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EMOTION

One afternoon Reema was sitting with her best friend. While they were in the middle of a conversation, Reema's brother came and informed them that their board results are out. The moment they got the news their heart beat increased and they went running to check their marks. Reema was very happy as she scored 98% however, she could feel that her friend looked upset about getting only 75% marks. When she saw her friend's reaction, she kept her excitement aside and started consoling her friend. On one side she was very happy while on the other hand she felt sad for her friend. She expressed her excitement and celebrated her achievement with her family only after her friend left. She felt very content as her family showered her with compliments for her achievement and for making them proud.

The above example gives us an idea about how a person can experience happiness and sadness simultaneously at the same time. It also tells us about different emotions an individual can experience in a short span of time and how it is important to regulate our emotions according to the situation.

Humans are emotional beings. We experience a plethora of emotions including happiness, love, sadness, sorrow, pride, excitement and many more in our daily lives. It is a medium through which we express and interact with others. We feel happy when our teachers praise us for our hard work and we feel sad when our parents scold us for wrong things that we do, or have done. In this lesson we will study what emotion is, the theories of emotions, how emotions are expressed and how they direct our behavior.

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LEARNING OUTCOMES

After studying this lesson, learner :

- explains the nature of emotion;
- describes the theories of emotion;
- explains the physiology of emotional experience;
- describes various expressions of emotions;
- understands types of emotions; and
- identifies different ways of managing emotions.

10.1 NATURE OF EMOTION

The term 'emotion' is derived from the Latin word 'emovere' which means to stir up, agitate, excite or move. Emotions are generally referred to as subjective feeling and affective reactions in response to a situation we perceive to be personally significant. .

Every emotion has three basic components:

1. **Physiological:** Each emotion is accompanied by some physiological activation in the brain, the nervous system and hormones, so when you are emotionally aroused your body is aroused too. For example your heartbeat, palpitation and sweating increases when you are very angry.
2. **Cognitive:** It involves thought, belief and expectations with which we evaluate and interpret the situation. For example, when you are happy you decide with whom you should share the news and with whom you should not.
3. **Behavioral:** Emotions are also expressed in behavior in terms of facial expression, posture, gesture and vocal response. For example, if you are scared you either fight or run away from the situation.

**ACTIVITY**

Try to remember a recent event when you felt anxious. Note down changes that you observe within yourselves

Physiological

Cognitive

Behavioral

10.2 THEORIES OF EMOTION

In Psychology, various attempts have been made to study emotion. Over time, several theories of emotions have been proposed to explain and formulate some general principles to guide us in understanding more about emotions. Theories have also been developed to explain the mechanism of emotion. We will be studying three major theories of emotion in this section

1. The James-Lange theory of emotion
2. The Cannon-Bard Theory of emotion
3. The Schachter and Singer theory of emotion

The James-Lange theory of emotion suggests that emotional experience arise from our perception of physiological changes. For example, when one sees a snake, his/her heart races and muscles get tense, and thus he/she feels scared.

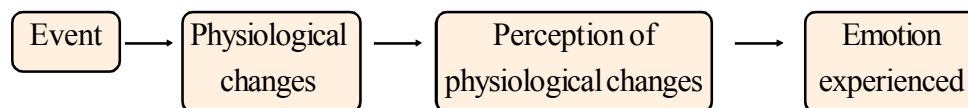


Fig 10.1: The James-Lange theory of Emotion

The Cannon-Bard theory of emotion says that the physiological arousal and emotional experience occur simultaneously, yet they are independent of each other. For instance, on seeing a snake, one feels scared (an emotional response). At the same time his/her heart beat increases (a physiological reaction). Cannon-Bard suggests that both these emotional and physiological reactions will co-occur, even though they would be separate and independent.

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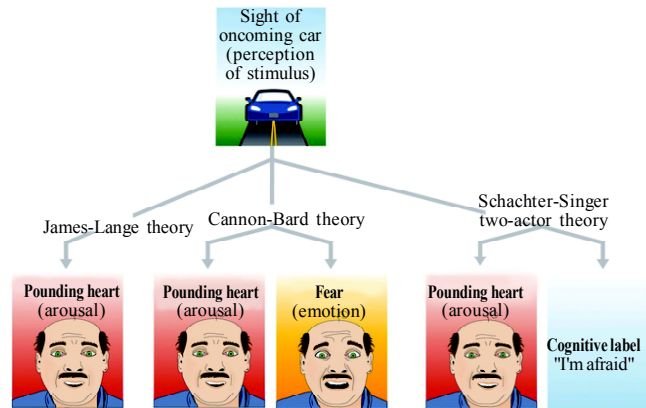


Fig. 10.2: The Cannon-Bard Theory of Emotion

The Schachter-Singer theory of emotion maintains that emotions compose of two factors: physiological and cognitive. In other words, it suggests that the emotion we feel is due to the cognitive interpretation of aroused bodily state. Using the same example, on seeing a snake, one’s heart races (a physiological reaction). There is also an apprehension that the snake might bite (cognitive interpretation). Both these reactions contribute to the emotion of fear.

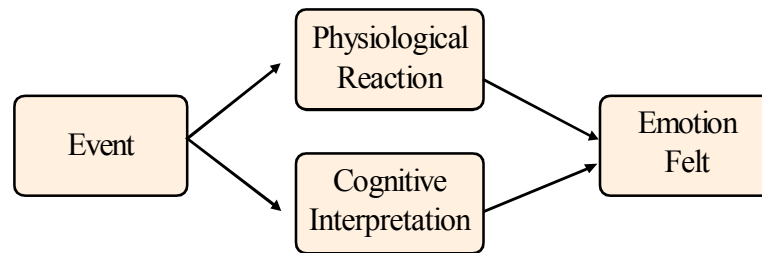


Fig. 10.3: The Schachter-Singer Theory of Emotion



INTEXT QUESTIONS 10.1

Fill in the blanks

1. _____ is a part of the brain involved in controlling of physiological expressions of emotions such as fear, anger and pleasure.
2. The involuntary body functions such as heartbeat, breathing, blood flow and digestion are regulated by _____
3. The Schachter-Singer theory of emotion suggests that emotions compose of _____ and cognitive factors.
4. _____ is one of the most important non verbal body cues.
5. The component of emotion is expressed in the form of facial expression & gestures.

10.3 PHYSIOLOGICAL BASIS FOR EMOTION

Seema wants to score well in her board exams. She has prepared herself well and feels confident. As she enters the viva room and the external examiner asks her questions, she becomes extremely nervous. Her heart palpitation increases, breathing increases, her feet become cold and she is not able to respond appropriately.

Can you remember any such similar situation that happened to you? Why did this happen? Have you noticed when we are excited, terrified or angry; emotions also cause strong physiological response? The physiological activity is regulated largely by automatic nervous system.

1. **The Autonomic Nervous System:** it is the part of the peripheral nervous system that is in charge for regulating a variety of involuntary body functions such as heartbeat, breathing, blood flow and digestion. It consists of many nerves leading from the brain and spinal cord to muscles of various organs. The automatic nervous system can be divided into two parts.
 - i. **The Sympathetic Nervous System:** The sympathetic nervous system regulates flight-or-fight response and prepares our body for emergency actions. It is active during aroused state and prepares the body for extensive action by speeding up the heart rate, raising blood pressure, dilating eye pupils and raising blood sugar levels.
 - ii. **The Parasympathetic Nervous System:** It tends to be active when our body is in a calm and relaxed state and helps the body to store energy for future use. It helps in maintaining normal body functions, build up and conserve our physical resources by slowing down heart rate, decreasing blood pressure, constricting eye pupils and maintaining blood sugar levels. For example, if we see a snake, our response is to flee. For this the sympathetic system will quickly activate our body to take action. Once the threat has passed, the parasympathetic system will then start to diminish these responses, slowly returning our body to its normal or resting state.
2. **Adrenal glands:** These glands are located on the top of kidneys and secrete epinephrine (adrenalin) and norepinephrine (noradrenaline) hormones. It is activated when the nerve impulse in the sympathetic system activate the inner part of the adrenal gland, trigger the secretion of adrenaline and noradrenaline into the blood stream. When the brain senses danger, the instant fight-or-flight response stimulates the hypothalamus to send signals through sympathetic nervous

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system to release greater amount of adrenaline. Functions of adrenaline include mobilizing blood sugar into blood, increasing the heartbeat, blood pressure and slowing down of digestive process. These glands play a significant role in preparing the organism for emergency reactions, when we are charged with emotions.

3. **Hypothalamus:** It is a core part of the brain mainly involved in regulation of physiological expressions of emotions such as fear, anger and pleasure. It sends impulse to muscles and glands. The automatic nervous system in conjugation with hypothalamus, regulate breathing, pulse rate, blood pressure and arousal in response to emotional cues. A person may become incapable of experiencing any emotion if their hypothalamus is injured.



INTEXT QUESTIONS 10.2

State which of the following statements are ‘true’ or ‘false’.

1. The parasympathetic nervous system regulates our body for emergency actions.
2. Verbal and non verbal communications are interdependent on each other.
3. The James-Lange theory of emotion suggests that emotional experience arise from physiological changes.
4. “T” message technique is for expressing intensely positive emotions.
5. Anxiety can sometimes help us to take certain action to avoid dangerous situation.

10.4 EXPRESSING EMOTIONS

Emotion is a sensory experience through which we influence others with our feelings. It has a great impact on others if expressed in a way that can be perceived well by others. We also perceive the emotional responses of other people and respond in appropriate way.

We communicate our feelings and decipher the feelings of others constantly. Emotions are expressed in a number of different ways involving both verbal and non-verbal channels.

- i. **Verbal communication:** It comprises of spoken words as well as features of speech such as tone, pitch and loudness of the voice. Laughter denotes joy, screams denote fear or excitement, groans indicate pain or unhappiness, and high-pitched, sharp voice denotes anger. Sharing our feelings is sometimes risky as it can make us vulnerable to the judgment of others.

- ii. **Non-verbal communication:** Facial expression is one of the most important nonverbal body cues. Some emotions are too complex to be represented only on our faces. Thus, facial expression along with gestures (body language), posture, and personal space, touch, etc. gives us the cues to what other might do next.

According to Paul Ekman (1969) verbal and non-verbal messages are interdependent with each other. Communication becomes more effective when both verbal and non-verbal communication skills are used well. For example, a joke becomes funnier when told with gestures than just telling the joke. Nonverbal communication can directly or indirectly affect our verbal discourse in the following ways: Non-verbal communication can be used to emphasize our words and repeat what we say. It can substitute the words, regulate speech, contradict what we say and compliment the verbal content of our message. Non-verbal signals are helpful in clarifying the words we use and disclose the true meaning of our feelings.

It is easier to hide our feelings by not verbally speaking to other but paralanguage speaks out our innermost feelings. We generally share our intimate feelings with our close friends

Culture and Emotional Expression: Does culture determine the type of emotions we experience? How does culture shape our personality? Charles Darwin (1872) in his book “The Expression of the Emotions in Man and Animals” said that emotional expression in humans is both innate and universal across cultures. Eckman (1970), a famous psychologist has also documented that the basic emotions conveyed by facial expression are similar across cultures. He identified six basic emotions that are universally experienced and recognized in all human cultures. These are happiness, sadness, fear, surprise, disgust, and anger. Other emotions are experienced as a result of combination of these basic emotions.

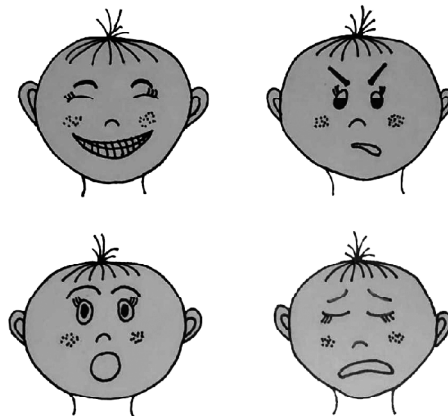


Figure 10.4: Facial Expressions of Emotions



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Culture has a major influence on how we express and interpret our emotions. Some cultures promote free expression of emotions, whereas others emphasize on revealing less emotions in public. Silence has been found to convey different meanings. In India, deep emotions are sometimes expressed by staying silent. However, in Western countries it may mean embarrassment. For instance, the thumbs-up sign is represented as 'A-Okay' or nice job in United States but assumes a derogatory and offensive interpretation in some Latin American cultures.

10.5 MAJOR EMOTIONS

We experience several emotions in our day to day life. Some emotions are associated with positive feelings while others with negative feelings. However, both are equally important and play a significant role in the understanding of our and others' experiences.

The following major emotions will be studied in detail.

Sadness: A negative emotion that is often seen as the opposite to happiness. Sadness is a feeling of disappointment and grief induced as a result of non-accomplishment of goal or losing something important, such as a material possession, (e.g. losing your favorite shirt, money), pleasure (e.g. not being able to watch movie due to exam), or a meaningful relationship (e.g. going through a break up) or social status (e.g. cease to be admired). It is experienced by all of us from time to time. Sadness can be expressed by crying, quietness, lethargy, dampened mood and withdrawal from others. In some cases, people can experience prolonged and severe periods of sadness; if not managed properly it might later turn into depression.

Anxiety: A feeling characterized by tension, constant reoccurring of intrusive thoughts or concerns and physical changes like increase in blood pressure. It serves as an emotional alarm signal, warning us of threat or danger. When the threats are real, moderate level of anxiety can encourage us to take certain actions to avoid the trouble. For example, fear of examination motivates us to read and prepare ourselves well for exam. However, high level of anxiety can distort our perception and thinking, thus impairing our performance.

Yerkes-Dodson's law suggests a relationship between arousal and performance and states that in a moderately difficult task, performance increases with physiological arousal, but only up to a certain point. When the arousal becomes too high, performance decreases. The phenomenon is often demonstrated graphically as a bell shaped curve as shown in the figure below.

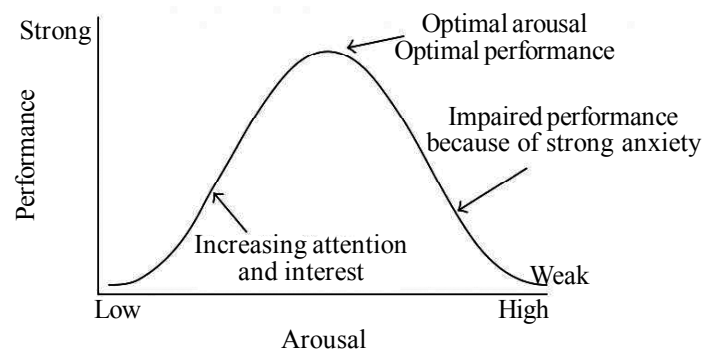


Figure 10.5: Yerkes-Dodson's Law representing relationship between anxiety and performance

Anger: Feelings of displeasure or resentment over mistreatment. It is a powerful emotion characterized by feeling of hostility, agitation and frustration towards other. It can trigger fight or flight response. Anger is often displayed through facial expression, body language, tone of voice, physiological responses and aggressive behavior. If anger is not controlled, it can become unhealthy, harmful to others as it might easily turn into aggression or violence. Anger is often linked to heart disease and high blood pressure. Anger is often thought of as a negative emotion; however, it can sometimes be a good thing. It can be constructive in helping clarify our needs in a relationship, and it can also motivate us to take action and find solutions to things that are bothering us.

Jealousy: it involves fear of losing something (relationship, promotion, friend etc.) to someone else. It generally happens when a person perceives a threat to a valued relationship from someone else. The threat may be real or imaginary. It is an anticipatory emotion that seeks to prevent loss and help take precautionary measures. It is not restricted to only romantic relationship; it can happen among co employees in an organization, among friends, and among siblings competing for parental affection and attention. It may lead to emotional disturbances such as disappointment, anger, depression etc. Jealousy isn't necessarily a bad thing. We can't run away from this emotion as it is also a significant part of our human nature. It's natural to feel jealous on some occasions. It serves as a signal, or wake-up call that a valued relationship is in threat and that certain steps need to be taken to maintain an important relationship and regain the affection and preserve social bonds.

Happiness/Pleasure: it is a psychological state characterized by an increased positive affect, satisfaction and decreased level of negative affect. It is often considered as a reaction to the satisfaction of need or attainment of a goal. Happiness is subjective in nature and varies from one person to another. It is a positive emotion that is induced through experiences, memory or a current state of an optimistic event. When an



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individual is happy, he/she tends to have a positive perception of events in life and makes him/her look forward to life. Individual happiness will be reflected in one's behavior. For example, we smile, laugh and there is a clear expression of satisfaction on our face when we are happy. Studies have also shown that people engage more in act of kindness when they are happy. A person in positive emotional state has better cognitive ability, engages in a different kind of behavior with more creativity and productivity.

While expressing happy emotions is generally not a problem for most children, expressing sadness, anger, disappointment and rejection may be an issue. Aggressive display of anger often leads to more violence and creates unsafe situations. Learning to express our emotions in an assertive and respectful manner can help us to be safe and firm at the same time.

Emotions are neither “good” nor “bad”. Instead we should think of them as a source of assistance as they help us make sense of things. Emotions are not only a way for our mind to clue us into what's happening; they also convey information to the people around us. For example, if we are sad, we seek for comfort. If we communicate our guilt, we seek for forgiveness.



ACTIVITY

1. List down five things that make you happy.
2. Try to remember a situation when you felt anxious over a presentation and write down your feelings



INTEXT QUESTIONS 10.3

Multiple Choice Questions

- i. Which of the following is not Eckman's basic emotion

(a) Happiness	(b) Love
(c) Surprise	(d) Sadness
- ii. What are the main component (s) of emotion:

(a) physiological	(b) cognitive
(c) behavioral	(d) all of the above

- iii. Happiness is a psychological state characterized by,
- (a) an increased positive affect (b) a decrease in negative affect
- (c) life satisfaction (d) All of the above
- iv. Jealousy is an emotion, predominated by:
- (a) love (b) happiness
- (c) fear of loss (d) disgust
- v. The statement “Emotion we feel is due to the cognitive interpretation of aroused bodily state” was given by
- (a) James-Lange (b) Cannon-Bard
- (c) Schachter and Singer (d) Eckman

10.6 MANAGING EMOTIONS

Emotions exist on a continuum. It is not an all or none phenomenon. Different extents of emotions are experienced by us. You can experience intense excitement or slight joy, severe grief or slight sadness. However, we always try to maintain a balance of all the emotions that we experience and go on with our lives.

Our life is not free from stress and conflicting situations. It is full of problems and challenges. A demanding stressful circumstance can bring forth a lot of unpleasant emotions such as sadness, fear, anxiety, guilt etc. If not dealt properly or prevailed for long time, it may likely negatively affect the physical as well as psychological health of an individual.

We can't really control our emotions but we can control our reactions to those feelings. By enhancing our awareness and self-control, we can learn to manage our emotional reactions effectively.

When you experience intense emotions such as anger, anxiety or disgust, you must recognize your feelings, what bodily changes you are experiencing and express it in appropriate way. Expressing our feelings openly and constructively will help us to clear the misunderstanding and facilitate communication. Many a times, we are not really clear of what we are feeling unless we express it and hear how other people respond.

All our emotions have a purpose. They help us adapt to the different circumstances



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and are important for our survival and wellbeing. Thus, we must use different techniques in managing our emotions. Emotional management techniques generally focus on lessening of unpleasant emotions and enhancing positive emotions. There are various ways of enhancing positive emotions. Gordon and Sand (1984) gave “I” message technique for expressing intensely negative emotions. This technique encourages an individual to speak what he/she honestly feels in polite manner so that others listen and cooperate. “I” message is helpful in expressing our feeling about someone whose behavior has hurt you or became a problem. It consists of four components.

- **The First** component involves telling the objectionable behavior that hurt you in specific way but in nonjudgmental manner.
- **Second**, politely point out to the person in what ways his/her behavior has affected you.
- **Third**, indicate the person how you feel about his or her behavior in terms of emotions you felt. Express your feelings but don’t project your feelings to others. For example, you should say “I feel hurt” instead of “you hurt me”
- **Fourth**, tell the person what you want him or her to do to correct the situation.

Enhancing self-awareness, appraising the situation objectively, and self-monitoring techniques can also be used to regulate our emotions. Our ability to express feelings and emotions in appropriate ways can have a huge effect on our physical health, psychological health and wellbeing. Effective emotional management is the key to effective social functioning. An individual who understands and deals effectively with emotions is referred to as “emotionally competent”. This means he can express his feelings appropriately in different contexts and has better ability to adapt to the situation. He can identify his own feelings and feelings of others, and can modify his emotion to deal better with certain situations (for example an emotionally competent person will know that his friend is not in good mood so he/she will avoid giving him bad news on such days). Individuals with high emotional competence are more likely to be empathetic as they have the ability to put themselves into the shoes of others and understand how others might be feeling. Because of this understanding they are more likely to help others and to find a way to deal with negative circumstances. Children with emotional competence are likely to do well in school and engage in positive relationships with peers and other people.

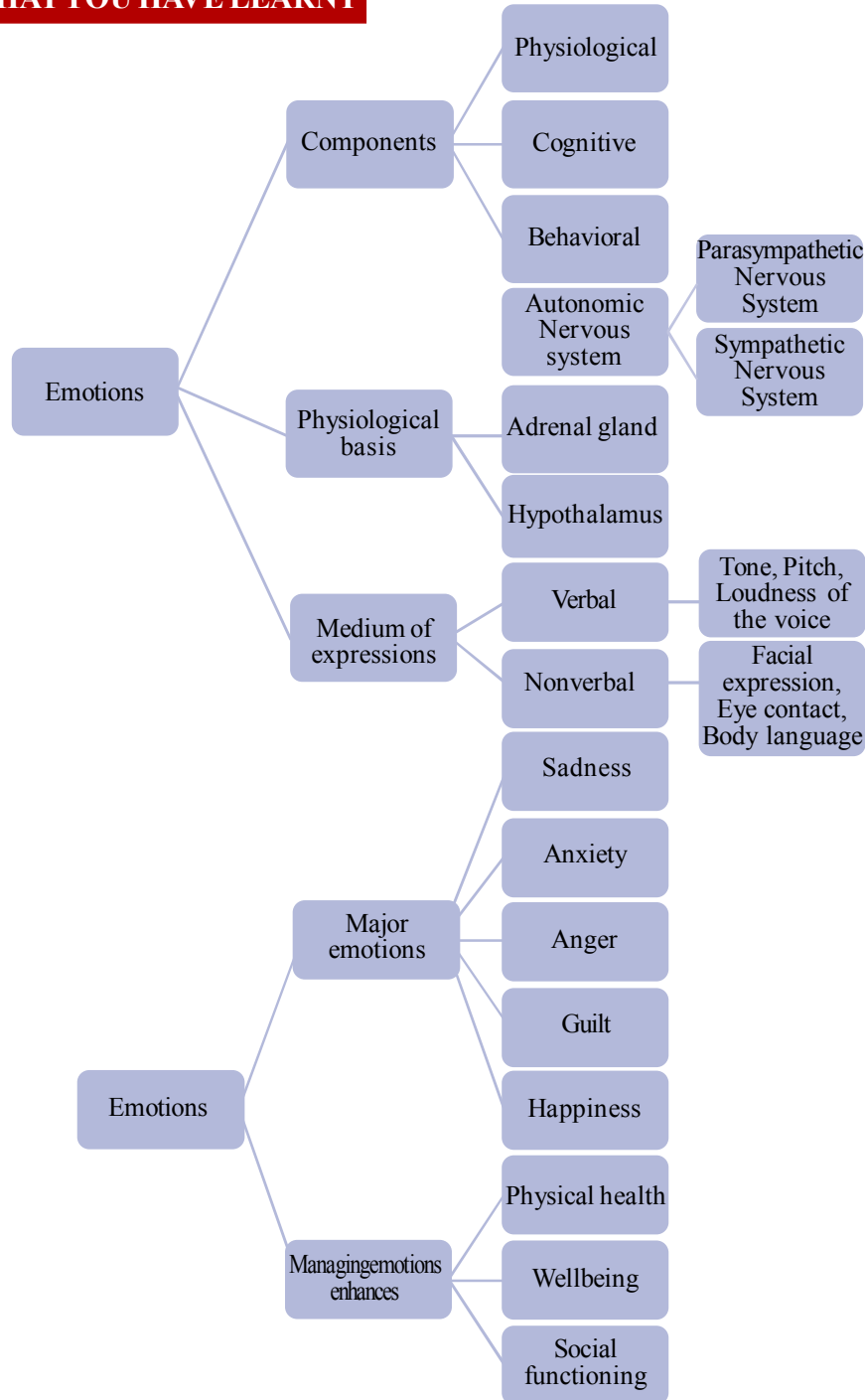
While it may be beneficial to try to look at positive side of things, it’s important also to acknowledge and listen to our emotions when they are not so pleasant. In fact, paying attention and processing your emotions as they come and go may help you better

understand yourself, and those around you and help you to regulate one's own emotions and to be empathic towards others' emotions.

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Imagine a situation in which you were very angry and spoke something bad to your friend and later you felt guilty for what you said. How will you resolve the issue with your friend?

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TERMINAL QUESTIONS

1. Why do we have emotions? What role do they serve?
2. What are your primary emotions? What emotions do you think you express most freely and frequently?
3. Explore the effects of anxiety on your life.
4. When you feel jealous, how do you usually express and behave?
5. Explain the different theories of emotions with diagram.
6. Analyze the Autonomic Nervous System and what role does it play?
7. What are the different ways by which we can manage our emotions?
8. How does culture influence our expressions and emotions?
9. Explain Yerkes-Dodson’s Law and analyze the relationship between anxiety and performance.
10. Why expressing our emotions and feelings are important?



ANSWERS TO INTEXT QUESTIONS

10.1

1. Hypothalamus
2. Autonomic Nervous System
3. Physiological factor
4. Facial expression
5. Behavioural

10.2

- (1) False (2) True (2) True (2) False (2) True

10.3

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