

Emotion and Motivation

Yeyeong Kong

Alliance University

### **Abstract**

Emotion and motivation are two psychological concepts that are connected and have a big impact on people's behavior. This literature review investigates how they relate. A summation of the theories and models, such as Maslow's hierarchy of needs and the James-Lange theory, that have been put out to explain this link is given in the paper. The review also covers the reciprocal link between emotion and motivation and presents the data that supports or refutes these hypotheses. Further investigation is done into the function of cognitive appraisal in the connection between emotion and motivation. To recommend topics for additional investigation, the report finishes by pointing out gaps in the existing literature. A wide number of disciplines, including psychology, education, and business, are affected significantly by this review.

Motivation and emotion are two key psychological concepts that are interconnected and have a big influence on how people behave. The difference between the two is that whereas motivation relates to the impetus behind conduct, emotions are purely subjective experiences that frequently come with physiologic changes. A broad number of ideas and models have been put up to describe the intricate link between emotion and motivation through the course of psychology's long and rich history. Since it affects a variety of industries, such as education, health, and business, it is crucial to comprehend the connection between emotion and motivation. For instance, knowing how motivation and emotions affect learning might assist educators in creating situations that are more conducive to learning. Clinicians can create more effective therapies for mental health illnesses by better understanding the connection between emotion and motivation in health. Managers can encourage staff members and increase productivity by having a better knowledge of the connection between emotion and motivation. We'll look at the hypotheses that have been put up to explain the connection between emotion and motivation in this literature review. Along with reviewing the empirical data that either confirms or refutes these theories, we will also look for gaps in the existing body of knowledge that need to be filled. By doing this, this review hopes to aid in the improvement of knowledge about the intricate interaction between emotion and motivation as well as its consequences for theory and practice in psychology and related disciplines.

### **Theories of Emotion and Motivation**

#### **James-Lange Theory**

According to the James-Lange theory of emotion, a person experiences feeling after a series of physiological events. The importance of motivation in this process, however, is not expressly addressed. Internal and external influences can have an impact on motivation, which is

the term for the psychological forces that steer conduct. The physiological reactions that result in emotional experiences can be viewed from the perspective of emotion as being driven by motivation. Although the James-Lange theory does not directly address motivation, it can be viewed as being consistent with motivation theories that emphasize the role of physiological arousal in determining behavior. The arousal hypothesis of motivation, for instance, postulates that people are driven to seek out experiences or activities that raise physiological arousal and that this arousal can result in the feeling of emotions. The conclusion is that even though the James-Lange theory does not expressly address the function of motivation in emotion, it may be viewed as being consistent with theories of motivation that highlight the significance of physiological arousal in guiding behavior and emotional experiences.

### **Cannon-Bard Theory**

A psychological theory called the Cannon-Bard theory of emotion was put up as a challenge to the James-Lange hypothesis. The Cannon-Bard hypothesis proposes that physiologic reactions and emotional experiences take place at once and independently. According to this hypothesis, an individual's physiological reaction and emotional experience happen simultaneously but independently of one another when they are exposed to stimuli. The theory challenges the notion that physiological arousal is always required for the experience of emotion by arguing that emotional experiences might arise without antecedent physiological reactions. The Cannon-Bard approach, in contrast, places a strong emphasis on how the brain processes emotional data and creates emotional experiences. It suggests that the thalamus processes emotional cues and at once sends signals to the brain and autonomic nervous system so that the cortex may consciously interpret the stimulus (for physiologic responses). This idea shows that a mix of cognitive and physiological processes is involved in the production of

emotions. In conclusion, the Cannon-Bard hypothesis postulates that emotional experiences and physiologic reactions take place at once and separately. The theory suggests that emotions are the result of a combination of cognitive and physiological processes, even though it does not directly address the role of motivation in emotion. Instead, it emphasizes the importance of the brain in processing emotional information and producing emotional experiences.

### **Schachter-Singer Theory**

Emotions are said to be the outcome of both physiological arousal and cognitive assessment, according to the Schachter-Singer theory of emotion, sometimes referred to as the two-factor hypothesis. This theory postulates that when a person experiences a stimulus, physiological arousal is processed through cognitive evaluation, which results in the experience of a certain emotion. The Schachter-Singer theory of motivation places a strong emphasis on cognitive evaluation as a tool for assessing a stimuli's fixed potential to motivate. According to this hypothesis, a person's interpretation of the same physiological arousal might vary based on the environment and how they perceive it cognitively. Consequently, cognitive processes like interpretation and assessment and physiological arousal may play a role in motivation. Consider a situation when a person comes across a big, growling dog. Depending on their cognitive assessment of the circumstance, their physiologic response (increased heart rate, perspiration, etc.) might be interpreted in various ways. The person may feel dread and be motivated to flee if they believe the dog poses a threat. Instead, they might feel excitement or joy if they view the dog as friendly or harmless. In conclusion, the Schachter-Singer hypothesis contends that motivation is influenced by cognitive processes like interpretation and evaluation and physiological arousal. This idea is because emotions are seen to be the product of both

physiological arousal and cognitive assessment. This theory emphasizes the role that both physiologic and cognitive processes play in how we feel and get motivated.

### **Maslow's Hierarchy of Needs**

According to Maslow's hierarchy of needs, which is a psychological theory, human wants are structured in a hierarchy, with more complex demands like self-actualization at the top and more basic physiological requirements at the bottom. This notion holds that before moving on to addressing higher-level requirements, people must first meet their basic wants. According to Maslow's hierarchy of requirements, emotion, and motivation are both intimately correlated with how well a person can meet their needs. A person can go on to gratifying higher-level wants, such as the desire for safety, love and belonging, esteem, and self-actualization if their basic physiologic needs have been addressed. The emotional experiences and drive to meet higher-level requirements might result from satisfying any level of need. When a person's physiological requirements for food, drink, and sleep are satisfied, for instance, they could feel satisfied and motivated to meet their need for safety. When someone's need for safety is satisfied, they could feel comfortable and motivated to satisfy their needs for love and belonging. Emotional experiences and motives alter as a person rises in the hierarchy. When a person's requirements are not satisfied according to Maslow's hierarchy of needs, it is possible for them to feel frustrated and unhappy. For instance, if a person cannot meet their physical requirements, they may feel hungry, thirsty, or exhausted. These unpleasant emotions, such as irritation, worry, and anger, might result from not being able to meet those needs. In conclusion, Maslow's hierarchy of requirements argues that motivation and feelings have a strong connection to how well someone can meet their needs. Unmet demands can result in unpleasant feelings and

dissatisfaction, and as people raise the hierarchy, their emotional experiences and motives shift correspondingly.

### **Self-Determination Theory**

Self-determination theory (SDT), a psychological theory, is concerned with the motivations that underlie a person's conduct. Three core needs—autonomy, competence, and relatedness—are what drive people, according to SDT. For people to enjoy the best motivation, well-being, and personal progress, these needs are needed. According to the SDT theory of emotion, distinct emotional experiences might result from the fulfillment or frustration of these basic requirements. Positive feelings like happiness, joy, and satisfaction are more likely to be felt by people when they have a sense of autonomy, competence, and relatedness. On the other hand, people are more prone to feel negative emotions like irritation, worry, and rage when they don't feel like they have any autonomy, competence, or relatedness. SDT emphasizes both emotions and the difference between intrinsic and extrinsic motivation. Extrinsic motivation, on the other hand, refers to engaging in an activity to earn an external reward or avoid punishment. Intrinsic motivation is the act of engaging in an activity for its intrinsic delight or satisfaction. People who are more intrinsically motivated are more likely to have happy feelings, well-being, and personal development, according to SDT. According to SDT, an individual's capacity to satisfy their basic needs and experience their maximum motivation, emotion, and well-being can be supported or hampered by their surroundings. Extrinsic motivation and a lesser feeling of well-being can result from situations that restrict or undermine requirements for autonomy, competence, and relatedness, but these needs can be enhanced by environments that foster them.

### **Relationship between Emotion and Motivation**

In psychology, motivation, and emotion are ideas that are closely connected. Both our drive and our emotional reactions can be influenced by outside factors. The term "motivation" refers to the internal or external forces that propel and guide our conduct toward the accomplishment of a certain aim or target. Physiological arousal, subjective experiences, and expressive actions all play a role in the complex psychological states that we refer to as emotions. Emotions may be a powerful motivator of conduct, according to research. Positive emotions like enthusiasm, joy, and satisfaction, for instance, might raise our drive to engage in a certain activity, whereas negative emotions like fear, anxiety, and wrath can encourage us to avoid particular circumstances or act to remedy a problem. Correspondingly, motivation can affect our emotions as well. We may feel good feelings like excitement, pride, and enthusiasm when we are driven to work for a certain objective. On the flip side, we could feel unfavorable feelings like anger, disappointment, and despair if we lack motivation or if we fall short of our goals. In conclusion, many interconnected factors affect both motivation and emotion. Both our motivation and our emotional responses are influenced by external factors. In several branches of psychology, such as motivation theory, emotion control, and clinical psychology, it is crucial to comprehend this link.

### **Conclusion**

Finally, it can be said that emotion and motivation are intertwined in psychology. Emotions can act as powerful motivators, influencing our behavior and pushing us in a particular direction. Analogous to how our motivation may impact our emotional reactions, our motivation can also influence how we feel about ourselves and the environment around us. In a variety of psychological disciplines, such as clinical psychology, emotion regulation, and motivation theory, it is crucial to comprehend how emotion and motivation interact. By studying this

connection, researchers and professionals can create practical ways to manage emotions and motivate people to achieve their goals.

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