appraisal of the physical arousal**
 1. Physical arousal
 2. Labeling of arousal based on cues from the environment
- Both must occur before the emotion is experienced

Figure 9.10 Schachter-Singer Cognitive Arousal Theory of Emotion

Schachter and Singer's cognitive arousal theory is similar to the James-Lange theory but adds the element of cognitive labeling of the arousal. In this theory, a stimulus leads to both bodily arousal and the labeling of that arousal (**based on the surrounding context**), which leads to the experience and labeling of the emotional reaction.



Physiological arousal interpreted cognitively before it is experienced as a specific emotion



4. Facial Feedback Hypothesis

LO 9.9 Cognitive arousal theory, facial feedback hypothesis and cognitive-mediational theory

- Facial expressions can provide feedback to the brain concerning the emotion's impact
- Feedback concerning how you feel
- Changing facial expressions can change how you feel



5. Cognitive Mediational Theory

LO 9.9 Cognitive arousal theory, facial feedback hypothesis and cognitive-mediational theory

- Lazarus
- Most important aspect of any emotional experience is how the stimulus is interpreted

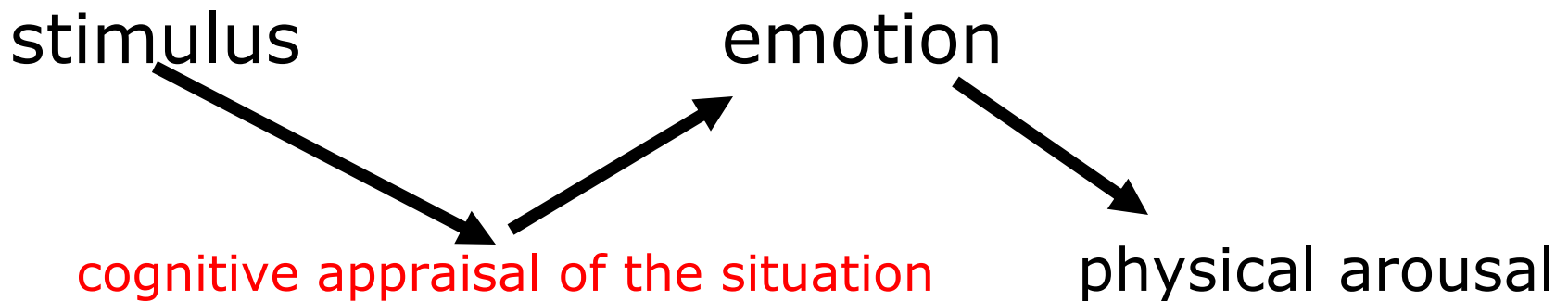


Figure 9.12 Lazarus's Theory of Emotion

In Lazarus's cognitive-mediational theory of emotion, a stimulus causes an immediate appraisal (e.g., "The dog is snarling and not behind a fence, so this is dangerous"). The cognitive appraisal results in an emotional response, which is then followed by the appropriate bodily response.

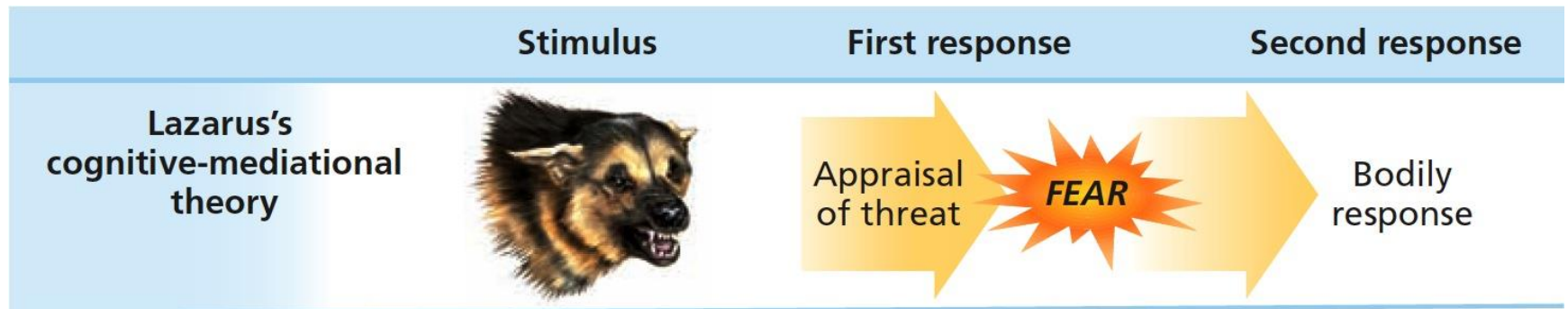


Figure 9.13 Comparison of Theories of Emotion

These figures represent the six different theories of emotion as discussed in the text.

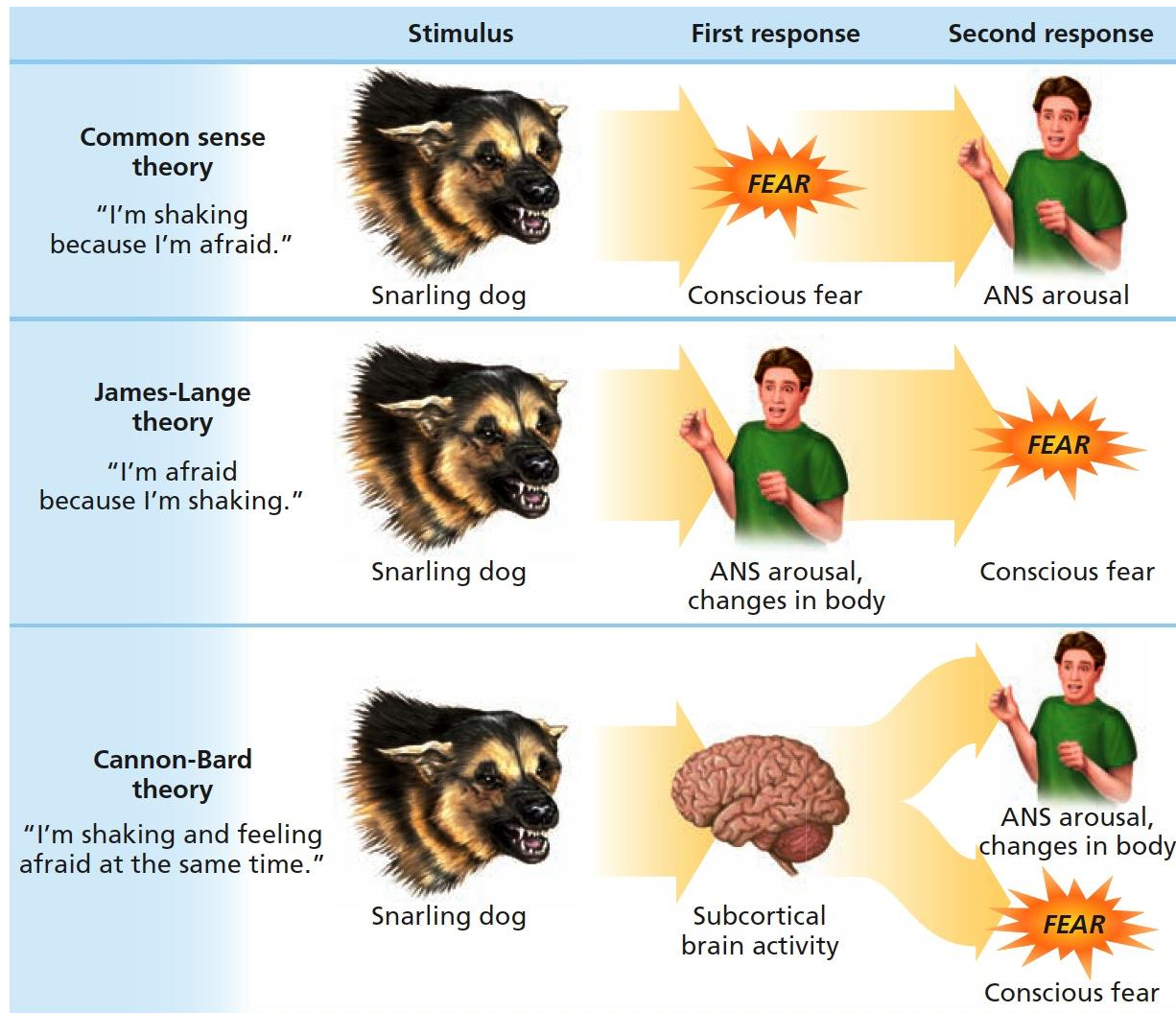
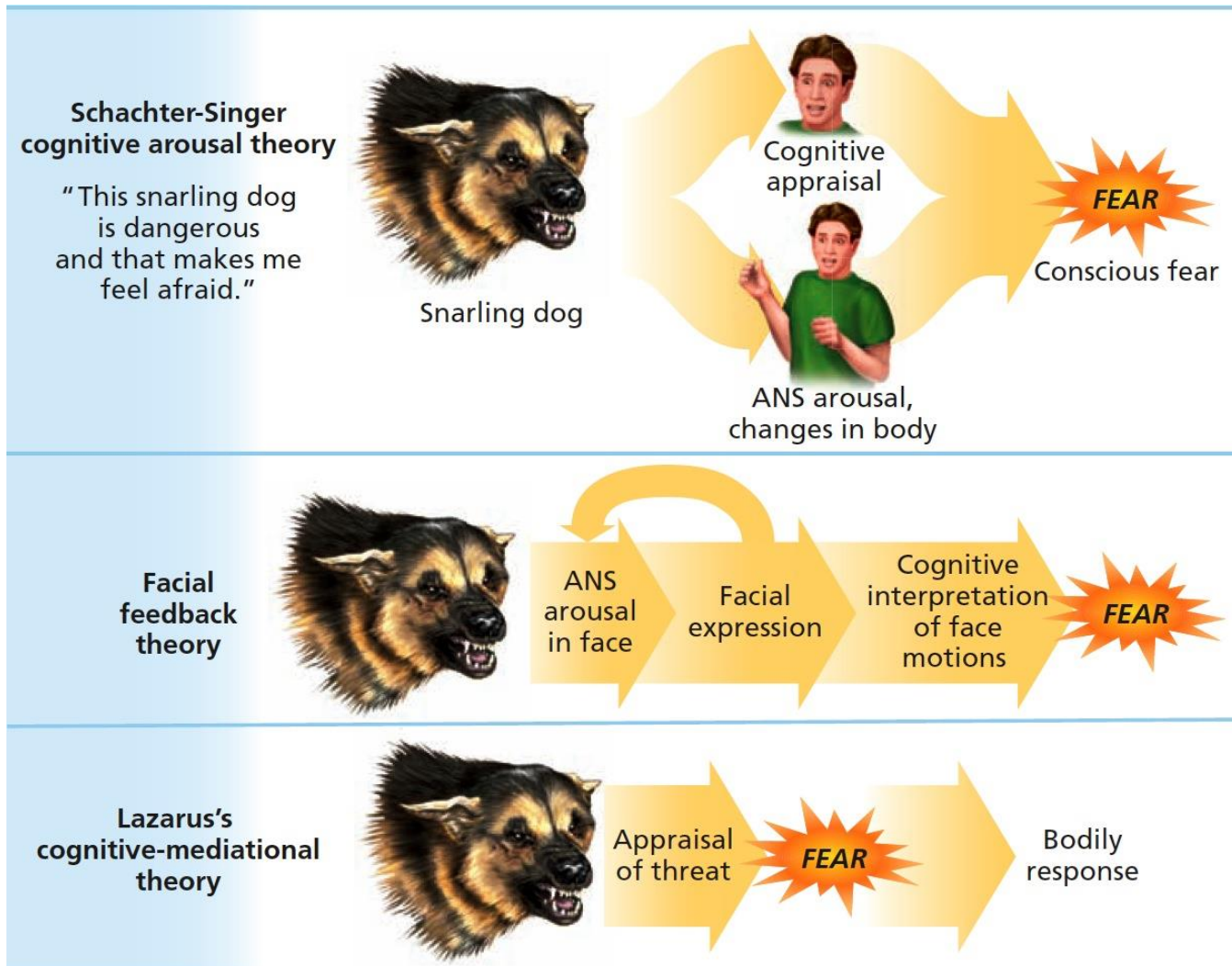


Figure 9.13 (continued) Comparison of Theories of Emotion

These figures represent the six different theories of emotion as discussed in the text.



Concept Check

- Jack feels restless and does not understand why. He asks himself for the reason and suddenly remembers that has to give a 5-minutes speech the next day in front of the class. Then he tells himself that the preparation is well done and he needs not to worry about that. This demonstrates:
 - 1. Common Sense Theory
 - 2. James-Lange Theory
 - 3. Cannon-Bard Theory
 - 4. Cognitive arousal Theory ✓

Concept Check

You are walking on the pedestrian.

Suddenly, you hear a loud “brake” sound and a large lorry stops 1m in front of you. Your mind is blank but you find yourself shaking. This may demonstrate:

1. Common Sense Theory
2. James-Lange Theory ✓
3. Cannon-Bard Theory
4. Cognitive arousal Theory