



ISC 2021 - 2022
SUBJECT: PSYCHOLOGY
CHAPTER 4: EMOTION AND MOTIVATION

Class: XI

CHAPTER OUTLINE

(1) What is meant by emotion; the basic emotions.

Subjective and cognitive experience, physiological basis of emotion, reactions and overt expression. Primary emotions - fear, anger, joy, sorrow, affection.

(2) Theories of emotion dealing with physiological, subjective and cognitive aspects.

James Lange, Cannon Bard, Schachter - Singer theories.

(3) What is meant by motives, needs and instincts.

Motivation as an internal force generating certain behaviour - biological needs and homeostasis; instincts as unlearned and physiological desires; evidence indicating the existence of unconscious motives. Intrinsic - the desire to perform activities for their own sake.

(4) Theories of Motivation.

Pull and push theories, Optimum Arousal theory and Expectancy theory - Graphic representation of Maslow's Needs Hierarchy.

(5) Social motives.

Three distinctively human motives: Achievement - accomplishing difficult tasks; Power - exerting influence over others; Aggression - learning and control of human aggression, causes and effects.

(6) Frustration - blocking of motives; conflict among motives.

Frustration as a result of motives not finding free or adequate expression. Different types of conflict among motives: approach-approach, avoidance-avoidance, multiple approach-avoidance (with examples).

EMOTIONS

I. WHAT IS MEANT BY EMOTIONS? (Baron pg. 335)

“Emotions are reactions consisting of subjective cognitive states, physiological reactions and expressive behaviours.”

Emotions involve three major components:

1. **Physiological changes within our bodies**- shift in heart rate, blood pressure, and so on;
2. **Subjective cognitive states**- the personal experiences we label as emotions; and
3. **Expressive behaviours**- outward signs of these internal reactions.

THE PRIMARY EMOTIONS:

They are fear, anger, joy, sorrow and affection.

THE NATURE OF EMOTIONS: (Baron pg. 338-341)

1. Biological Basis of emotion

- a. The **sympathetic nervous system** heightens the body, alerts and controls the glands to secrete hormones like epinephrine, increase heart rate, and sends more blood to the limbs.
The **parasympathetic nervous system** relaxes and calms the muscles of the body. It helps things to conserve the body's stores of energy.
- b. **Right cerebral hemisphere** plays an important role in emotional functions. It is specialized in processing emotional information and expression of emotions.
- c. The differences between left and right hemispheres of the brain with respect to two aspects of emotion- **Valence** is the **extent to which an emotion is pleasant and unpleasant** and **arousal** the **intensity** of an emotion. Activation of the left hemisphere is associated with approach, response to

reward and positive affect, whereas activation of the right hemisphere is associated with avoidance, withdrawal from aversive stimuli, and negative affect.

d. Additional research indicates that structures deep within the brain, play an important role in emotions. **Amygdala** is involved in the ability to judge the intensity of emotions.

2. **Subjective expression of emotions**

a. **Non-verbal cues:** Outward signs of other's emotional states, such as the facial expression, eye contact and body language.

b. **Body Language:** Non-verbal cues involving body posture or movement of body parts.

c. **Gestures:** Movements of various body parts that convey specific meaning in a given culture.

3. **Affect and Cognition**

Affect is relatively mild feelings and moods.

For many years it was assumed that affective reactions are bipolar in nature; that is, that positive affect and negative affect represent opposite ends of a single dimension, and that our moods fall somewhere along this dimension at any point in time. However, in recent years this assumption has been challenged by the suggestion that perhaps positive and negative affect are actually independent dimensions- so that we can be high in one, low in other, high in both, or low in both. This issue has not yet been resolved, although recent findings seem to offer fairly strong support for the idea that positive and negative affect are indeed two ends of a single dimension.

How Affect influences Cognition

The findings of many studies indicate that our current moods can strongly influence several aspects of cognition.

a. One such effect involves the impact of our current moods, or affective states, on our perception of ambiguous stimuli. In general, we perceive and evaluate these stimuli more favourably when we are in good mood than when we are in negative one.

b. Through its impact on the style of information processing we adopt. A positive affect encourages us to adopt a flexible, fluid style of thinking, while negative affect leads us to engage in more systematic and careful processing. It is because we interpret negative affect as kind of danger signal, indicating that the current situation requires our full attention.

c. Happy mood can increase creativity- perhaps because being in a happy mood activates a wider range of ideas or associations than being in a negative mood, and creativity consists, in part, of combining such associations in new patterns.

d. Its impact on our plans and intentions in a wide range of social situations.

How Cognition Influences Affect

a. Emotions or feelings we experience are strongly determined by the interpretation or cognitive labels we select.

b. Through the activation of schemas containing a strong component.

c. Our thoughts can often influence our reactions to emotion-provoking events.

II. **THEORIES OF EMOTION: (Baron, P.g.336- 337; Morgan, 339-331)**

1. **JAMES-LANGE THEORY OF EMOTION**

A theory of emotion suggesting that emotion-provoking events produce various physiological reactions and that recognition of these is responsible for subjective emotional experience.

It suggests that subjective emotional response are actually the result of physiological changes within our bodies. In other words, you feel frightened when making your speech because you notice that your heart is racing, your mouth is dry, etc. As William James himself put it: *"We feel sorry because we cry, angry because we strike and afraid because we tremble."*

We experience emotions because of our awareness of physiological reactions to various stimuli.

The support is provided by **facial feedback hypothesis**- this suggests that changes in our emotional experiences rather than merely reflecting them.

Other research suggests that changing our bodily postures or even the tone of our voices may influence emotional experiences.

These findings suggest that there may be substantial truth in James Lange theory.

2. THE CANNON-BARD THEORY OF EMOTION

A theory of emotion suggesting that various emotion-provoking events simultaneously produce physiological arousal and subjective reactions labelled as emotions.

This theory suggests emotion-provoking events induce simultaneously the subjective experiences as emotions and the physiological reactions that accompany them.

Example, the sight of the audience and of your professor, pen poised to evaluate your performance, causes you to experience a racing heart, and other physiological arousal and at the same time to experience subjective feelings you label as fear.

This situation stimulates various portions of nervous system so that both arousal mediated by autonomic nervous system and subjective feelings mediated by cerebral cortex and other portions of brain.

3. SCHACTER-SINGER THEORY OR TWO FACTOR THEORY OF EMOTION

A theory of emotion suggesting that our subjective emotional states are determined, at least in part by the cognitive labels we attach to feelings of arousal, also known as two factor theory.

Emotion provoking events produce increased arousal. In response to this we search the external environment in order to identify the causes behind them. The factors we then select play a key role in determining the label we place on our arousal, and so in determining the emotion we experience.

If we feel aroused after a near miss traffic, we will label our emotion as “fear” or “anger”. Instead we feel aroused in the presence of an attractive person we may label as it as “attraction” or “love”

We perceive ourselves to be experiencing the emotion that external cues tell us we should be feeling. This contrasts the James-Lange theory, which suggest that we focus on internal physiological cues to determine whether we are experiencing an emotion and what this emotion is.

The Schachter-Singer theory is a two factor theory as it considers both arousal and the cognitive appraisal we perform in our efforts to identify the causes of such arousal.

III. WHAT IS MEANT BY MOTIVES, NEEDS AND INSTINCTS; UNCONSCIOUS MOTIVES: (Baron, P.g.317; Morgan, 339-331)

MOTIVATION: Motivation is defined as

- **“The internal processes that activate, guide and maintain goal-oriented behavior over time.”** (Baron p.g. 371).
- **Motivation refers to states within a person or animal that drives behaviour towards some goal.** (Morgan & King, p.g. 268)
- **Motivation is regarded as something which prompts, compels and energises an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose.** (S.K. Mangal p.g. 138)

TYPES OF MOTIVATION

- **Extrinsic Motivation**- refers to behavior that is driven by **external** rewards such as money, fame, grades, and praise.
- **Intrinsic Motivation**- Motivation to perform activities because they are rewarding in and of themselves.

COMPONENTS OF MOTIVATION

- **Activation/Direction** involves the decision to initiate a behavior.
- **Persistence** is the continued effort toward a goal even though obstacles may exist.
- **Intensity** can be seen in the concentration and vigor that goes into pursuing a goal.

NATURE/FACTORS/ ASPECTS OF MOTIVATION

A. NEEDS: (Mangal pg. 138 – 139)

“Needs are general wants and desires.”

Categories of Needs:

1. Biological needs: (Mangal p.g. 138 – 139)

All our bodily and organic needs fall into this category

- Need for oxygen, water, food – needs of survival
- Other survival needs –
 - Rest when tired,
 - action when rested,
 - elimination of waste products,
 - Maintaining a proper body temperature.
 - sleep after wakeup,
 - Protection from physical environment.
- Need for satisfaction of sexual urges or desires – It is not an essential need of survival, but is the strongest human urge for happy life.
- Demand of our senses – need to physical contact, sensory stimulation etc.

2. Socio-psychological needs: All those needs that are associated with the socio-cultural environment.

- The need for freedom or gaining independence
- The need for security
- The need for love and affection
- The need to achieve
- The need for recognition or social approval
- The need for company
- The need for self-assertion
- The need for self-expression or self-actualisation

B. DRIVES: (Mangal pg. 140 – 141)

Drive is defined as ‘**an aroused awareness, tendency or a state of heightened tension that sets off reactions in an individual and sustains them for increasing his general activity level**’.

Categories of Drive

1. **Biological or Primary Drive:** Hunger, thirst, escape from pain and the sex drive.
2. **Socio-psychological or Secondary Drive:** fear or anxiety, desire for approval, struggle for achievement, aggression, and dependence.

C. MOTIVE- : (Mangal p.g. 141 – 142)

A motive is an inclination or impulsion to action plus some degree of orientation or direction. Others can make inferences about our motives even though we need not be conscious or aware of our motive, thus our behaviour can be driven by unconscious motivation.

Motives are *inferences from behavior*. They help us make prediction about behavior.

There are varieties of motives based on the basic human needs:

- Hunger, Thirst, Sex, Maternal, Aggression, Affiliation, and Achievement motive.

Motives help us make predictions about behaviour. Motives do not tell us exactly what will happen, they give us an idea about the range of things a person will do. A person with a need to achieve will work hard in school, in business, in play and in many other situations.

D. **INSTINCTS**- : (Mangal pg. 147 – 148)

“Instincts are unlearned and physiological desires.”

According to the instinct theory of motivation, our instincts are the springboards of our behaviour. These instincts are innate tendencies or inherited psychological dispositions or even the complex pattern of behaviour that lead to some purposive actions and they don't have to be learned.

This theory suggests that instincts drive all behaviours. Instincts are goal-directed and innate patterns of behavior that are not the result of learning or experience.

E.g. Infants have an inborn sucking reflex that helps them seek out a nipple and obtain nourishment,

Birds have an innate need to build a nest or migrate during the winter.

Both of these behaviors occur naturally and automatically. They do not need to be learned in order to be displayed.

In animals, instincts are inherent tendencies to engage spontaneously in a particular pattern of behavior.

E.g.: A dog shaking his body after it gets wet, a sea turtle seeking out the ocean after hatching, a bird migrating before the winter season.

Psychologist **William McDougall** was one of the first to write about the instinct theory of motivation. He suggested that instinctive behaviour was composed of three essential elements: **perception, behaviour, and emotion**.

Criticisms:

1. Instincts can't explain all behaviours.
2. Instincts are not something that can be readily observed and scientifically tested.
3. Just labelling something as an instinct does nothing to explain why some behaviours appear in certain instances but not in others.

E. **UNCONSCIOUS MOTIVES**

Unconscious Motivation refers to hidden and unknown desires **that are** the real reasons for things that people do. We need not be aware of our motives. Others can make **inferences** about our motives even though we may not be aware of them. The behaviour can be **driven** by unconscious motivation, as it is called, is perhaps the major concept of the psychoanalytic theory of personality. **E.g.** Common day today forgetting or Slip of tongue. Everyday mistakes which appear to be incidental and causeless have definitely causes and they occur because of unconscious motivation. The idea that our behavior is driven by unconscious motives was put forth by **Sigmund Freud**, who said that the mind is like an **iceberg**, and that only a small part is revealed to conscious awareness, while the bigger, deeper reasons for our actions lie beneath the surface. **Abraham Maslow**, who is best known for his work on the Hierarchy of Needs, also said that **unconscious motives** take a central role in determining how people behave. He said that any action must be understood by looking at what basic need it satisfies and more often than not, it is our unconscious rather than conscious motives.

F. **INTRINSIC MOTIVATION (Baron, pg. 334 – 335)**

Motivation to perform activities

But what if people are rewarded to do these activities?

Research shows that, people then experience reduction in the activity. Because –

- The person doesn't perceive the activity as their own behaviour.
- They now conclude the activity as a part of gaining rewards.

But, if the external rewards are seen as a sign of recognition and not bribe, and if the reward are large, satisfying, intrinsic motivation may enhanced.

Most of them indulge in self-handicapping – which reduces intrinsic motivation.

IV. THEORIES OF MOTIVATION: (Baron, P.g.317- 320; Morgan, 269-272)

1. PUSH THEORY: (Drive reduction theory)

A theory of motivation suggesting that behaviour is “pushed” from within by drives stemming from basic biological needs.

When an **internal driving state** is aroused, the individual is **pushed** to engage in behaviour which will lead to a goal that **reduces the intensity** of the driving state.

In humans, reaching the goal reduces the drive and individual attains pleasure and satisfaction.

Biological needs arising from within our bodies create unpleasant states of arousal- the feelings we describe as hunger, thirst, fatigue, etc. in order to eliminate those feelings and restore a balanced physiological state, or **homeostasis**, we engage in certain activities.

Thus, motivation is a process in which various biological needs push (drive) us to actions designed to satisfy these needs.

The drawbacks of this theory is that contrary to what drive theory suggests human beings often suggest in actions that increase rather than reduce various drives. For example, people sometimes skip snacks when hungry in order to lose weight or to maximize their enjoyment of a special dinner.

According to drive theory, motivation consist of:

1. A driving state
2. The goal directed behaviour initiated by the driving state
3. The attainment of the appropriate goal
4. Reduction in the drive, a subjective feeling of satisfaction when the goal is reached.

After a certain amount of time, the driving state (e.g. hunger, thirst) builds up again to push the behaviour towards the goal again. Theorist suggest two different views of drive theory- **Drives are inborn or intrinsic** (e.g. hunger, thirst, sex etc.) or **Drives can be learned – learned drives** – drives originate from the person’s or animal training or past experience (environmental influence).

2. PULL THEORY (Incentive Theory)

In contrast to the “push” theories of motivation, incentive theories are “pull theories”. The goal objects have **certain characteristics** which pull the behaviour towards them. The goal objects which motivates behaviour are known as “**incentives**”. An important part of incentive theory is that, individual expect pleasure from the attainment of what are called as positive incentive and they avoid negative incentives.

Researchers conducted an experiment to study incentive motivation. They compared a goal directed behaviour of two groups of rats which have hunger drives. The rats in both the groups have starved for a day or two. After the starving both the groups of rats were offered food. One group of rats, were given tasty food (chocolate-chip cookies). The other group of rats were given plain old laboratory food. It was observed that the rats in the first group ate far more than the rats of the second group.

This showed that there is something about the goal itself that motivates behaviour. This happens in case of humans as well. In a workday world, motivation seems to be more a matter of expected incentives – wages, salaries, bonuses, vacations etc.

The incentives motivates the person to reach to the goal.

3. AROUSAL THEORY:

It states that human beings seek an optimal level of arousal, not minimal levels of arousal. (Baron, p.g. 318)

The arousal varies throughout the day (low during sleep or high during performing some task). Thus, the level of arousal will be different for different people doing the same task. And, we maintain an optimal level – the best suited to our personal characteristics.

The theory of optimum arousal is linked with person’s performance. Research studies show that, performance increases as the level of arousal increases. But, if the level of arousal goes in increasing – the performance drops. This is known as **Yerkes-Dodson Law**.

This theory focuses on arousal, our general level of activation. Arousal varies throughout the day, from low levels during sleep to much higher ones when we are performing strenuous tasks or activities we find exciting.

Arousal theory suggests that what we seek is not minimal levels, but rather optimal arousal- the level that is best suited to our personal characteristics and to whatever activity we are currently performing.

Example during knitting a low level is preferred, and for sports event a higher one. Many studies offer at least indirect support. There is a close link between arousal and performance. For many tasks performance increases as arousal rises, up to some point, beyond that point further increase in arousal will reduce the performance. This is known as the Yerkes-Dodson law, and can be applied to some situations.

However, there are individual differences, e.g. some people prefer and seek high levels of activation-people who sky dive. In addition, some prefer lower levels of arousal.

4. EXPECTANCY THEORY:

It emphasizes on the strength of a tendency to act in a certain way. It depends on the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual.

This theory focuses on performance variable and three relationship.

- **Performance- reward relationship-** based on the degree to which the individual believes that performing at a particular level will lead to the attainment of a desired outcome.
- **Effort – performance relationship-** based on the probability perceived by the individual that exerting a given amount of effort will lead to performance.
- **Rewards- Personal goals relationship -** is based on the degree to which organization rewards satisfy an individual's personal goals or needs.

Expectancy theory has been applied in many aspects of human motivation, especially in work motivation. Research findings in the field of industrial psychology indicate that people will work hard at their jobs only when they believe that doing so will improve their performance (known as **expectancy**) that good performance will be recognized and rewarded (known as **instrumentality**) and that rewards provided will be ones they want (known as **valence**).

5. MASLOW'S NEEDS HIERARCHY THEORY (Baron pg. 320 -321)

This theory refers to an individual's need to develop his own potentialities or do what he is capable of doing.

Human motives may exist in *hierarchy*, so that we must satisfy those that are more basic before moving on to ones that are less linked to biological needs. This point is central to a theory of motivation proposed by Maslow.

Maslow placed **physiological needs** such as food, water, oxygen, and sleep at the base of the hierarchy of needs. One step above these are **safety needs**, needs for feeling safe and secure in one's life. Above the safety needs are **social needs** including the need to have friends, to be loved and appreciated and to belong- to fit into a network of social relationships.

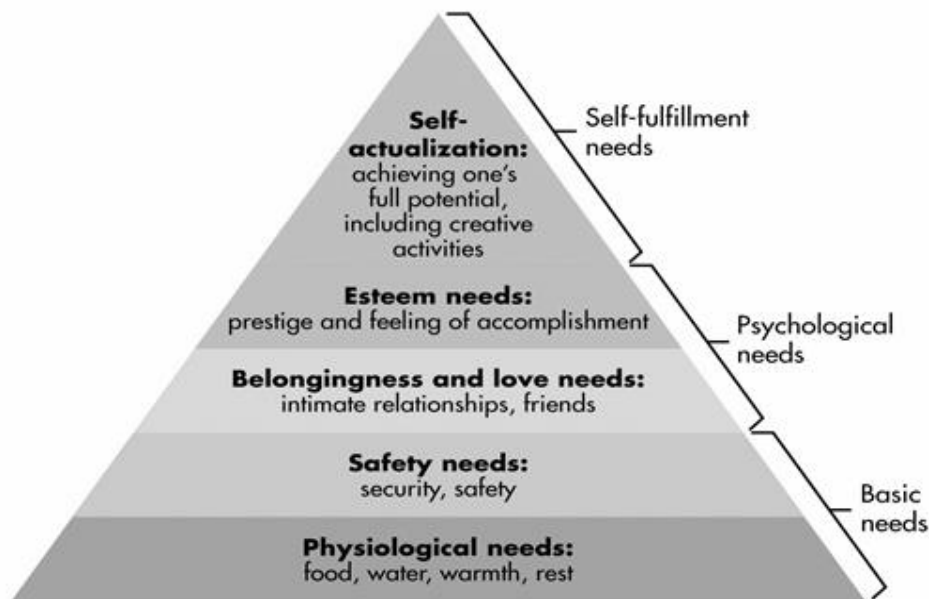
Maslow refers to the first three needs are **deficiency needs**. They are the basics and the must be satisfied before higher levels of motivation or **growth needs** can emerge.

Above the social needs are **esteem needs** the needs to develop self-respect gain approval of others, and achieve success. Ambition and the need for achievement are closely linked.

At the top are the **self-actualization needs**. These involve the need for self-fulfillment the desire to become all that one is capable of being.

Maslow's theory is intuitively appealing. Some findings suggest that growth needs do come into play only after people have satisfied lower-level needs. But other findings indicate that people sometimes seek to satisfy higher-order needs even when the ones in lower in hierarchy have not been met. So the idea that needs arise and are satisfied in a particular order has not been confirmed.

Diagrammatic representation of Maslow's hierarchy theory.



V. SOCIAL MOTIVES:

Social motives are complex motive states, or needs, that are the wellsprings of many human actions.

They are called social because they are learned in “social groups”, especially in the family as children grow up. They are also called as learned motives or secondary motives. Since they are learned, their strength differs greatly from one individual to another.

TYPES OF SOCIAL MOTIVES:

1. NEED FOR ACHIEVEMENT: (Baron, p.g. 332-334)

The desire to accomplish difficult tasks and to meet standards of excellence.

Effects of Achievement Motivation on Individuals

Individuals high in achievement motivation:

1. Tend to get higher grades in school, earn more rapid promotions and attain greater success in running their own businesses than persons low in such motivation.
2. Tend to prefer tasks that are moderately difficult and challenging.
3. Have a stronger-than average desire for feedback on their performance..
4. Tend to prefer jobs in which rewards are closely related to individual performance merit-based pay systems.
5. Tend to excel in conditions in which their achievement motive is activated.

Achievement motivation and behaviour

- Such people prefer to **work on moderately challenging tasks** which promise success. They do not like to work on very easy tasks, where there is no challenge and so no satisfaction of their achievements need; nor do they like very difficult tasks, where the likelihood of their success is low. So, they are likely to make a good match between their abilities and what will be demanded of them.
- Such people like tasks in which their **performance can be compared** with that of others. They like feedback on their performance.
- They are **persistent** in working on tasks that are involved in ‘getting ahead’.
- If successful they **raise their level of aspiration** in a realistic way so that they move on to more challenging and difficult tasks.
- They like to work in situation where they have **control** over the outcome.

2. NEED FOR AGGRESSION- (Baron, p.g. 329-331)

“Any form of behaviour directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment”. (Baron)

Aggression can be-

- **Physical or verbal** - bodily harm and attack with words.
- **Active or passive**- overt action and a failure to act
- **Direct or indirect**- face to face contact with the person being attacked. Indirect aggression occurs without such contact.

Roots of aggression- Is it learned or is innate?

Most believe that aggression is elicited by a wide range of external events and stimuli. It is often “pulled” from outside rather than “pushed” from within.

Several findings are strongly against the innate aggressive tendencies. Findings suggest that rates of violent differ in different cultures. In many developed countries, rates of violent crimes are much lower than those in US, developing countries have more crime rates.

CAUSES OF AGGRESSION:

1. Social Factors

For many years psychologists viewed frustration as the major cause of aggression. Research findings indicate, however, that in fact frustration is just one of many different social causes of aggression, and perhaps not the strongest one. **First**, when exposed to severe frustration, many people become depressed rather than aggressive. Thus, contrary to one famous view, known as *the frustration-aggression hypothesis*, frustration does not always produce aggression. **Second**, aggression does not always stem from frustration; often individuals aggress against others because it is part of their role or job, not because they are feeling frustrated.

- When individuals feel their **interests have been thwarted**, and that such thwarting is unfair, frustration can indeed be a powerful causes of aggression.
- Feeling of injustice in instances of **Workplace Violence** is outbursts in which employees attack and even kill other persons with whom they work.
- Another social factor is **direct provocation** can also result in aggression- verbal insults or physical actions often lead to anger.
- **Exposure to violence in media**- exposure to violent acts in the TV, movies has found to cause aggression. Viewers who seen others committing assaults others, learn that such actions are appropriate response to provocation or frustration, as some may acquire ingenious ways of assaulting each other. Exposure to media violence can lead individuals to become desensitized to the harm produced by violence.

2. Environmental factors

Any condition in the physical environment that cause individuals to experience discomfort-for instance, uncomfortably high temperatures, disagreeable crowding, or unpleasant, irritating noise. The negative feelings produced by such conditions can increase aggressive motivation in several ways. First, they may trigger aggression directly: When we feel bad, we tend to lash out at others. Such unpleasant feelings may trigger negative thoughts and memories, or may lead to attribute others’ action to hostile intention even when not the case. In other words, Unpleasant feelings may lead us to think in ways that tend to activate aggressive motives.

3. Hormonal Influences

Male sex hormone testosterone has a major influence on aggression of a person. Drugs that reduce testosterone levels in violent human males seem to reduce their aggression and research on prisoners indicates that testosterone levels tend to be higher in those who have committed unprovoked violent crimes than those who have committed non-violent crimes.

3. NEED FOR POWER:

Power motivation is to overcome opposition forcefully, to fight and revenge injury, to belittle or ridicule other. They are concerned with having an impact, reputation and influence.

Example: Accumulates “prestige”, often tries to convince others, plays more competitive sports, drinks more heavily.

Social power is defined as “the ability or capacity of a person to produce intended effects on the behaviour or emotions of another person”.

The goals of power motivation are to influence, control, persuade, lead and enhance one’s own reputation in the eyes of other people.

People with strong power motivation derive satisfaction from achieving these goals.

It varies in strength from person to person and can be measured from the stories told in the picture- projection technique. The degree is reflected in story themes.

Power Motivation and Behaviour

The following are the ways how such people express themselves.

- By impulsive and aggressive action
- By participating in competitive sports
- Among men, may drink and sexually dominate women
- By obtaining and collecting possessions like numerous credit cards, fancy cars
- By choosing occupations that they believe have a chance to have an impact on others,
- By building and disciplining their body especially among women with strong power need.

Related to power motivation is a concept of **Machiavellianism**.

Machiavellianism- the term is used to describe people who express their power motivation by manipulating and exploiting others in a deceptive and unscrupulous fashion.

VI. FRUSTRATION:

The term frustration refers to the blocking of behaviour directed toward a goal.

TYPES OF CONFLICT:

1. **Approach-Approach Conflict**- is a conflict between two positive goals- goals that are equally attractive at the same time. For instance, a physiological conflict arises when a person is hungry and sleepy at the same time. In the social context, a conflict may arise when a person wants to go to both a political rally and a swimming party scheduled for the same night.

Such conflicts are usually resolved either by satisfying one goal and then the other-for example, eating and then going to bed if a person is both hungry and sleepy-or by choosing one of the goals and giving up on the other. These are easy to resolve and generate little emotional behaviour.

2. **Avoidance-Avoidance Conflict**-this involves two negative goals and is a common experience. Examples- a boy must do his arithmetic homework or get a spanking. A student must spend the next two days studying for an examination or face the possibility of failure. A woman must work at a job she intensely dislikes or take the chance of losing her income.

People in this conflict may try different means of running away from the conflict. They may rely on their imaginations to free them from the fear and anxiety generated by the conflict. They may spend too much of their time in day-dreaming about a world where there are no conflicts.

Many intense emotions are generated by this conflict. If the two negative goals are fear-producing and threatening, a person caught between them will experience fear. Or the individual may be angry and resentful at being trapped in the situation.

3. **Approach-Avoidance Conflict**- is often most difficult to resolve because in this type of conflict, a person is both attracted and repelled by the same goal object. Because of the positive valence of the goal, the person approaches it but as it is approached, the negative valence becomes stronger.

If at some point during the approach to the goal, its repellent aspects become stronger than its positive aspects, the person will stop before reaching the goal. Because the goal is not reached, the individual is frustrated. For example, a person wants to eat a cake but also wants to avoid gaining weight.

Sometimes the negative valence is not repellent enough to stop the approach behaviour. In such cases the people reach the goal, but slowly and hesitantly. Even after the goal is reached an individual may feel

uneasy because of the negative valence attached to it. Emotional reactions such as fear and resentment often accompany these conflicts.

4. **Multiple Approach-Avoidance Conflicts**- Many of life's major decisions involve multiple approach-avoidance conflicts, meaning that several goals with positive and negative valencies.

Suppose a woman is engaged to be married, suppose further that the goal of marriage has a positive valence for her because of the stability and security it will provide and because she loves the man she will be marrying. Suppose on the other hand, that marriage is repellent to her because it will mean giving up an attractive offer of a job in another city. With respect to her career, the woman is attracted to the new job but also repelled by the problems it will create for her marriage. What will she do?

In part, the answer depends on the relative strengths of the approach and the avoidance tendencies. After a good deal of vacillation, she might break the engagement if the sum total of positive career valence minus the negative career valence is greater than that for positive and negative valences associated with marriage. Or if the overall sum of the marriage valencies is greater than that of the career ones, she might hesitate for a while, vacillating back and forth and then get married.

The emotional reactions generated by approach-avoidance conflicts in which internal obstacles play a part are at the root of many behavioral problems.

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- Mangal, S.K. (2012), *Advanced Educational Psychology, 2nd Edition*, PHI Learning Private Limited, New Delhi.

HOW TO PREPARE FOR THE CHAPTER

1. You are required to refer to your three textbooks (Morgan and King, Baron and Mangal) while preparing for this chapter, in order to gain a deeper understanding and prepare for your examination.
2. These notes are guidelines and are by no means 'ideal answers'. You must supplement your answers with relevant examples wherever required as per the marks allotted in the question paper.

QUESTION BANK

1. Define emotion.
2. Name the primary emotions.
3. What is James Lange's theory of emotion?
4. What is Cannon Bard's theory of emotion?
5. What is Schachter – Singer's theory of emotion?
6. Define the following terms- motivation, instincts, drive, and need.
7. What is meant by unconscious motivation?
8. Differentiate between intrinsic and extrinsic motivation.
9. What is meant by-Push theory; Pull theory; Arousal theory; and Expectancy theory
10. With the help of graphical representation, explain Maslow's Needs of Hierarchy.
11. Define frustration.
12. What are social motives?
13. Define the term conflict.
14. What are the different types of conflict?
