

MOTIVATION



Introduction



- *A girl wants to become a doctor*
- *A man strives for political power*
- *A person in grief pain longs for relief*
- *These are just a few of the motives that play so large a part in human behavior.*
- *These may be basic wants such as hunger and Sex to complicated long term motives, such as political ambition, a desire to serve humanity, or a need to master the environment.*
- *These examples show us that behavior is driven and pulled towards goals.*

Definition



- *Motivation refers to the states within a person or animal that drives behavior towards some goals.*

- Morgan and King(1975).

Meaning of Motivation



- *Motivation is derived from the Latin word ‘**movere**’ means to move or to energize or to activate.*
- *Motivation is often used to refer an individual's goals, needs, wants, intentions and purposes.*
- *For eg; When one is hungry, the need is food, and it induces drive. When the food is searched and the drive ‘hunger’ is reduced and the activity ceases then.*

Concept of Motivation



- *Today virtually all people and scholars have their own concept of motivation and they include various terms; motives, needs, wants, drives, desires, wishes, incentives etc in defining motivation.*
- *But there are three terms to understand the concept motivation.i.e.,*
 1. *Motive*
 2. *Motivating*
 3. *Motivation and their relationship.*

Motive



- *1)Motive:-A motive is an inner state that energizes, activates or moves(hence motivation) and that directs the behavior towards goals.*
- *Motives are inferences from behavior(the things that are said and done).They may be conscious or unconscious. Motives also help in making predictions about behavior.*

Motivating



- *Motivating is a term which implies that one person, in the social context, induces another to engage in action(towards goal) by ensuring that a channel to satisfy the motive becomes available and accessible to the individual.*
- *For Eg; In school/college, a teacher stimulates and channelizes the student nurse to reach towards goal.*

Motivation



- *Motivation is the action behavior itself.*
- *Motivation depends on motives and motivating, the opposite person to reach their goals.*
- *McFarland refers motivation to the way in which urges, drives, desires, aspirations, strivings or needs direct, control or explain the behaviors of human beings.*

Concept of Motivation



- ***MOTIVE***

(Needs in individuals)



- ***Motivating***

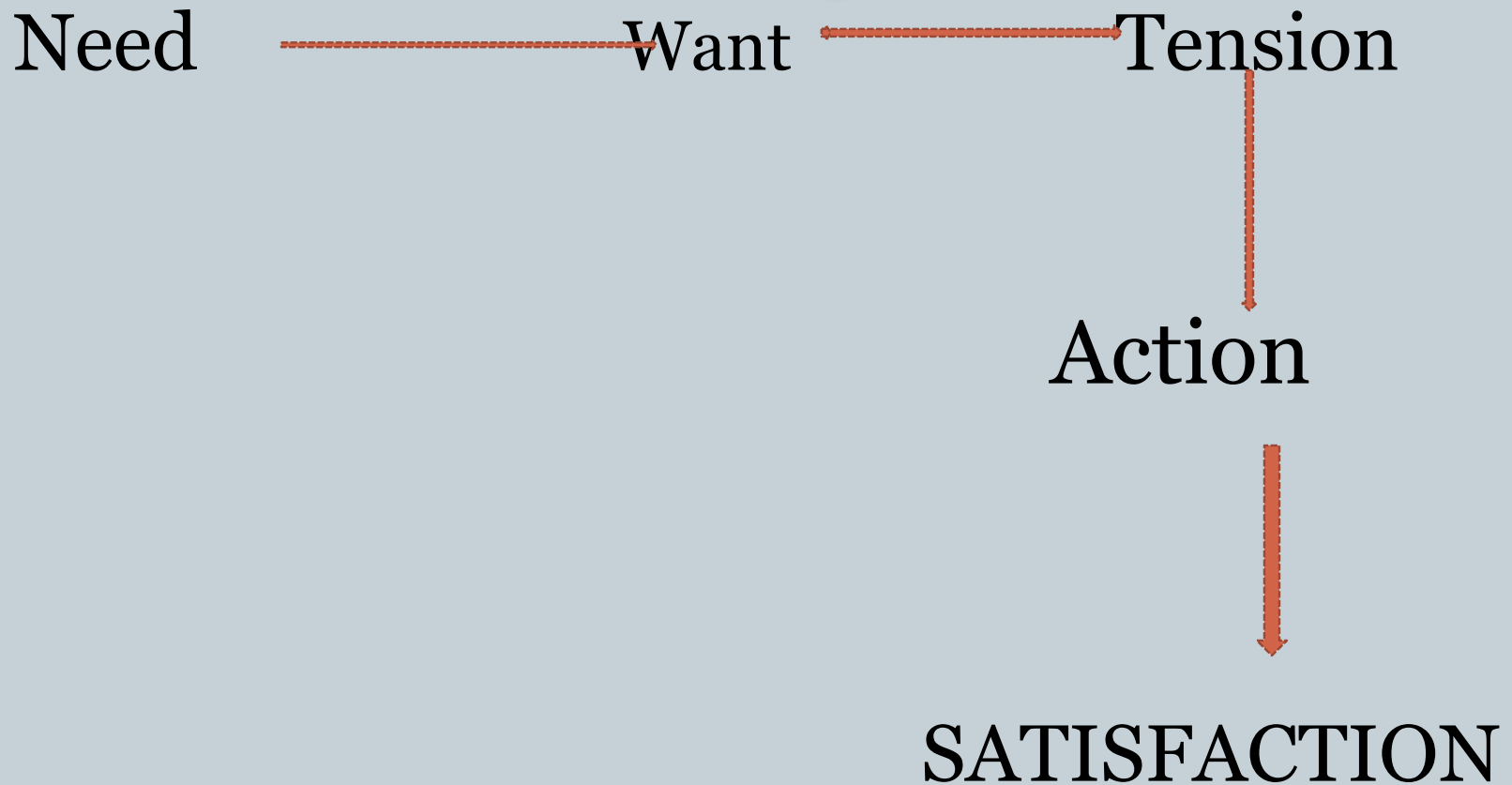
(Activating needs and providing needs satisfaction environment)



- ***Motivation***

(Engagement in action behavior)

The Need Want-Satisfaction Chain



Nature of Motivation



- Based on motives
- Affected by motivating
- Goal directed behavior
- Related to satisfaction
- Person is motivated in totality
- Complex process

Drive



- Drive is a physiological state, a state which leads one to activity.
- For eg; When one is thirsty, if he is given food instead of water, it may not reduce his drive state. His activity is specifically directed towards getting a glass of water for the reduction of his thirst drive.

Drive is purely an energy which is mobilized and made available for activity.

Goal or Incentive



A Goal

- A goal refers to some substance, objects or environmental condition capable of reducing or temporarily eliminating the complex of internal conditions which initiated action.
- Briefly, a goal is a reward, an incentive or a motivation towards which behavior is directed.

An Incentive

- An incentive refers to the motivational value of a reinforcer. Without an incentive or reinforcer, motivation cannot be fulfilled.

Classification of Motives/Drives/Human Needs



❖ ***Organic/Physiological/Biological Motives***

Hunger, thirst, a desire for sex, temperature regulation, sleep, pain avoidance, and a need for oxygen.

❖ ***Personal Motives***

Need for curiosity, security achievement, the need for self-actualization.

❖ ***Social Motives/Mastery***

Gregariousness, need for power, prestige, recognition, social position, self-assertiveness.

❖ ***Unconsciousness Motives***



- ***Organic/Physiological/Biological motives***

Many biological motives are triggered in part, by departures from balanced physiological conditions of the body. The body tends to maintain a state of equilibrium called homeostasis in many of its internal physiological processes.

The automatic physiological mechanisms that maintain homeostasis are supplemented by motivated behavior.

E.g.; Falling temperature leads to motivated behavior-putting on a sweater, switching on a room heater, closing the window and so on.

Certain hormones or chemical messengers circulating in the body are also important in the arousal of some biological motive states.

Hunger



- There is a constant movement going on in the body. The body mechanisms keeps check over wear and tear of the biological cells. For this body requires food.
- The feeling of hunger is signaled by contractions in stomach. Hunger motivation and feeding is initiated by glucose or blood sugar level, hypothalamus and external factors like climate, timing, socio-economic factors, sight and smells of food etc.

Thirst



- Stimulus factors play a very large role. We drink to wet a dry mouth or to taste a good beverage.
- The body's water level is maintained by a hormone called Antidiuretic hormone (ADH) which regulates loss of water through the kidneys.
- Thirst motivation and the drinking are mainly triggered by two conditions of the body; The loss of water from cells and reduction of blood volume.

Desire for sex



- Sexual behavior depends upon both physiological and social conditions. Sex is a psychological because it is our important part of our emotional life and provides intense pleasure.
- Sex hormones play a vital role in arousal of sexual motivation i.e., Estrogen (female sex hormone) and androgen (male sex hormone).

Personal motives



- Just as individual differences occur in behavior, so do they occur in the satisfaction derived from drives and motives.
- Every individual has unique system of drives, which is more so influenced by his/her ethnic culture, social class or hereditary.
- They are personalized or individualized. These include; life's goal, vocational ambitions, level of aspiration, specialized interest eg; sports, hobby etc, need for curiosity, need for self-actualization.



- Due to this personal motives, individual remains a special unique person.
- These motives always keep them engaged in achieving the goal they want.

Social motives



- Social motives are the complex motive states. They are called social because of being learned in social group, especially in the family as children grow up.
- They help to determine much of what a person does and persists over years. Social Motives are general persisting characteristics of a person since they are learned and their strength differs greatly from one individual to another.
- Three most studied social motives are:



- (a) Need for achievement
- ✓ Achievement Motivation is the need or desire to achieve something.
- ✓ It is a strong motive characterized by ambition, high level of energy and a strong desire for independence.
- ✓ People are task oriented, so they prefer to work on tasks that are challenging and on which their performance can be evaluated in some way.
- ✓ Achievement need is influenced by the society, parents expectations and other important people who serve as models.

Need for affiliation



- Affiliation is the motivation to seek the presence or interaction of others. Factors which are most powerful in predicting interpersonal attraction are;
 - 1) We form greater liking for those with whom we interact more frequently, and through common interests and geographical proximity.
 - 2) We like people who agree with us and have background, goal and attitude similar to our own.
 - 3) We are attracted to people who have desirable qualities such as being physically attractive and competent.

Need for power



- Social power is the ability or capacity of a person to produce (consciously or unconsciously) intended effects on behavior or emotions of another person.
- The goals of power motivation are to influence, control, persuade, lead and charm other and to enhance one's own reputation in the eyes of other people.
- The ways in which people with power motivation express themselves are:



- By impulsive and aggressive action, especially by men in lower socio-economic brackets.
- By participation in competitive sports, especially by men in lower socio-economic brackets.
- Among men by drinking and sexually dominating women.
- By obtaining and collecting possessions, such as fancy cars, guns, credit cards.
- By associating with people who are not particularly popular.



- By choosing occupations such as teaching, diplomacy and business.
- By buliding and disciplining their bodies, especially by women with strong power needs.

Unconscious motives



- These are the outcomes of repressed drives which are tabooed by social customs. But unknowingly, it affects the behavior by means of Frustration, short temper or unusual behavior.

Theories of motivation



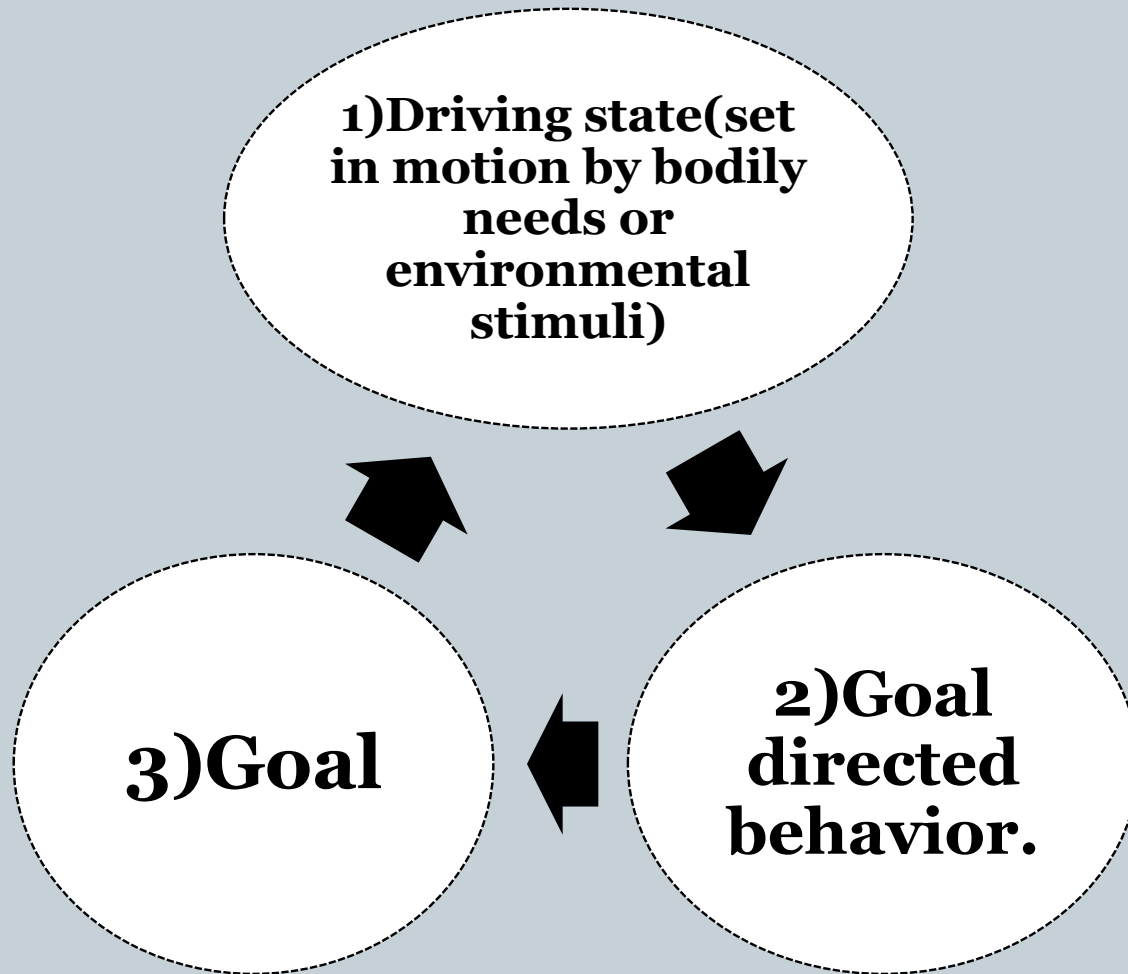
Drive theory

- This theory might be described as 'push theory' of motivation.
- Hence the behavior is pushed towards goals by driving states within a person.
- When an internal driving state is aroused, the individual is pushed to engage in behavior which will lead to a goal, that reduces the intensity of driving state.
- ***Thus motivation consists of:=***



- A ***driving state***
- The ***goal directed behavior*** initiated by the driving state.
- The attainment of an ***appropriate goal***.
- The reduction of the driving state and subjective satisfaction and ***relief***, when goal is reached.

The motivation cycle



Incentive theories



- Incentive means the motivational value of a reinforcer.
- Thus, the stimulus characteristics of the goal can sometimes start a train of motivated behavior.
- In contrast with the push of drive theories, incentive theories are '***pull theories***' of motivation, Because of certain characteristics they have, the goal objects pull behavior towards them.
- The goal objects which motivate behavior are known as Incentives.



- Incentives can be:=

1) Positive incentives: wages, salaries, bonuses, vacations.

2) Negative incentives: punishment, electric shock etc.

For eg; When you teach a child sitting, dancing etc., the correct responses are reinforced with food or reward and the incorrect responses are ignored or punished.

Maslow's theory of human motivation



- Abraham Maslow(1908-1970) gave hierarchical theory of motivation that explains both tension-reducing and tension-increasing actions of human behavior.
- This theory explains that there is an hierarchy in which our in born needs are arranged in a sequence of stages from most 'primitive' to most 'human'.
- According to him, needs at the lower levels of the hierarchy dominate an individuals motivation as they are unsatisfied. Once these are adequately satisfied, however,the higher needs occupy the individuals attention and efforts.



- At the bottom of hierarchy are the ***basic biological needs(Physiological Needs)*** such as hunger and thirst.
- When the basic needs are well-satisfied then the needs on the next level i.e., ***Safety and Security Needs*** motivate us.
- When we are no longer concerned of danger, we become motivated by ***Attachment needs***-needs to belong to affiliate with others to love and be loved.
- If we are well-fed and feeling a sense of social belonging we move upto ***Esteem Needs***.



- As we move to the top of the hierarchy, we find a person is nourished, safe, loved and loving.
- Some people go beyond these basic needs in the quest for fullest development of their potentials or ***Self Actualization***.
- A Self-Actualizing person is self-aware, self-accepting, socially responsive, creative, spontaneous, and open to novelty and challenge, among other positive attributes.



- Self Actualization is further subdivided into two needs-

1) Cognitive needs

It is the need to know, to understand and to explore the truth. Various scientists and discoverers falls under this need like Newton, Einstein, Freud, Columbus, Darwin and many others. The need they realized to search the truth is related to the world around them and the things happening in it.



- 2) Aesthetic Needs

It is the need of growth and praise of beauty. Various poets, singers, dramatists, novelists, painters have realized this need.

Maslow conducted a study on self-actualized people who were the established successful persons of society in different areas of life and found that their all lower four needs were satisfied before achieving the highest glory of life.

Types of Needs



- 1) **Primary needs** := These are also known as physiological, biological, basic or unlearned needs eg., food, sleep, sex, air to breathe.
- 2) **Secondary needs** := These are not natural but are learned through his experience and interaction eg., achievement, status, affiliation etc.
- 3) **General Needs** := A need must not be learned but at the same time, it is not completely physiological eg., need for curiosity, competence, manipulation, affection etc.

Psychoanalytical Theory



- Sigmund Freud formulated this theory.
- It is purposed that basic motivating forces that act as drive are embedded in **ID** and are **Unconscious**.
- These forces are impulses which are not rational in nature and work on **Pleasure Principle**.
- It means that the objective of impulses is to seek pleasure.
- But these impulses of ID can not bring the individual in action.



- Satisfaction of these impulses is based on sanctions of ego which can channelize energy in human body to any activity.
- Ego can repress or suppress any impulse from id if it can be harmful or dangerous for the person in reality.
- Thus, ego works on the ***Reality Principle***.
- Ego not only can bring any impulse in action but also suppress or repress according to the conditions of reality.



- Impulses of ID are also evaluated by ***SUPEREGO*** on ethical and moral values of a person.
- Usually, a conflict rises between ***id and superego*** which should be resolved by ego because ego is rational in nature.
- Freud postulated another concept ***libido***. It refers to free floating of energy within the body of a person.
- Satisfaction of needs require energy from libido to get the person in action but channelizing of this energy depends upon ego.



- Freud also gave two types of instincts

1) Eros (life instincts) := It refers to those instincts which motivate a person to live.

For eg; Hunger, thirst, avoidance of harms and injuries etc.

2) Thanatons (death instincts) := It refers to those instincts which motivate a person to destroy self to get salvation from all pains of life.

Sometimes, in the life of every person such moments come when he desires to finish himself or to suicide because the miseries of life becomes unbearable.

Cognitive theory



- This theory was formulated by Tolman.
- Human has intelligence, memory, reasoning, perception.
- These capacities do play some role in motivation which is not given significance.
- However, Tolman's theory considers cognitive processes important in motivation.
- According to Tolman, during Goal directed behavior, cognitive maps are formed which are used in reaching to the goal.



- For e.g. for reaching to a particular destination, maps of cities are used to locate and to reach the desired place.
- Tolman conducted various experiments in favor of theory on rats. In this experiment, hungry rats were entered in the T-Maze from starting point.
- In the upper part of maze, towards left side, food was placed and towards right side, electric shock was applied.
- At the start of experiment, when rats turns towards right side, electric shock was given and at left side food.

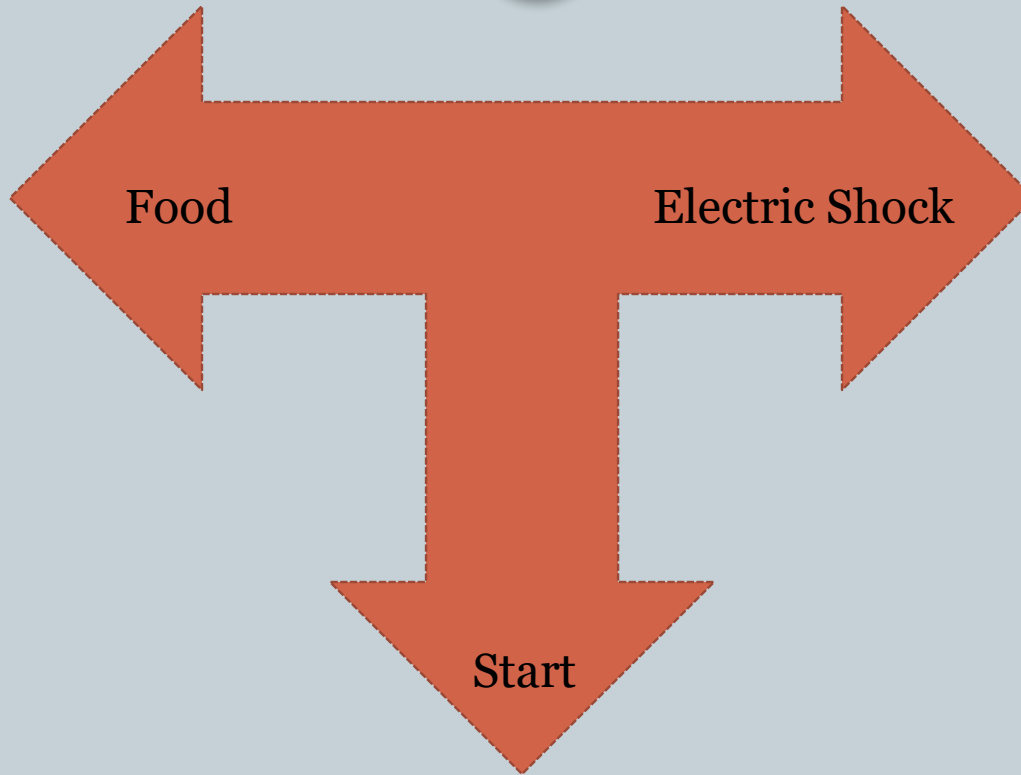


- In few trials, rats learnt to move towards left side for food and stopped turning towards right side to avoid shock.
- It was observed that whenever rats reached turning point, they stopped there and makes back-froth movements and at last turns towards left side.
- It means that rats must have some signs or cues to reach the goal as human being sometimes remember some signs to correctly identify the path.
- It simply means that rats had not learnt directions but they must have selected some signals at turning point which enable them to make correct movement.



- In this way, Tolman emphasize that cognitive processes play role in motivation to achieve a goal.
- Humans also in some way draw some maps in the mind and in these maps place some signs or cues which help to make accurate movement towards goal.
- Human beings have higher cognitive process which is not there in rats. So, results obtained in conducting studies on rats and not on humans.

Cognitive theory

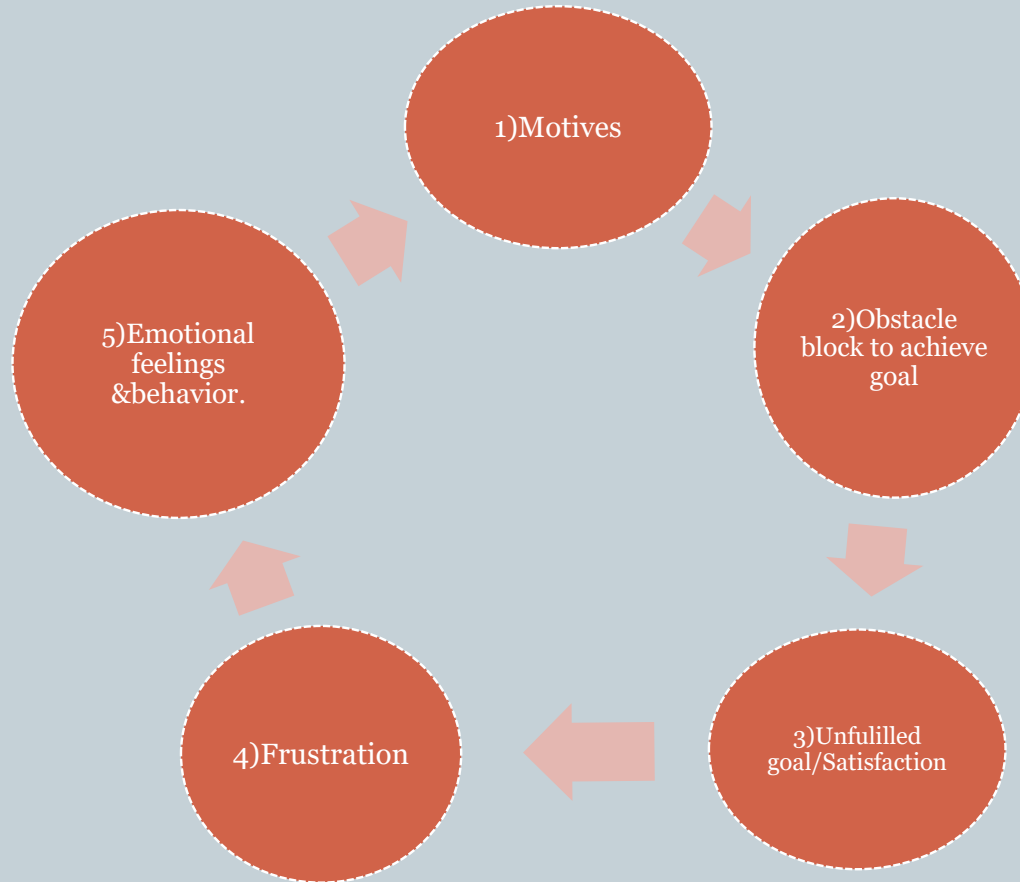


T-Maze

Frustration



- The term frustration refers to the blocking of behavior, directed towards a goal.
- If motives are frustrated or blocked, emotional feelings and behavior often result.
- People who cannot achieve their important goals, feel depressed, fearful, anxious, guilty or angry.



Sources of frustration



- ***Environmental frustration***

Environmental obstacles can frustrate the satisfaction of motives. An obstacle may be something physical, such as locked door or lack of money, or it may be people-parents, teachers or police officer.

- ***Personal frustration***

Unattainable goals can be important source of frustration. These are largely learned goals that cannot be achieved because they are beyond a person's abilities, due to lack of necessary effort, wrong approach, and defective methodology.



- Conflict- Produced frustration

Motivational conflict, in which expression of one motive interferes with the expression of other motives/causes a persistent and deep seated frustration in many individuals.

It causes emotional and behavioural disturbances like depression, anxiety, fear, guilt.

Conflict



- The most important source of frustration is perhaps conflict of motives.
- Conflict is defined as a state of indecisiveness which arises when two equally strong and fairly identical drives compete with each other resulting in anxiety.
- E.g., Two equally attractive jobs, meeting best friend or long awaited function in the college.

Types of Conflict



- **1) Approach-approach conflict**

A conflict between two positive goals-goals that are equally attractive at the same time.

- ✓ For e.g., A physiological conflict arises when a person is hungry and sleepy at the same time.
- ✓ Such conflicts are usually resolved either by satisfying first one goal and then the other.
- ✓ For e.g, eating and then going to bed if a person is both hungry and sleepy.
- ✓ Secondly by choosing one of the goals and giving up the other.

Compared with other conflict situations, approach conflicts are usually easy to resolve and generate little emotional behavior.



- ***2) Avoidance-avoidance conflict***

- ✓ It involves two negative goals, which is fairly a common experience.
- ✓ Everyone faces such situations where they do not want to but must do or face even less desirable alternatives.



- Indecision vacillation inaction escape
- Behavior features of this kind of conflict are-

i) Vacillation (unable to decide) of behavior and thought

- ✓ It means that people are inconsistent in what they do and think, they do first one thing and then another.
- ✓ As one of the negative goals is approached, the person finds it increasingly repellent and consequently withdraws from it.
- ✓ But when this is done, the person comes closer to the other negative goal and finds it unbearably obnoxious.
- ✓ So the individual goes back and forth when caught in avoidance-avoidance conflict.
- ✓ For e.g, A student must spend the next two days studying for an examination or face the possibility of failure.



- ***ii) An attempt to escape /leave the conflict situation***
- ❖ Theoretically, a person can escape by running away.
- ❖ But practically, other forces in the periphery of the situation prevent him to escape due to the worse consequences of running away than his other alternatives.
- ❖ Some try imaginations to free from the fear and anxiety generated by the conflict. eg., daydreaming.
- ❖ Some may re-create the care free world of childhood in their minds. This way of leaving the conflict situation is called 'regression'.



- ***3) Approach-Avoidance Conflict***

- ✓ It is a conflict where 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 aspect becomes stronger than its positive aspects, the person is stopped before reaching the goal. Hence the individual is frustrated.



- For e.g., A girl wants parental protection but at the same time does not want parental domination.
- A man wants to marry a girl but at the same time, does not want to carry out household responsibilities.



- ***4) Multiple approach-avoidance conflict***
 - ✓ It involves several goals with positive and negative valences leading to emotional reactions.
 - ✓ Emotional reactions are generated by this type of conflict in which internal obstacles play a part which lead to behavioral problems.



For e.g, Suppose a woman is engaged, suppose further that goal of getting marriage has a positive valence for her because of the stability and security it will provide and because she loves that man she will be marrying. On the other hand that marriage is repellent to her because it will mean giving up an attractive offer for 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.

Some common conflicts



- 1) *Independence Vs Dependance***: = Person is caught in a conflict of dependency versus independency after a long period of dependency in the person, the time at which he/she attempts to stand on his/her own legs and lead an independent life.
- ✓ For e.g, an adolescent often is caught in this conflict.



2) *Achievement Vs Fear of failure:* = Every individual expects to achieve some excellence in some or the other sphere of life. This is life-long conflict, he wants to achieve a place for himself but at the same time, he is haunted by a fear of failure.

For e.g, job after completing happy college life.



3) Cooperation Vs competition: =An individual fosters a spirit of competition from early days in life and encouraged by offer of praise, rewards and reinforcement in school/college activities, cooperation means one may seek help and understanding from others to go ahead.

- ✓ He is expected to complete work with others; at the same time he is encouraged to cultivate the team spirits.



4) *Hostility Vs approval*: = Frustration often leads to aggression which if not expressed may lead to a feeling of hostility, often a conflict arises between the desire to express hostility and the fear of punishment.

- ✓ In several situations, we are unable to give vent to our anger because of the disapproval .
- ✓ Thus, the feeling of hostility always goes with the fear of losing the approval of other people.

Conflict resolution



- The term '***conflict resolution***' refers to a range of processes aimed at alleviating or eliminating sources of conflict.
- The process of conflict resolution generally includes negotiation, mediation and diplomacy.
- Conflict is neither completely avoidable nor preventable.
- When conflict is managed properly, it can generate new ideas, process improvements and strengthens relationships.



- When conflict is ignored, it rumbles under the surface for a while, gradually building in intensity.
- Eventually it will erupt into a far more serious problem.
- Conflict needs to be addressed and resolved as soon as it emerges.
- This is accomplished through communication between the parties who are involved.



- The steps of conflict resolution are:=
 - 1) Define the problem in terms of the interests of both parties.
 - 2) Identify all possible options for solution
 - 3) Evaluate options for solution.
 - 4) Decide on an acceptable solution
 - 5) Develop an implementation plan
 - 6) Develop a process for evaluating effectiveness
 - 7) Talk about the experience.

Measurement of motives



- 1) *Direct methods***:- verbal or other overt behavior, questionnaire, inventories, motivation scale, checklist, interview etc.
- 2) *Indirect methods***:-All the projective methods like role playing,socio-drama etc.
- 3) *Experimental methods***:- Hypothesize the person,various tests in the laboratory.etc

Emotions



- ***Introduction***

- ✓ Without emotions, life would have been dull and colourless, devoid of charm.
- ✓ Emotions are also responsible for finest human characteristics as well as for the most horrible things of life.
- ✓ Emotions make life pleasurable as well as miserable.



- ***Feeling*** is defined as pleasant or unpleasant experience associated with an idea.
- ***Mood*** is pleasant or unpleasant experience associated with a real or imaginary idea, place or a situation.
- ***Affect*** is the cross-section of mood.

Definition



- The word 'emotion' is derived from latin word '***emovere***' means 'to move away from'.
- Emotion is an acute disturbance of the organism, as a whole psychological in origin involving behavior, conscious experience and visceral functioning.
-PT Young.



- The physiological arousal includes neural, hormonal, visceral and muscular changes.
- The feelings include both a general affective state(good-bad, positive-negative) and a specific tone such as joy or disgust.
- The cognitive processes include interpretations, memories and expectations.



- The over-behavioural responses include expressive reactions(crying, smiling) and action oriented responses (screaming for help).
- Emotion is a complex set of interactions among subjective and objective factors mediated by neural/hormonal systems, which can lead to;
 - 1) Affective experiences such as feelings of arousal, pleasure/displeasure.
 - 2) Generate cognitive processes such as appraisals.
 - 3) Widespread adjustments and etc .

Classification of Emotions



1) **Primary emotions** := These are those emotions that an individual feels first, as a first response to a situation.

These are unthinking and instinctive responses that an individual has. For example, if we are threatened we may feel fear. When we hear of a death, we may feel sadness.

2) **Secondary Emotions** := These appear after primary emotions.

Eg., news of wartime victory may start feelings of joy, but then get tinged with sadness for the loss of life.

Characteristics/Nature of Emotions



- 1) Emotion is an affected state of the organism, say joy, sorrow, love, hatred etc.
- 2) Emotion is a form of energy mobilization. It helps the individual to overcome the obstacle at the time of emergency situation like fear or anger.
- 3) Emotion is very brief. It starts very abruptly and ends soon after the incident is over.
- 4) Emotion deals with physiological and psychological changes, both subjective and objective aspect.



- 5) Emotions involve internal changes and disturbance in autonomic nervous system, ductless glands and visceral organs.
- 6) Emotional experiences also include other activities like perception, learning, consciousness, memory etc.
- 7) A strong emotional experience leaves a kind of after-feeling effect, called mood. After the outburst of fear or anger, we remain in a fearful or anguish mood for sometime.
- 8) Emotion may be innate but it grows to specific patterns with the growth, intelligence, with maturation and learning.

States of Emotions



- ***Positive Emotions***

- Joy
- Love
- Laughter
- Hope

- ***Negative Emotions***

- Fear
- Sadness
- Anger
- Surprise

Importance of Emotions



- 1. *Survival***
- 2. *Decision making***
- 3. *Boundary Setting***
- 4. *Communication***
- 5. *Happiness***
- 6. *Unity***

Componentes of Emotion



- For each distinct emotion, there are three components.
- 1) **Subjective experience** := It is feeling what an individual believes or exists within his own mind/thought eg., happiness, sadness, anger and so on.
- 2) **Physiological changes** := These occur, involving the autonomic nervous system (ANS) and the endocrine system. Some of the effects are gooseflesh, sweating and butterflies in the stomach etc.



3) Associated behavior := such as smiling, crying, frowning, running away, laughing, fighting etc.

Physiology of Emotion

Certain parts of the brain and hormones also play an important part in the activation of emotional experiences.

It includes ***ANS, brain structures and hormonal influences.***

Theories of Emotion



- There are four theories of emotions.
 - a) James-Lange Theory***
 - b) Cannon-Bard Theory***
 - c) Schachter -Singer Theory***
 - d) Lazarus theory of emotion***

James-Lange Theory



- This theory was first formulated by James and later on Lang also approved it. So, it is called James-Lang theory.
- According to this theory emotions consists of two components i.e., experience of emotions and physiological changes.
- Conscious experience means that the individual is aware of the kind of emotion, experiencing i.e., anger, jealous, hatred etc and physiological changes as already mentioned.



- Theory states that any emotion arousing situation first results into different physiological changes which is followed by the experience of emotion.
- Sense organs receive the stimulation from the environment which travels to cortex as impulse through nerve pathways.
- Cortex sends the stimulation to different body parts and different physiological changes take place.
- Information about these changes went back to cortex and the individual experience the emotion.



- According to this theory, you see an external stimulus that leads to a physiological reactions.
- Your emotional reaction is dependent upon how you interpret these physical reactions.
- Eg., I am trembling, therefore I am afraid.

Cannon-Bard Theory



- This theory was originally developed by Walter Cannon(1927) and later expanded upon by physiologist Philip Bard(1934).
- It is stated that emotional experience and physiological changes occur simultaneously.
- For e.g., On confronting a lion, the running and feeling of fear will take place at the same time.
- Canon has assigned an important role to the thalamus in the mechanism of emotions.



- However Bard replaced thalamus with hypothalamus.
- Sense organs receives the stimulation from emotional situation which is received at thalamus/hypothalamus.
- Thalamus functions as are station and it sends the stimulation to cortex and different parts of body at the same time from different nerve pathways.
- Thus, the emotional experience at the cortex and physiological changes in different body parts take place simultaneously.



- Canon and Bard explained that when stimulation reaches to thalamus, emotional tone is added to it and later on cortex evaluate its emotional value.
- Bard conducted various experiments on cats. When the hypothalamus of cats was stimulated with electric current, aggressive behavior was expressed by the cats.
- In other experiments lesions of hypothalamus results into inability in expression of emotions. Although some primitive type of emotions were expressed mechanically.
- These results clearly confirms the theory that hypothalamus do play important role in expression of emotions.

Canon-Bard theory



Events/stimulus



Physiological
changes



Emotion

Schachter -Singer Theory



- This theory is also called ‘two factor theory’ or Cognitive labeling theory.
- This states that for an emotion to occur, there must be physiological arousal and second, there must be an explanation for the arousal.
- So there must be some kind of attention-getter and the reason why it got that specific persons attention.
- It accounts for the subjective interpretation.
- It does not account for specific physiological states associated with some emotions.

Lazarus theory of emotion



- It most heavily emphasizes the cognitive aspect.
- This theory explains that an emotion – evoking or event triggers a cognitive appraisal, which is followed by the emotion and physiological arousal.

Measurement of Emotions



1) *Non verbal instruments to measure emotions*

It consists of instruments that measure either the expressive or physiological component of emotion.

(a) For expressive reactions

It is the facial, vocal, and postural expression that accompanies the emotion.

e.g., anger comes with fixed stare, contracted eyebrows, compressed lips, vigorous movements, raised voice, almost shouting.



- Facial expression instruments are Facial Analysis Tool(FEAT), Facial Electromyography(EMG) for facial muscle activity.
- Vocal expression instruments measure the effects of emotion in multiple vocal cues. e.g., average pitch, pitch changes, speaking rate, voice quality and articulation.

(b) ***For physiological reactions***

- Instruments that measure blood pressure, skin responses, heart rate, adrenaline levels ,brain waves, pupillary responses, tears and perspiration.



- **2) *Verbal instruments to measure emotions***
- These assess the subjective feeling component of emotions. i.e., thoughts which are observed indirectly through
 - ❖ Spoken and written words on rating scales.
 - ❖ Answers to open ended questions on surveys and during interviews.
 - ❖ Responses to projective instruments, sentence stems etc.
 - ❖ Self-assessments or perceptions regarding the behavior and intentions of others.

Steps to control Emotions



- 1) *Get enough rest***
- 2) *Eat well and exercise***
- 3) *Talk to others whom you trust***
- 4) *Learn to solve problems***
- 5) *Learn to soothe yourself***
- 6) *Get good information about the stress you face***
- 7) *Think! Its possible to have a strong emotion and think at the same time***
- 8) *Take time everyday to do something fun or enjoyable***
- 9) *Help others in similar circumstances***
- 10) *Consider therapy***

Control emotions in the Patient during health & illness



- 1) *Help the patient feel comfortable***
- 2) *Interact with the patient and relatives***
- 3) *Alert with basic needs of the patient***
- 4) *Understand negative emotions***
- 5) *Promote positive feelings***
- 6) *Develop empathy***
- 7) *Prevent psychosomatic illness***

Stress



- ❑ Stress is a universal phenomenon. It is an unavoidable part of life.
- ❑ All people experience it.
- ❑ Parents refer to the stress of raising children, working people talk of the stress of their jobs, and students at all levels talk of the stress of the school.
- ❑ Stress can result from both positive and negative experiences.
- ❑ For e.g., A bride preparing for her wedding, a graduate preparing to start a new job.



- ***Definition of Stress***

Stress is a state produced by a change in the environment that is perceived as challenging, threatening or damaging to a person's dynamic balance or equilibrium.

- Stress is a pattern of specific and nonspecific responses an organism makes to stimulus events that disturb its equilibrium.
- Thus stimulus events, include a huge variety of external and internal conditions that collectively are called ***stressors***.

Basic variations of Stress



Types



- Stress is mainly of two types

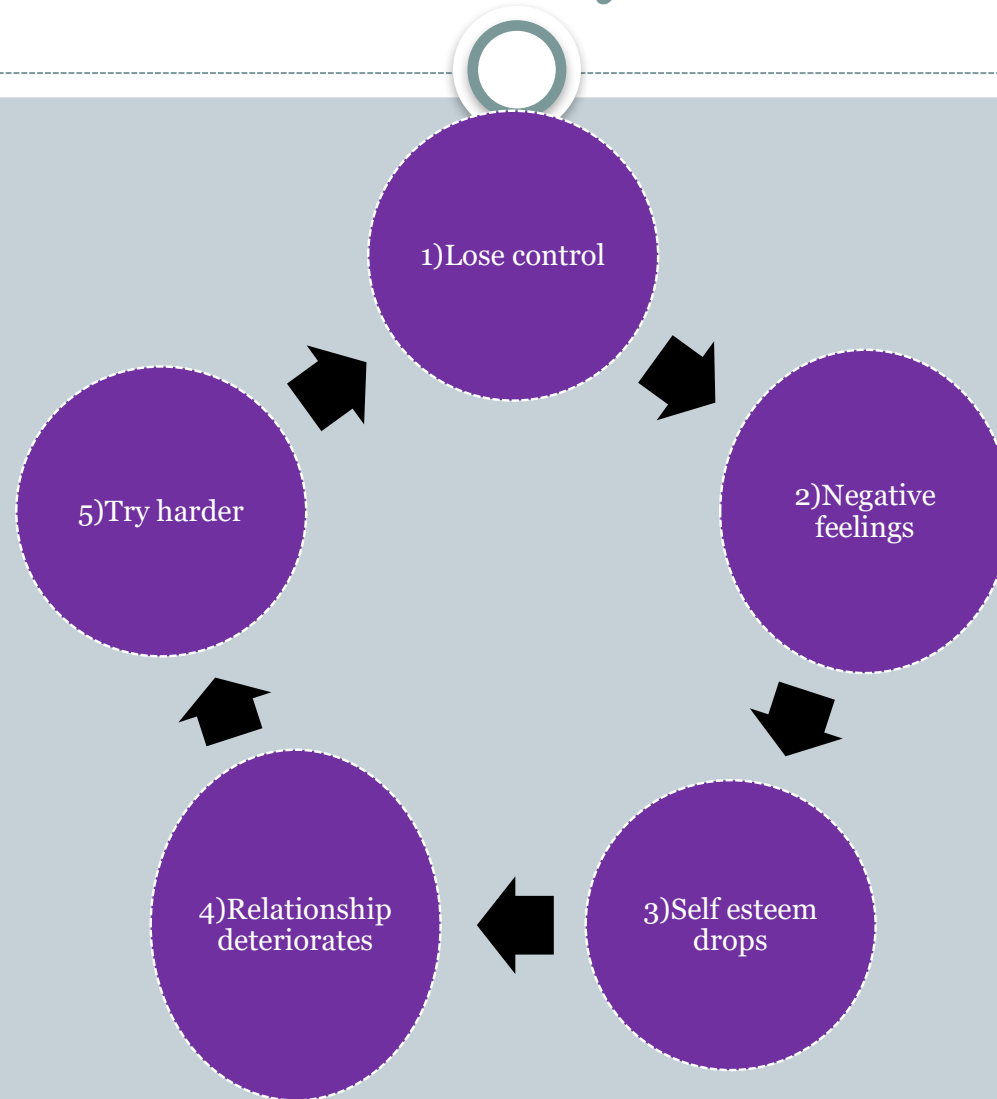
A . *Positive stress* := It is associated with adaption and is necessary for growth and development.

E.g., Eustress (good stress)

B . *Negative stress* := It is harmful and may exhaust adaptive capacities.

E.g., Distress (bad stress)

Stress Cycle





- An individual faces various sources of stress. The impact of stress on the individual depends upon his values, expectations, perceptions thinking and his coping patterns.
- A stressful event can be physical or psychological.
- He faces challenges in life when it becomes unavoidable.
- At first, the person loses control, when he is under distress. The person will have negative feelings.
- For instance, patient after diagnosing uterine cancer will be unable to handle the situation, she will “freeze” at the spot.



- She will think negatively like some major defect, infertility, family discord, long hospital stay, and even death.
- Ultimately, she will not be able to care self and cooperate with health professionals and relationships deteriorates with others.
- The person puts more efforts to get rid of stress to relieve or cope up the effects of stress.
- But, if the stress is overloading again, the cycle goes on, and the person has psychological and physiological effects continuously.

Classification of stressors



- A stressor can be defined as an internal or external event or situation that creates the potential for physiological, emotional, cognitive or behavioural changes in an individual.

1) Physiologic

- Trauma, surgery, radiation, body chemistry alterations (drugs, hormones, dietary poisons), infectious processes.

2) Environmental

- Eg., pollutants, sensory overload, loss of privacy, unpleasant noises, odors, untidy surroundings.



- ***3) Psychological***

- Fear, anxiety, psychological distress (loneliness, decreased self esteem, lack of motivation)

- ***4) Sociocultural***

- Financial status, vocational pressures, family dysfunction, child rearing, ageing, retirement, religious beliefs.



- ***Day to day stressors***

- Common occurrences like getting caught in a traffic jam, experiencing computer downtime, argument with spouse/roommate.

Major complex stressors

- involving larger group, even entire nation.
- E.g., terrorism, war.
- ***Less frequent stressors involving fewer people.***
e.g., psychological crises, death, birth, marriage.
- ***Chronic stressors*** e.g., permanent functional disability.

Body's response to stressors



- ✦ According to Hans Selye (1907-82), stress occurs as a response to a range of circumstances.
- ✦ Biologically, stress reactions evolved as an emergency response intended to prepare an individual for fight or flight—that is, either to defend oneself or try to run away from a threat.
- ✦ In psychological terms, stress is a response of the body to whatever is perceived as an emergency situation.

Selye's Gas theory



- ***It consists of three stages :=***

- 1) Alarm Reaction***

- 2) Stages of Resistance***

- 3) Stages of Exhaustion***

1) Alarm Reaction



- ✦ The alarm reaction is essentially the emergency response of the body.
- ✦ In this stage, prompt responses of the body, many of them mediated by the sympathetic nervous system prepares to cope with stressors.
- ✦ During the initial alarm stage (shock) the flight or fight response is initiated.
- ✦ The individual prepares to counteract stressors or remove himself or herself from the stressor.



- ❖ If the shock is too severe, a ‘freeze’ response occurs, the person is overwhelmed by stressors and cannot fight or flee.
- ❖ A significant link in the body’s chain of reactions to stressful situations is the release of hormones by the adrenal glands.
- ❖ When stimulated, the adrenal medula secretes adrenaline (also called epinephrine), and noradrenaline (norepinephrine).
- ❖ Each of these hormones play a role in stress reaction.



- ❖ The release of adrenaline into the blood stream produces reactions in both the brain and the peripheral nervous system.
- ❖ In the brain, it increases activity (particularly reticular formation, which controls overall arousal). In turn, the reticular formation, sends signals to ANS, which shuts off digestion, increases heart rate and raises blood pressure, among other reactions.
- ❖ The noradrenaline also plays a role in stress reactions, but its functions is more indirect.



- Travelling through blood stream, it reaches the brain, where it activates another gland, the pituitary, which in turn releases another hormone ACTH (adrenocorticotrophic hormone).
- ACTH reaches the adrenals, causing adrenal cortex to produce hormones called steroids.(sometimes called corticosteroids)
- They play a role in a diverse range of body processes, both at times of stress and in daily living.

(2) Stage of Resistance



- Continual and prolonged applications of stressor leads to this stage, where the body resists the effects of the continuous stressor.
- During this stage, certain hormonal responses of the body are an important line of defense.
- Especially, important among these hormonal responses is increased activity of adrenocorticotropic ACTH axis, and adrenal cortex (cortin).
- At this stage, the organism seems to be coping with the stress, and outward signs of arousal disappear internally, and increased hormonal production continues.

(3) Stage of Exhaustion



- If exposure to the injurious stressor continues too long, a point is reached where an organism can no longer maintain its resistance.
- The body's capacity to respond to both continuous and new stressors has been seriously compromised.
- It can cause sickness or death.
- Psychosomatic disorders occur when perceived stress along with mental activities, increases the body's susceptibility to disease.

(b)Local Adaptation Syndrome



- According to Selye's theory, a local adaptation syndrome also occurs. This syndrome includes the inflammatory response and repair processes that occur at local site of tissue injury.
- It occurs in small topical injuries such as contact dermatitis.
- The LAS is physiological response to a stressor (eg., trauma, illness) on a specific part of the body.
- For eg.,if a person cuts a hand, the LAS is initiated inducing localized information.



- The classic symptoms (inflammation, redness, swelling and warmth) occur at the injured site.
- The LAS is usually a temporary process that resolves when the traumatised area is restored to its preinjured site.
- If the inflammation does not resolve with LAS, the individual then experiences the GAS as the entire body becomes affected.

Sources of Stress



- ***(1) Major life stressors***

- Life's little hassles
- Conflict
- Unemployment
- Divorce and separation
- Catastrophic events (reaction of disasters is much on physical and psychological states of an individual).

- ***(2) Chronic societal sources of stress***

- Pressures
- Frustration
- Individual differences.

Indicators of stress



- ***(1) Physiological signs/symptoms occur mostly as a result of sympathetic nervous system and adrenal activity.***
 - Dilated pupils
 - Diaphoresis (to control increased body heat due to increased metabolism)
 - Increased heart rate
 - Increased sodium and water retention with resulting increase in blood volume and increased cardiac output.



- Increased rate and depth of respirations (hyperventilation)
- Skin pallor
- Decreased urinary output
- Dry mouth
- Decreased peristalsis, resulting in flatus and constipation
- Improved mental alertness(in serious threats)
- Increased muscle tension
- Increased blood sugar.



- ***(2) Psychological signs and symptoms***
 - Anxiety
 - Fear
 - Anger
 - Depression
 - Unconscious ego defense mechanisms
 - Denial-ignoring the truth
 - Displacement-taking out one's anger or em

Factors influencing the severity of stress



- 1) Predictability** (being able to predict the occurrence of a stressful event, even if we can't control it).
- 2) Control over duration** (having control over the duration of a stressful event also reduces its severity).
- 3) Cognitive evaluation** (the same stressful event can be perceived quite differently by two people).
- 4) Feelings of competency** (a person's confidence).
- 5) Social supports** (emotional support and concern of others can make stress more bearable).

Coping stress



A. *Physical skills*

- ✓ Breathing exercises
- ✓ Progressive relaxation
- ✓ Stretching exercises
- ✓ Walking
- ✓ Sleep better

B. *Mental skills*

- ✓ Meditation
- ✓ Social diversional and spiritual skills.

Control stress in 12 easy steps



- 1) Plan your time well
- 2) Spread out the changes in your life
- 3) Be realistic about what you can do
- 4) Make decisions wisely
- 5) Learn to like yourself
- 6) Think positive
- 7) Share your problems
- 8) Build a happy family
- 9) Make friends
- 10) Keep healthy
- 11) Make sometime for yourself
- 12) Learn some relaxation techniques.

Attitude



- In our day-to-day life, we like or dislike many things.
- This information forms our ***Attitude***.
- For e.g., a man likes ice cream but others do not.

- Attitude is a hypothetical construct that represents an individual's like or dislike for an item.
- Attitude is the evaluation of an object, person, behavior or event based on belief's guiding behavior of an individual.
- Attitude is positive, negative or neutral views of an 'attitude object'. i.e., person, behavior or an event.

Nature of Attitude



- 1) Attitude is evaluation expressed by terms such as liking-disliking, favouring-not favouring, and positive-negative.
- 2) Attitudes are thought to guide behavior. For e.g., if you are unfavourable towards smoking, you will show negative attitude towards smokers.
- 3) The expression that one makes publicly to others are not always the same as the expressions one makes privately to oneself.
- 4) Attitudes can be formed about many things. They are feeling tones aroused by any attitude object. For e.g., people (parents, siblings, prime minister, myself), entities (a lecture, a restaurant) or abstract concepts (abortion, civil rights, foreign aids)



- 5) The attitude varies. The attitude may be similar towards some of the objects and different towards others.
- 6) Individuals are not fully aware of their attitudes, and this accounts in part for the possible inconsistency of attitudes with one another.
- 7) It provides a ready basis for interpreting the world and processing new information.
- 8) It is a way of gaining and maintaining social interaction.

Components of Attitude



- There are three major components of attitudes-

1) *The cognitive component of belief-disbelief.*

It is made up of thoughts, and beliefs the people hold about the object of the attitude.

2) *The affective component of like-dislike.*

The affective component is the matter of liking or disliking something. This consists of the emotional feelings stimulated by the object of the attitude.

3) *The action component of readiness to respond.*

The action component of attitude refers to a readiness to respond. for e.g., a sufficient relationship between political attitudes in a pre-election survey and the actual outcome of an election is relatively found accurate forecasting.

Theories of Attitude Change



- 1. *Balance Theory***
- 2. *Congruity Theory***
- 3. *Cognitive Dissonance Theory*
(Festinger, 1957)**

Balance theory



- 1) This theory is given by Heider (1946,1958).
- 2) He emphasized the positive and negative valences of attitudes towards objects or persons, which might not agree with one another.
- 3) There is always movement toward a balanced state, a situation in which the relations fit together harmoniously, then there is no stress.
- 4) Heider's P-O-X model explains situations in which there are two persons, a perceiver P and an other O, each of whom might have an attitude toward a given object , X.



- 5) If P likes O, the assumption is that O's attitude toward X should be the same as P's.
- 6) For eg., Two staff nurses might share a common positive attitude toward staff sister. If they differed on that issue, then an imbalanced state would exist. In that case they might try to persuade each other or else avoid the topic until the duty is over in order to retain at least apparent balance.
- 7) This theory statements are shown by plus or minus signs. It predicts that when all the signs are positive, a state of balance exists. If there is one negative sign or three negative signs, the outcome is negative leading to an imbalanced state.

2. Congruity theory



- 1) Osgood and Tannenbaum (1955) postulates that the imbalance between attitudes is resolved by summing the amount of their positive or negative quality.
- 2) There is a pair of attitudes on which one has a positive sign and one has a negative sign.
- 3) Abelson and Rosenberg (1958) gave three rules of cognitive interaction, are.,
 - a) A likes B and B likes C implies that A likes C also.
 - b) A likes B and B dislikes C implies that A dislikes C.
 - c) A dislikes B and B dislikes C implies that A likes C.

3. Cognitive Dissonance theory (Festinger, 1957)



- 1) When related cognitions, feelings or behaviours are inconsistent or contradictory, it creates an unpleasant state of tension that motivates people to reduce their dissonance (tension) by changing their cognitions, feeling or behavior.
- 2) For instance a person who starts out with a negative attitude towards marijuana will experience cognitive dissonance if they start smoking marijuana and find themselves enjoying the experience.
- 3) The dissonance they experience is thus likely to motivate to change their attitude toward marijuana or to stop using marijuana.

Measurement of attitudes



- ❑ The evaluation of a given object by the people must be measured in numerical terms.
- ❑ Attitudes have usually been broadly categorized under self-report methods, observations and involuntary behavioral measures.

Self – report methods



- 1) It includes attitude scales, questionnaires, interviews and projective tests.
- 2) We express our preferences, likes or dislikes to an interviewer or to write your evaluation of something on a long questionnaire.
- 3) Generally, attitudes are measured by attitude scales which deal with an issue or set of related issues.
- 4) Attitude scales commonly used are Thurstone's scale, Likert's scale, paired comparison method and rank order method.



- For example ,if you want to assess nurses attitude towards nursing,then five-point likert type scale would be – that
- ❑ ***Nursing is a noble profession.....***
- Strongly agree
- Agree
- Uncertain
- Disagree
- Strongly disagree

Observations of behaviour



- It is a method of studying the behavior, consists of the perception of an individual's attitude under natural conditions by the other individuals.
- By this method we can infer the mental processes of other persons through the observations of their external behavior.
- If someone frowns, grinds their teeth, closes his fists, by observing external signs of his behavior we can say that he is angry.

Involuntary behavioural measures



- These study body's physiological responses to attitude objects involving;
 - Galvanic skin responses(GSR) measures the electrical resistance of the skin
 - Electromyography (EMG) measures major facial muscle movements.

Development of attitudes



- 1) Association and reinforcement (child forced to follow same culture)
- 2) Imitation/identification (copying acts of the parents)
- 3) Classical conditioning (pleasant and unpleasant feelings)
- 4) Social (observational, role model)
- 5) Cognitive dissonance (state of tension)
- 6) Unconscious motivation (unconscious functions)
- 7) Rational analysis (giving rationale to the people)
- 8) Other factors

Changing attitudes



- a. When an individual say a smoker is confronted with the communication from the communicator that cigratte smoking causes lung cancer.
- b. Now the stress is produced by the discrepancy between the individual's attitude and the attitude expressed in the communication.
- c. This stress has been called conflict, incongruity, imbalance, or just inconsistency.
- d. Therefore there is pressure on the individual to resolve the discrepancy.
- e. If the individual changes his attitude in the direction advocated by the communication, the discrepancy is reduced. hence, the stress is resolved.

Factors affecting attitude change



• Communicator  Communication  **Target**


surrounding situation



- Carl Hovland, gave a model of attitude-change showing important factors at each stage.
- There must be a communicator who holds a particular position on some issue and is trying to convince others to hold this position.
- To do so, he produces a communication designed to persuade people that his position is correct and to induce them to change their own position in the direction of his.
- The communication is presented in a given situation.



- 1) Communicator
- 2) Communication
- 3) Target
- 4) Surrounding situation

Obstacles to attitude change



- 1) Communication interferences
 - ✓ Low level of exposure
 - ✓ Two-step flow of information
 - ✓ Selective exposure
- 2) Resistance to change/persuasion
- 3) Cognitive consistency in everyday life.
- 4) Changing high commitment attitudes.



Thank You