

1.9 Motivation and Emotion

Syllabus : Psychological and physiological basis of motivation and emotion; Measurement of motivation and emotion; Effects of motivation and emotion on behaviour; Extrinsic and intrinsic motivation; Factors influencing intrinsic motivation; Emotional competence and the related issues.

Previous Years' Questions

2016

Q. Explain motivational concepts with reference to homeostatic models. 15 marks [2016]

2015

Q. Discuss the brain mechanisms underlying hunger motive. 10 marks [2015]

Q. Distinguish between extrinsic and intrinsic motivation. Which one is more powerful and why? 20 marks [2015]

2014

Q. Discuss the role of various neural and physiological processes in emotional experiences. 10 marks [2014]

Q. What is the role of cognitive factors in determining emotional functioning? Discuss. 15 marks [2014]

2013

Q. Bring out the role of left and right hemispheres in emotional experience. 15 marks [2013]

Q. What is intrinsic motivation? Why it gets reduced if the person gets external reward for undertaking a task that he or she loves? 20 marks [2013]

2012

Q. Is facial expression of emotion innate or acquired? support your answer with suitable evidence. 12 marks [2012]

Q. Evaluate various factors which influence intrinsic motivation. 12 marks [2012]

Q. How would you measure emotion of an individual? Discuss the effect of emotion on behavior 20 marks [2012]

2011

Q. How does arousal theory explain human motivation? 10 marks [2011]

Q. What is the difference between intrinsic and extrinsic motivation? Explain with the help of examples. 10 marks [2011]

Q. What are the functions of emotions? 10 marks [2011]

2010

Q. Discuss the concept of "Need for Achievement" and different methods which have been used to measure it. 30 marks [2010]

Q. Discuss the role of cognition in experiencing emotion in the light of experience studies. 30 marks [2010]

2009

Q. How is emotional competence assessed? Discuss the effects of emotion on behavior. Cite experimental evidence. 20 marks [2009]

2008

Q. Discuss the contribution of David McClelland in the field of motivation. Discuss the salient feature of conducive environment for enhancement of achievement motivation. 60 marks [2008] (*This Q. was in paper-2 in 2008' paper. Don't know why. Probably because the syllabus divisions would have been diff. back then or may be it was treated as an application part*)

Motivation : Internal processes that activate, guide and maintain behaviour over time.

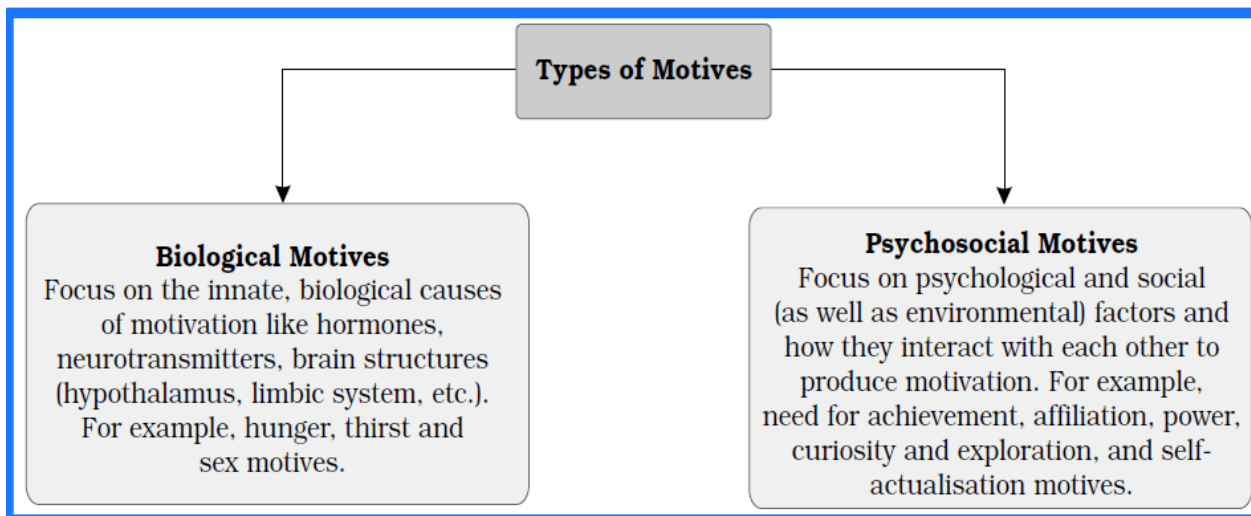
Theories of motivation

#G E D A : 'G & E' are Psychological basis and 'D & A' are the Physiological basis or Homeostatic model of motivation.

- Goal Setting Theory
- Expectancy Theory
- Drive Theory
- Arousal Theory

They are dealt with progressively at appropriate places in the chapter.

Motives



Hunger Motive

When someone is hungry, the need for food dominates everything else. It motivates people to obtain and consume food. Of course we must eat to live. But, what makes you feel hungry? Studies have indicated that many events inside and outside the body may trigger hunger or inhibit it. The stimuli for hunger include stomach contractions, which signify that the stomach is empty, a low concentration of glucose in the blood, a low level of protein and the amount of fats stored in the body. The liver also responds to the lack of bodily fuel by sending nerve impulses to the brain. The aroma, taste or appearance of food may also result in a desire to eat. It may be noted that none of these alone gives you the feeling that you are hungry. All in combination act with external factors (such as taste, colour, by observing others eating, and the smell of food, etc.) to help you understand that you are hungry. Thus, it can be said that our food intake is regulated by a complex feeding satiety system located in the hypothalamus, liver, and other parts of the body as well as the external cues available in the environment. Some physiologists hold that changes in the metabolic functions of the liver result in a feeling of hunger. The liver sends a signal to a part of the brain called hypothalamus.

The two regions of hypothalamus involved in hunger are - the **lateral hypothalamus (LH)** and the **ventro-medial hypothalamus (VMH)**. LH is considered to be the excitatory area. Animals eat when this area is stimulated. When it is damaged, animals stop eating and die of starvation. The VMH is located in the middle of the hypothalamus, which is otherwise known as hunger-controlling area which inhibits the hunger drive. Now can you guess about people who overeat and become obese, and people who eat very little or who are on a diet?

Thirst Motive

What makes us feel thirsty?

When we are deprived of water for a period of several hours, the mouth and throat become dry, which leads to dehydration of body tissues. Drinking water is necessary to wet a dry mouth. But a dry mouth does not always result in water drinking behaviour. In fact processes within the body itself control thirst and drinking of water. Water must get into the tissues sufficiently to remove the dryness of mouth and throat.

Motivation to drink water is mainly triggered by the conditions of the body:

- loss of water from cells and
- reduction of blood volume.

When water is lost by bodily fluids, water leaves the interior of the cells. The **anterior hypothalamus** contains nerve cells called '**osmoreceptors**', which generate nerve impulses in case of cell dehydration. These nerve impulses act as a signal for thirst and drinking; when thirst is regulated by loss of water from the osmoreceptors, it is called cellular-dehydration thirst.

But what mechanisms stop the drinking of water?

Some researchers assume that the mechanism which explains the intake of water is also responsible for stopping the intake of water. Others have pointed out that the role of stimuli resulting from the intake of water in the stomach must have something to do with stopping of drinking water. However, the precise physiological mechanisms underlying the thirst drive are yet to be understood.

Sex Drive

Motivation to engage in sexual activity is a very strong and powerful factor influencing human behaviour. However, sex is far more than a biological motive.

Q. How is sex motive different from other primary motives like hunger and thirst ?

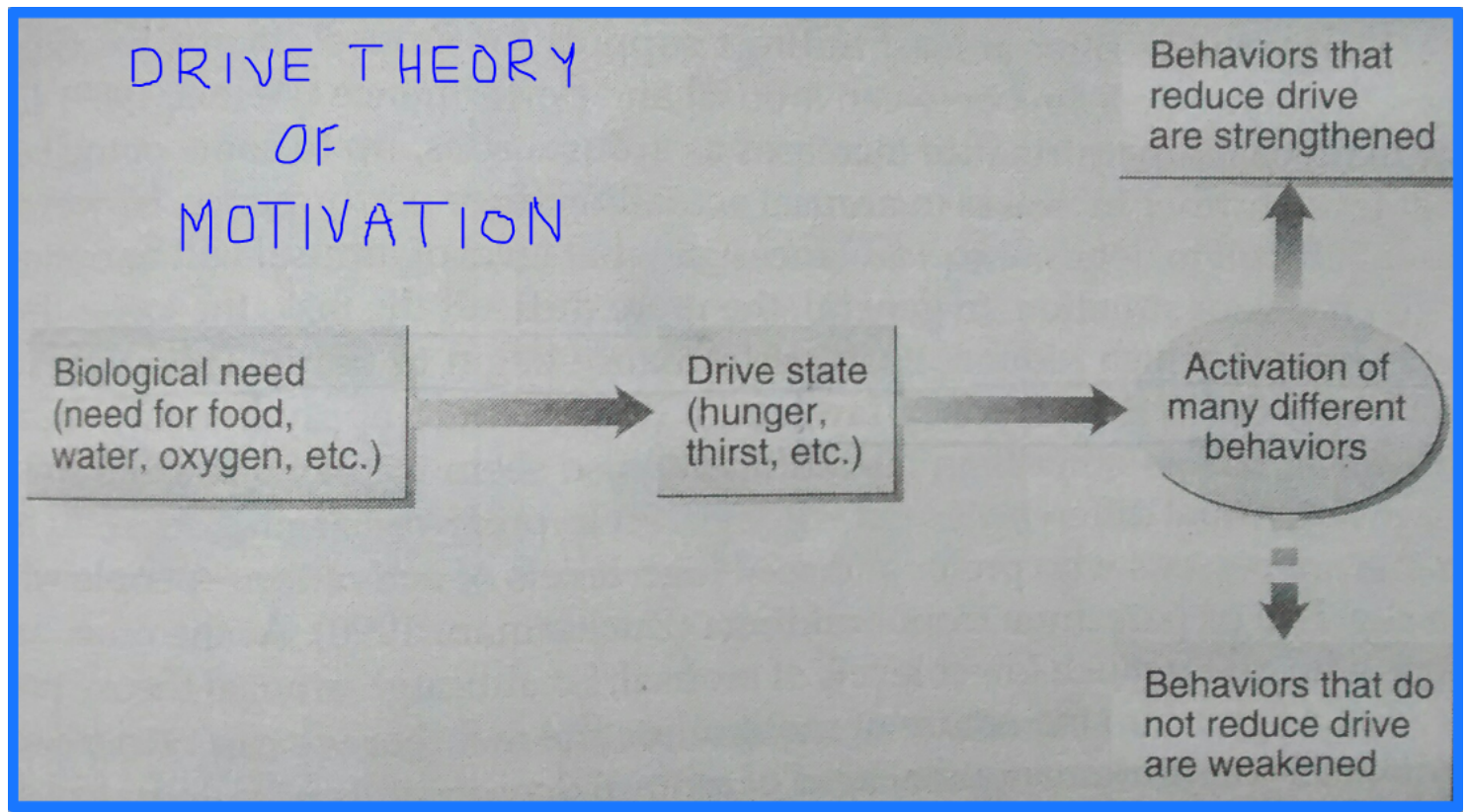
It is different from other primary motives (hunger, thirst) in many ways like

- sexual activity is not necessary for an individual's survival
- homeostasis (the tendency of the organism as a whole to maintain constancy or to attempt to restore equilibrium if constancy is disturbed) is NOT the goal of sexual activity;
- sex drive develops with age
- sexual drive in human beings is primarily stimulated by external stimuli
- its expression depends upon cultural learning

In case of lower animals, it depends on many physiological conditions; in case of human beings, the sex drive is very closely regulated biologically, sometimes it is very difficult to classify sex purely as a biological drive.

Physiologists suggest that intensity of the sexual urge is dependent upon chemical substances circulating in the blood, known as sex hormones. Studies on animals as well as human beings have mentioned that sex hormones secreted by gonads, i.e. testes in males and the ovaries in females are responsible for sexual motivation. Sexual motivation is also influenced by other endocrine glands, such as adrenal and pituitary glands.

Drive Theory (DT) aka Homeostatic Basis of Motivation aka Drive Doctrine



A/c to DT, motivation is basically a process in which actions are carried out in order to satisfy biological needs such as food, air, water, sex, physical discomfort. Carrying out these actions helps achieve the state of homeostasis. A drive is an "excitatory state produced by a homeostatic disturbance". A/c to DT, drive tends to increase over time and operates on a feedback control system, much like a thermostat. These drives can either be primary (biological needs like hunger) or secondary (learned needs like money).

Arousal Theory of Motivation (ATM)

ATM suggests that people are driven to perform actions in order to maintain an optimum level of physiological arousal. This optimum level of arousal varies from one individual to individual.

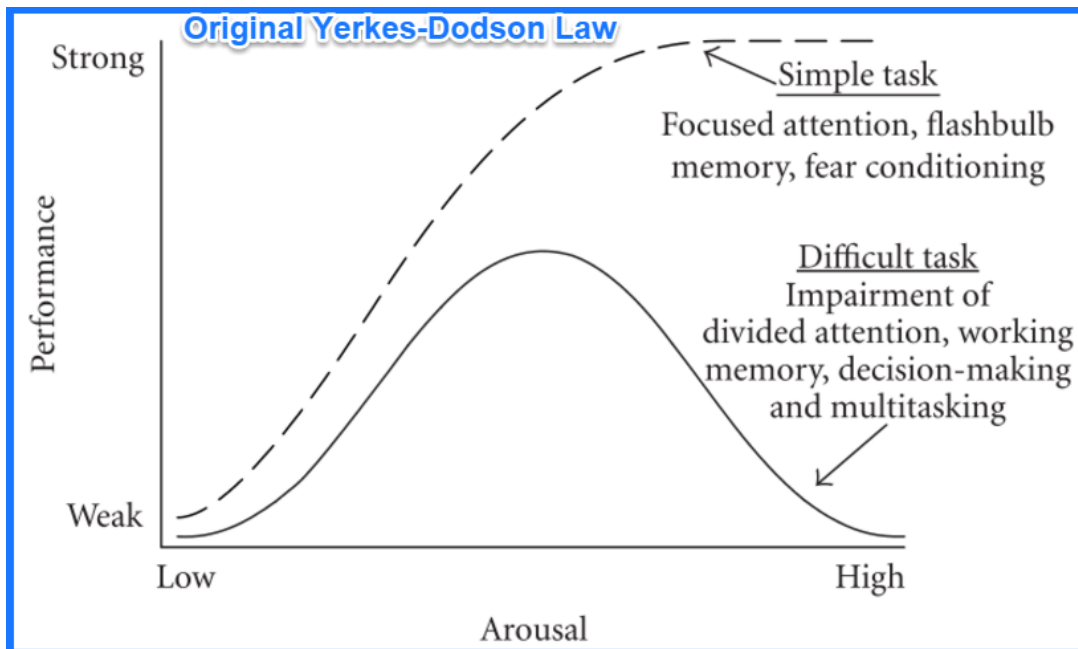
A/c to ATM, each person has a unique arousal level that is right for them. One of the key assumptions of ATM is that we are motivated to pursue actions that help us maintain an ideal balance. When our arousal levels drop below these individually mandated optimal levels, we seek stimulation to elevate them. e.g., if our levels drop too low we might seek stimulation by going out for a party with friends. If these levels become too elevated and we become overstimulated, we might be motivated to select a relaxing activity such as going for a walk or taking a nap.

ATM shares some commonalities with DT, but instead of focusing on reducing tension, it suggests that we are motivated to maintain an ideal level of arousal.

Optimal arousal levels vary from one person to the next. One person might have very low arousal needs while another individual might require very high levels. The person with low arousal needs might be motivated to pursue simple activities such as watching a movie in order to maintain their arousal levels. The individual with the high arousal needs, on the other hand, might need to seek risky or thrilling activities such as motorcycle racing or skydiving in order to maintain the ideal levels.

Arousal and Performance

Yerkes-Dodson Law: an empirical relationship between arousal and performance, originally developed by psychologists. The law dictates that performance increases with physiological or mental arousal, but only up to a point. When levels of arousal become too high, performance decreases. The process is often illustrated graphically as a bell-shaped curve which increases and then decreases with higher levels of arousal.



Relationship with Glucocorticoids (stress hormones)

A 2007 review of the effects of stress hormones (glucocorticoids, GC) on human cognition revealed that memory performance vs. circulating levels of glucocorticoids does manifest an upside down U shaped curve and the authors noted the resemblance to the Yerkes–Dodson curve. e.g. long-term potentiation (the process of forming LTM) is optimal when glucocorticoid levels are mildly elevated whereas significant decreases of LTP are observed after adrenalectomy (low GC state) or after exogenous glucocorticoid administration (high GC state).

This review also revealed that in order for a situation to induce a stress response, it has to be interpreted as:

- novel, and/or
- unpredictable, and/or
- not controllable by the individual, and/or
- a social evaluative threat (negative social evaluation possibly leading to social rejection).

It has also been shown that elevated levels of glucocorticoids enhance memory for emotionally arousing events but lead more often than not to poor memory for material unrelated to the source of stress/emotional arousal.

Psychological/Psycho-social basis of motivation : GST and ET

Psychosocial Motives/Social Motives

Need for Affiliation (n-Af)

Most of us need company or friend or want to maintain some form of relationship with others. Nobody likes to remain alone all the time. As soon as people see some kinds of similarities among themselves or they like each other, they form a group. Formation of group or collectivity is an important feature of human life. Often people try desperately to get close to other people, to seek their help, and to become members of their group. Seeking other human beings and wanting to be close to them both physically and psychologically is called affiliation.

It involves motivation for social contact. N-Af is aroused when individuals feel threatened or helpless and also when they are happy. People high on this need are motivated to seek the company of others and to maintain friendly relationships with other people.

Need for Power (nP)

NP is an ability of a person to produce intended effects on the behaviour and emotions of another person. The various goals of power motivation are to influence, control, persuade, lead, and charm others and most importantly to enhance one's own reputation in the eyes of other people.

Q. Discuss the contribution of David McClelland in the field of motivation. (2008)

David McClelland (1975) described four general ways of expression of the power motive.

1. People do things to gain feeling of power and strength from sources outside themselves by reading stories about sports stars or attaching themselves to a popular figure.
2. Power can also be felt from sources within us and may be expressed by building up the body and mastering urges and impulses.
3. People do things as individuals to have an impact on others. e.g. a person argues, or competes with another individual in order to have an impact or influence on that person.
4. People do things as members of organisations to have an impact on others as in the case of the leader of a political party; the individual may use the party apparatus to influence others.

However, for any individual, one of these ways of expressing power motivation may dominate, but with age and life experiences, it varies.

Other contributions of McClelland:

His classic study on n-Ach in **McClelland, 1985** in which he analyzed children's stories in 22 diff. cultures w.r.t the degree they showed themes of achievement motivation. He then related these levels of achievement motivation to two measures of economic development :

1. Avg. income per person in each society (PCI)
2. Electrical production per year

The major finding was clear : He concluded that n-Ach scores were highly co-related with economic growth. The greater was the emphasis placed on achievements in the children's stories in various nations, the more rapid was economic growth of the country as the children grew up.

Need for Achievement (n-Ach)

Refers to the desire of a person to meet standards of excellence. n-Ach, energises and directs behaviour as well as influences the perception of situations. During the formative years of social development, children acquire achievement motivation. The sources from which they learn it, include parents, other role models, and socio-cultural influences. Persons high in achievement motivation tend to prefer tasks that are moderately difficult and challenging

They also have stronger-than-average desire for feedback on their performance, i.e. to know how they are doing, so that they can adjust their goals to meet the challenge.

Need for Curiosity and Exploration (n-CE)

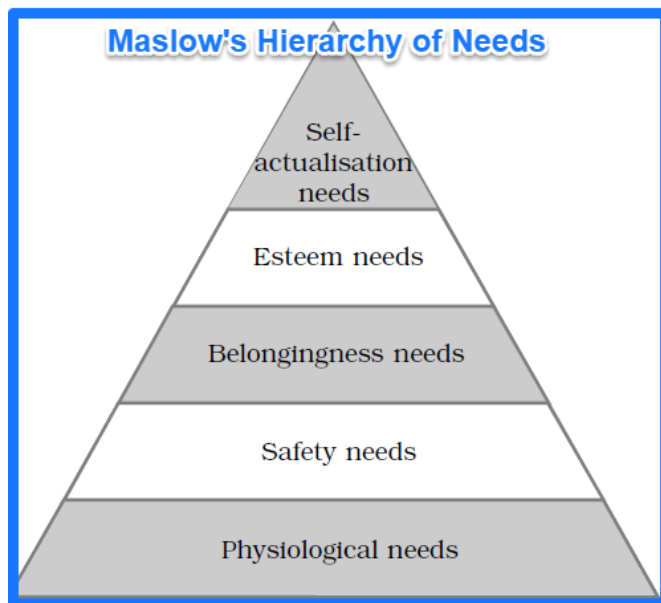
Often people engage in activities without a clear goal or purpose but they derive some kind of pleasure out of it. It is a motivational tendency to act without any specific identifiable goal. The tendency to seek for a novel experience, gain pleasure by obtaining information, etc. are signs of curiosity. Hence, curiosity describes behaviour whose primary motive appears to remain in the activities themselves.

What will happen if the sky falls on us? Questions of this kind (What will happen if...) stimulate intellectuals to find answers. Studies show that this curiosity behaviour is not only limited to human beings, animals too show the same kind of behaviour. We are driven to explore the environment by our curiosity and our need for sensory stimulation.

The need for varied types of sensory stimulations is closely related to curiosity. It is the basic motive, and exploration and curiosity are the expressions of it. Our ignorance about a number of things around us becomes a powerful motivator to explore the world. We get easily bored with repetitive experiences. So we look for something new.

In the case of infants and small children, this motive is very dominant. They get satisfaction from being allowed to explore, which is reflected in their smiling and babbling. Children become easily distressed, when the motive to explore is discouraged.

Maslow's Hierarchy of Needs



P S B E A : Putting Sunscreen Before Every Afternoon

Goal Setting Theory (GST)

It emphasises on imp. of cognitive factors w.r.t. our emotions rather than arousal or drives. A/c to **Locke & Latham (1990)**, most people realize that they can accomplish much more when they have concrete goals than when they do not. This is the central fact to GST which suggests that motivation can be strongly influenced by goals.

GST was construed after the study conducted by **Wood & Locke (1990)** in which people performed better when they were provided specific goals than when they were simply told to "do your best".

Q. "Setting goals can prove to be an effective motivational tool to enhance performance on tasks". Discuss in light of experimental evidences.

Choker & Wallin (1984) study on GST : It provides a powerful substantiation for GST. In the study, when employees in a large manufacturing plant were committed to the goal of increasing compliance with safety regulations (such as wearing hard hats and eye, ear gears, cleaning spills immediately etc.), their performance in this respect improved. Their performance further increased when they were presented feedbacks in form of charts showing how well they were doing. While the safety compliance

without any goals was ~ 65 % , it increased to ~ 80 % when a goal of 95 % was set for the employees collectively. It eventually reached 95 % after the employees received performance feedbacks.

Q. How can the process of Goal Setting be made more effective in boosting performance ?

An effective goal setting exercise should have the following characteristics :

- **Highly Specific** : People should know *exactly* what they are trying to accomplish. (e.g. ~~AIR 1 in UPSC CSE 2017~~)
- **Challenging but attainable** : Should require considerable effort but should be perceived as *reachable* or *doable*.
- **Feedback** : Goals are more effective when there is constant feedback on performance.
- **Commitment** : If the goal is being set by a manager and employees are not committed to the task, the whole goal setting exercise becomes useless. Hence, for goal setting to be effective, people should be *truly and deeply committed* to achieving them.

Criticism of GST : Although GST is highly effective in boosting performance but the mechanisms that explain these effects are still somewhat uncertain.

Expectancy Theory (ET)

ET is a cognitive approach to explain motivation. A/c to ET, behaviour is *pulled out* by **incentives** such as fame, money, approval of others etc. Thus, while physiological theories such as Drive Theory focus on factors that *push* (drive) us towards certain actions, ET focuses more on outcomes we wish to attain.

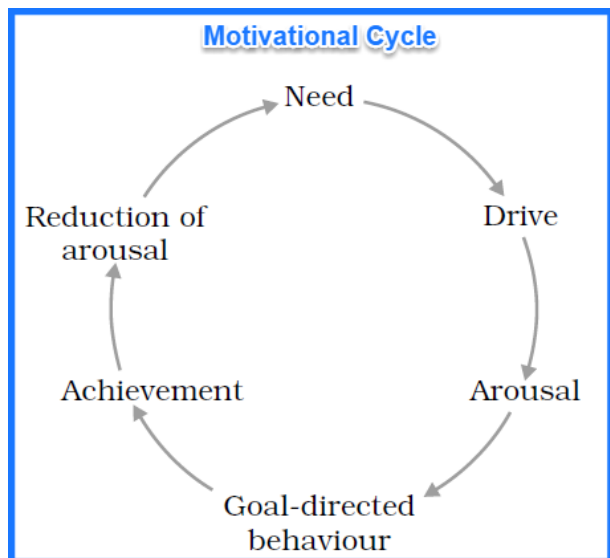
Q. What is meant by the terms 'expectancy', 'instrumentality' and 'valence' in the context of Expectancy theory of Motivation ?

ET has high relevance in industrial/organisation psychology or 'work motivation'. Research findings such as those of **Locke & Latham (1990)** indicate that people will work hard at their jobs only when there is presence of the following :

- **Expectancy** : When they believe that doing so will improve their performance.
- **Instrumentality** : That good performance will be recognized and rewarded.
- **Valence** : The rewards provided will be the ones they want. (e.g. ~~a trip to Berlin and not just an appreciation email~~)

Strengths of ET : Focus on cognitive aspect is more consistent with modern Psychology + ET is widely used in *work motivation*.

The Motivational Cycle



#N-DABAR

Psychologists now use the concept of need to describe the motivational properties of behaviour. A **need** is lack or deficit of some necessity. The condition of need leads to drive. A drive is a state of tension or arousal produced by a need. It energises random activity. When one of the random activities leads to a goal, it reduces the drive, and the organism stops being active. The organism returns to a balanced state. Thus, the cycle of motivational events can be presented as shown in the above fig.

Intrinsic and Extrinsic Motivation

Deci, 1975 ; Lepper & Green, 1978 studies on how offering an external reward for an activity that generates intrinsic motivation actually reduces the performance rather than enhancing it.

Self-Handicapping Strategy to protect Intrinsic Motivation

Factors influencing Intrinsic Motivation

1. Challenge

We are best motivated when we are working toward personally meaningful goals whose attainment requires activity at a continuously optimal (intermediate) level of difficulty.

2. Curiosity

Something in the physical environment attracts our attention or there is a discrepancy between present knowledge or skills and what these could be if we engaged in some activity.

3. Control

We have a basic tendency to want to control what happens to us.

4. Fantasy

We use mental images of things and situations that are not actually present to stimulate our behavior.

5. Competition

We feel satisfaction by comparing our performance favorably to that of others.

6. Cooperation

We feel satisfaction by helping others achieve our goals.

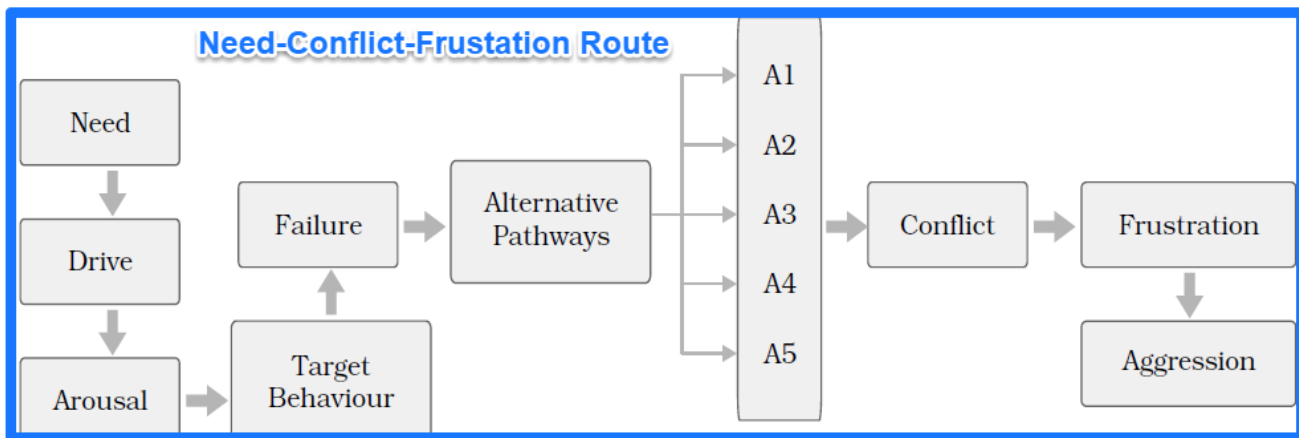
7. Recognition

We feel satisfaction when others recognize and appreciate our accomplishments.

Frustration and Conflict

Frustration :

Conflict :



Emotions

They are reactions consisting of subjective cognitive states, physiological reactions, and expressive behaviours

Izard has proposed a set of ten basic emotions, i.e. joy, surprise, anger, disgust, contempt, fear, shame, guilt, interest, and excitement (# **JAGDIS-CESF**) with combinations of them resulting in other emotional blends.

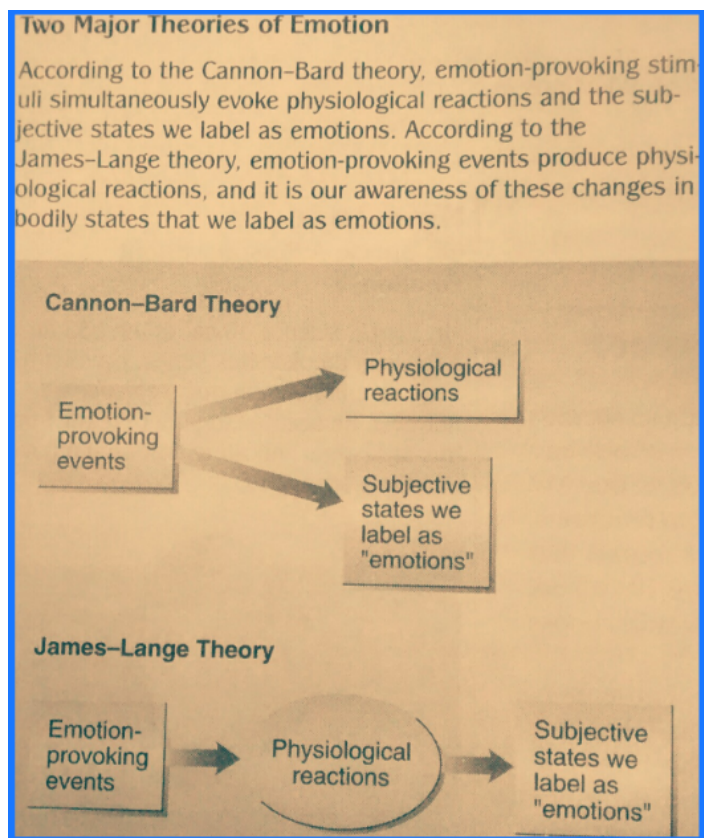
A/c **Plutchik**, there are eight basic or primary emotions. All other emotions result from various mixtures of these basic emotions. He arranged these emotions in four pairs of opposites, i.e.

1. joy-sadness
2. acceptance-disgust
3. fear-anger
4. surprise-anticipation.

Evidence indicates that women experience all the emotions except anger more intensely than men. Men are prone to experience high intensity and frequency of anger. This gender difference has been attributed to the social roles attached to men (competitiveness) and women (affiliation and caring).

Theories of Emotions

1. Cannon-Bard Theory
2. James-Lange Theory (facial feedback hypothesis - Sri Sri :P)
3. Schachter-Singer's 2 factor Theory (Discussed in 'Cognitive basis of emotions' section below)
4. Opponent Process Theory



Biological Basis of Emotions

Brain parts and their relation to emotions

Part of Brain	Relation with Emotions
Left	Positive Feelings
Right	Negative Feelings
Anterior	Valence of emotions (pleasant or unpleasant)
Posterior	Arousal (Intensity)

Physiology of Emotions

The nervous system, central as well as peripheral, plays a vital role in the regulation of emotion.

Thalamus : It is composed of a group of nerve cells and acts as a relay center of sensory nerves. Stimulation of thalamus produces fear, anxiety, and autonomic reactions. A theory of emotion given by Cannon and Bard (1931) emphasises the role of thalamus in mediating and initiating all emotional experiences.

Hypothalamus : It is considered the primary center for regulation of emotion. It also regulates the homeostatic balance, controls autonomic

activity and secretion of endocrine glands, and organises the somatic pattern of emotional behaviour.

Limbic System : Along with thalamus and hypothalamus the limbic system plays a vital role in regulation of emotion. Amygdala is a part of limbic system, responsible for emotional control and involves formation of emotional memories.

Cortex : Cortex is intimately involved in emotions. However, its hemispheres have a contrasting role to play. The left frontal cortex is associated with positive feelings whereas the right frontal cortex with negative feelings.

Role of Autonomic Nervous System in experience and expression of emotions

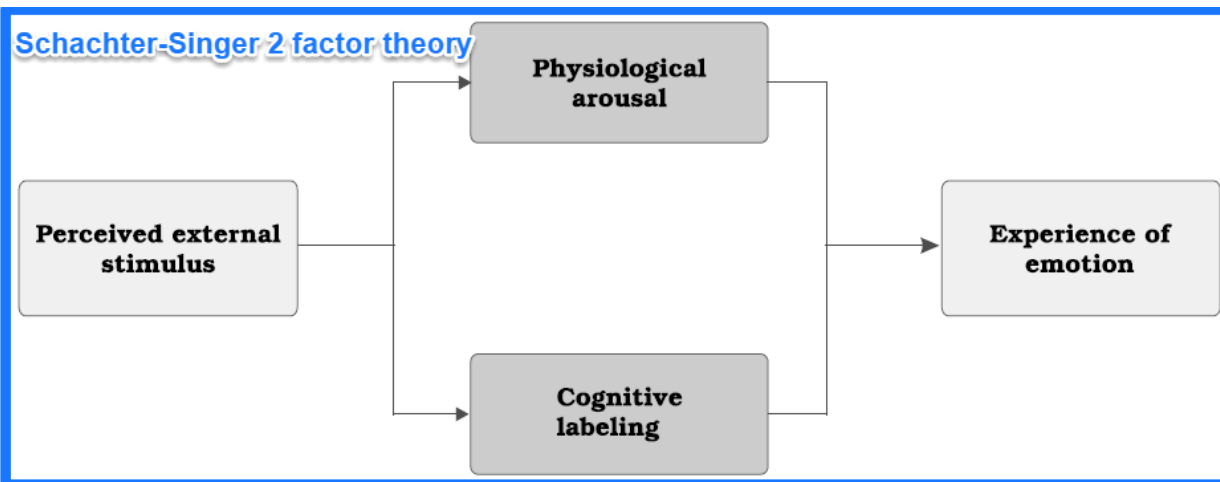
The ANS is divided into two systems, sympathetic and parasympathetic. These two systems function together in a reciprocal manner. In a stressful situation the sympathetic system prepares the body to face the situation. It strengthens the internal environment of the individual by controlling the fall in heart rate, blood pressure, blood sugar, etc. It induces a state of physiological arousal that prepares the individual for **fight or flight** response in order to face the stressful situation. As the threat is removed the parasympathetic system gets active and restores the balance by calming the body. It restores and conserves energy and brings the individual back to a normal state.

Though acting in an antagonistic manner, the sympathetic and parasympathetic systems are complementary to each other in completing the process of experience and expression of emotion.

Cognitive Basis of Emotions

Most psychologists today believe that our cognitions, i.e. our perceptions, memories, interpretations are essential ingredients of emotions.

Schachter-Singer's two-factor theory: states that emotions have two ingredients: physical arousal and a cognitive label. They presumed that our experience of emotion grows from our awareness of our present arousal. They also believed that emotions are physiologically similar. For example, your heart beats faster when you are excited or scared or angry. You are physiologically aroused and look to the external world for explanation. Thus, in their view an emotional experience requires a conscious interpretation of the arousal.



If you are aroused after physical exercise and someone teases you, the arousal already caused by the exercise may lead to provocation. To test this theory, **Schachter and Singer (1962)** injected subjects with **epinephrine**, a drug that produces high arousal. Then these subjects were made to observe the behaviour of others, either in an euphoric manner (i.e. shooting papers at a waste basket) or in an angry manner (i.e. stomping out of the room). As predicted, the euphoric and angry behaviour of others influenced the cognitive interpretation of the subjects' own arousal.

Cultural Basis Emotion

Studies have revealed that the most basic emotions are inborn and do not have to be learned. Psychologists largely have a notion that emotions, especially **facial expressions**, have strong biological ties. e.g. children who are visually impaired from birth and have never observed the smile or seen another person's face, still smile or frown in the same way that children with normal vision do.

But on comparing different cultures we see that learning plays an important role in emotions. This happens in two ways.

1. cultural learning influences the expression of emotions more than what is experienced, e.g. some cultures encourage free emotional expression, whereas other cultures teach people, through modeling and reinforcement, to reveal little of their emotions in public.
2. learning has a great deal to do with the stimuli that produce emotional reactions. It has been shown that individuals with excessive fears (phobia) of elevators, automobiles, and the like learnt these fears through modeling, classical conditioning or avoidance conditioning.

Expressing Emotions : Cultural Differences

Emotion is an internal experience not directly observable by others. Emotions are inferred from **verbal and nonverbal** expressions. These verbal and nonverbal expressions act as the channels of communication and enable an individual to express one's emotions and to understand the feelings of others. A felt emotion may be communicated through other non-verbal channels as well, for example, gaze behaviour, gestures, paralanguage, and proximal behaviour.

Para-language

The verbal channel of communication is composed of spoken words as well as other vocal features of speech like pitch and loudness of the voice. These non-verbal aspects of the voice and temporal characteristics of speech are called '**paralanguage**'. Other non-verbal channels include **facial expression, kinetic** (gesture, posture, movement of the body) and **proximal** (physical distance during face-to-face interaction) behaviours.

Q. Is facial expression of emotion innate or acquired? support your answer with suitable evidence. [2012]

Facial expression : most common channel of emotional communication. The amount and kind of information conveyed by the face is easy to comprehend as the face is exposed to the full view of others. Facial expressions can convey the intensity as well as the pleasantness or unpleasantness of the individual's emotional state. Facial expressions play an important role in our everyday lives. There has been some research evidence supporting **Darwin's** view that facial expressions for basic emotions (joy, fear, anger, disgust, sadness, and surprise) are **inborn and universal**.

Bodily movements further facilitate the communication of emotions. Can you feel the difference between your body movements when you feel angry and movements when you feel shy? Theatre and drama provide an excellent opportunity to understand the impact of body movements in communicating emotions. The roles of gestures and proximal behaviours are also significant. You must have seen how in Indian classical dances like Bharatanatyam, Odissi, Kuchipudi, Kathak and others, emotions are expressed with the help of movements of eyes, legs, and fingers.

The dancers are trained rigorously in the grammar of body movement and non-verbal communication to express joy, sorrow, love, anger, and various other forms of emotional states.

Q. Both expression and experience of emotions are mediated and modified by culture specific 'display rules' that delimit the conditions under which an emotion may be expressed and the intensity with which it is displayed. Explain with the help of suitable examples.

The processes involved in emotions have been known to be influenced by culture. Current research has dealt more specifically with the issue of universality or culture specificity of emotions. The emotional meaning conveyed via gestures (body language) varies from culture to culture. For example, in China, a hand-clap is an expression of worry or disappointment, and anger is expressed with laughter. Silence has also been found to convey different meanings for different cultures. For example, in India, deep emotions are sometimes communicated via silence. This may convey embarrassment during communication in Western countries.

Cultural differences have also been found in the gaze behaviour. It has been observed that the Latin Americans and the Southern Europeans direct their gaze to the eyes of the interactant. Asians, in particular, Indians and Pakistanis, prefer a peripheral gaze (looking away from the conversational partner) during an interaction.

The physical space (proximity) also divulges different kinds of emotional meaning during emotional exchanges. The Americans, for example, do not prefer an interaction too close; the Oriental Indians consider a close space comfortable for an interaction. In fact, the touching behaviour in physical proximity is considered reflective of emotional warmth. For example, it was observed that the Arabs experience alienation during an interaction with the North Americans who prefer to be interacted from outside the olfactory (too close) zone.

Culture and Emotional Labeling

Basic emotions also vary in the extent of elaboration and categorical labels. The Tahitian language includes 46 labels for the English word anger. When asked to label freely, the North American subjects produced 40 different responses for the facial expression of anger and 81 different responses for the facial expression of contempt. The Japanese produced varied emotional labels for facial expressions of happiness (10 labels), anger (8 labels), and disgust (6 labels). Ancient Chinese literature cites seven emotions, namely, joy, anger, sadness, fear, love, dislike, and liking. Ancient Indian literature identifies eight such emotions, namely, love, mirth, energy, wonder, anger, grief, disgust, and fear. In Western literature, certain emotions like happiness, sadness, fear, anger, and disgust are uniformly treated as basic to human beings. Emotions like surprise, contempt, shame, and guilt are not accepted as basic to all. In brief, it might be said that there are certain basic emotions that are expressed and understood by all despite their cultural and ethnic differences, and there are certain others that are specific to a particular culture.

To do : General Adaptation Syndrome to Emotions