

## Emotion: Theoretical and Applied Issues

### Overview

Part Two of this course examines the sub-discipline of social psychology defined in previous units as the branch of human psychology that deals with the behaviour of groups and the influence of social factors on the individual. Another way of outlining the parameters of social psychology is to regard behaviour as a function of the personality and the environment or the social context. Unit Three placed the study of motivation in the context of psychology and social psychology. You would recall that the study of motivation is the examination of factors that account for the “direction, vigor and persistence of action.” (Atkinson, 1964 as cited in Newman & Newman, 1983, p. 297) This definition assumes that behaviour is not random, purposeless or goal-less. Instead, action is goal directed, there is direction to the behaviour and there is persistence of action until the desired goal is obtained. In this Unit we will examine, amongst other issues, the nature and types of emotions that are common to persons, theoretical explanations for emotion and emotional development in humans, the link between emotion and motivation, and explore the issue of emotional intelligence.

What is emotion? Why is it important to examine emotion in individuals? Emotions are memorable experiences and emotions of love, affection, fear, anger or sadness may be remembered for years. Emotions can drive or motivate behaviour as was mentioned in Unit 3 in the section on the need for affiliation, the need for power and self esteem. Related behaviors include indulgences in drug and alcohol use, gang membership and participation in gang related activities such as homicides. The discussion of skin bleaching in Jamaica by Charles (2010) is a clear example of how subjective, affective experiences can affect behavior. The author linked the need for skin bleaching to self-esteem, racial self-esteem, and black identity transactions. Charles’s article will be examined in more detail in Unit 5 which is titled *Social Influence*. Most motivated behavior has some affective or emotional accompaniment although it may not always be recognized. Trinidad and Tobago homicide data reveal various motives why people kill. In domestic homicides the motives recoded by the police indicate that jealousy was a primary motive while in gang/drugs related murders the most commonly recorded motive was revenge. (Hood & Seemungal, 2006)

Sometimes it is possible to identify how we feel at the present time while on other occasions the nature and source of our emotions can puzzle us so that it is a struggle to understand and control our feelings. Awareness of these emotions usually comes to the

forefront of our attention when we are frustrated in our attempts to achieve a desired goal. For example, an ambitious 35 year old public servant who seeks occupational mobility by sacrificing a lot to study for a university degree finds that at the end of this lengthy process he is overlooked for a job promotion. The candidate selected is also 35 years old and less qualified but deemed to be senior for the position because that individual was a public servant for a longer period of time. It is difficult to separate the difference between emotion and motivation but the academic literature suggests that, "The main difference is that motives usually are goal oriented whereas emotions often are not. Motives direct behaviour toward some goal, whether it involves sleep, sex, stimulation, or success. Emotions do not generally us toward a specific goal." (Newman & Newman, 1983, pp. 323-324) Emotional states are also linked to health and well being. It is well documented in the literature (e.g. Ryff & Singer, 2001) that social isolation or lack of social support can increase the risk of various disease outcomes and reduced length of life. Similarly, the loss of a child or life partner can lead to the onset of reactive depression. Negative emotions can compromise marital stability and child development.

This Unit is divided into two sessions. In the first session the focus is on the theoretical underpinning of emotion such as identification of the five main groups of theories of emotion – physiological, cognitive, evolutionary, dimensional, and psychoanalytic. The nine primary emotions are identified and there is a discussion of the expressions and control of emotions. The development of emotional maturity, the formation of attachments in childhood, the link between negative emotions in childhood and behavioral problems later in the lifespan will also be explained. Attention will be placed on the very relevant issue of emotional intelligence which is not given as much attention in the psychological literature as it is in textbooks on life coaching and the development of interpersonal relations and skills. Finally, we consider how cultural differences may impact upon experiences of emotional development and expressions of emotion.

In the second session the emphasis switches to applied emotional issues affecting youths. A University of Oxford podcast on anxiety and depression in childhood and adolescence will be presented as the main source of information for this session. This podcast will provide answers to the questions: What is anxiety? What is depression? How are these two emotional states manifested? What remedies are available to offset the negative consequences of anxiety and depression? Your attention is directed to two scientific readings that contain empirical data on the impact of emotions on risk-taking behavior in the Caribbean.

You would recall that in Unit 3 Professor Emeritus Ramesh Deosaran indicated that youths faced uncertainties and they were confused. Specifically he said, "To put it simply, it should be no surprise if many of them tell you that it is hard to figure out now what is right or wrong in this society. This is a troublesome matter because if their minds are so confused, then they become quite vulnerable to the drift into deviance." (Newsday, June 3, 2012, p.10) Johnson and Malow-Iroff (2008) outlined in Unit 3 how biology, physiological arousal, emotion and behaviour may cause youths to engage in sensation seeking. The authors stated that a subset of adolescents possesses a biological pre-disposition to engage in activities associated with heightened physiological arousal. This theory assumes a genetic component to adolescent risk taking. Young persons may also experience

emotional deprivation which can lead to low self esteem, self-harm, depression, violence and under-achievement. After listening to the podcast and discussing the subject matter in your tutorial session you will be in a good position to identify interventions and policies that can be implemented to assist at risk adults and youths.

By the end of this unit you will have a better understanding of what influences your emotional state. The term ‘meta-emotion’ or feelings about feelings has been developed as a way of understanding the insights that individuals have about their own emotion. In addition, you will gain an enhanced knowledge of the common factors that explain emotions and emotional behaviour in other persons. An important objective of this course is to provide the knowledge base and skills set to allow you to identify emotionally based problem behaviour in citizens, particularly in young persons, and to develop strategies and interventions to overcome emotional deprivation and to empower citizens. As an example of the applied approach to this Unit mention is made of the current review of the National Youth Policy in Trinidad and Tobago. The National Youth Policy promotes a vision of empowered young people who are able to make informed choices so that they can lead meaningful, enjoyable lives and contribute to the sustainable development of Trinidad and Tobago. The Youth Policy aims to: (1) Provide better support and avenues for real youth empowerment; (2) Create an enabling environment that will facilitate youth development; (3) Provide support for institution and systems which strengthen and sustain development; (4) Place young people at the forefront of national development. All of these aims can be better achieved with a clear, scientific understanding of emotion, the relationship between emotion and motivation and how an essential ingredient of empowerment and change in citizens, particularly young in people, is emotional intelligence.

The coverage area for this unit speaks to competencies YDWCYP0263 ‘Enable young people to become active and responsible citizens, YDWCYP0293 ‘Contribute to the development and implementation of national youth policy’, YDWCYP0323 ‘Assist young people with their personal development plans’ and YDWCYP0333 ‘Enable young people to develop their spiritual, ethical, moral values and beliefs.’ For instance, competency YDWCYP0333 is designed to encourage young people to build their self-respect and self-esteem. Associated with this competency is the need to help young people to build skills of reflection and self-awareness; to enable young people to identify the positive and negative aspects of their image of themselves or their self esteem; and to overcome the effects and consequences of negative self image. In addition, young citizens must be guided to map out the relationship between their beliefs, values and behaviours. This unit will demonstrate that emotions can mediate the relationship between beliefs, values and behaviours. Moreover, controlling one’s emotions can assist the competency skill that young people must be encouraged to show respect to those who may have different faiths, values and beliefs. The concept of emotion is therefore critical to understanding, from the viewpoint of youths, the factors or conditions that make them feel engaged with society or apathetic towards the positive communal interests of society.

As you are aware this course takes an applied approach to understanding human psychology in general and in youth development work in particular. Therefore it is imperative that you identify challenging social problems in your personal and professional

environment that can be explained and resolved using the theories of emotion outlined in this unit. As with the preceding units you are required to embark upon your own active internet searches to supplement the unit material and readings as these resources would help you to successfully complete the activity tasks. The concepts written in bold font are defined in the Glossary of Terms which appears at the end of the unit. You can also use the on-line psychology dictionaries to look up psychology words that you do not know. These dictionaries can be found using the hype-links below.

<http://allpsych.com/dictionary/> and <http://www.merriam-webster.com/dictionary/psychology>

### *Competencies*

1. YDWCYP0263: Enable young people to become active and responsible citizens.
2. YDWCYP0293: Contribute to the development and implementation of national youth policy.
3. YDWCYP0323: Assist young people with their personal development plans.
4. YDWCYP0333: Enable young people to develop their spiritual, ethical, moral values and beliefs.

**Key Concepts in Unit 4:** emotion, close relationships, attachment, health and wellness, mood, temperament, frustration-aggression hypothesis, emotional intelligence, aggressive instinctive drive, excitement, surprise, fear, sadness, depression, joy, anxiety, guilt, love, meta-emotion, self-regulation.

### *Structure of the Unit*

This Unit is divided into two sessions as follows:

#### Session 4.1: Theoretical Underpinning of Emotion

- Theories of emotion.
- Identification of the nine primary emotions.
- Expressions and control of emotion
- Development of emotional maturity.
- Emotional development in childhood – attachment, close relationships, negative emotions.
- Emotional Intelligence
- Cultural differences in experiences of emotional development and expressions of emotion.

#### Session 4.2: Emotion and Applied Issues

- Applied issues relating to emotion
- Anxiety and Depression in Childhood and Adolescence.
- Anger and anger management.

## Unit 4 Learning Objectives

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By the end of this unit learners would be able to:

1. Define emotion and discuss the psychological and social psychological theories from your textbook and unit notes that relate to emotion and emotional development in the unit activities;
2. Explain the relationship between emotion and motivation in your tutorial discussions;
3. Define emotional intelligence and use this knowledge in the unit activities;
4. Apply the unit material to improving your personal and professional responsibilities;
5. Apply the unit discussion and reading materials to develop policies that relate to emotional re-programming to enable young people to become active and responsible citizens and to post your ideas in the discussion forum in the course site.

## Session 4.1

# Theoretical Underpinning of Emotion

### Introduction

In this session the role of emotions in human psychology is given predominance. Definitions of emotion vary according to the theoretical framework surrounding the concept of emotion. One writer indicated that, "The term **emotion** is generally used by psychologists for a display of feelings that are evoked when important things happen to us." (Carlson, 1990, p. 445) Scientific facts about emotions indicate the following three key elements. First, emotions are relative brief and may be triggered by a response to a situation or a stimulus. Second, emotions may be stimulated from external forces (e.g. being involved in a car accident would trigger extreme distress and shock) but emotions can also be aroused from within by a person's needs and thoughts. For instance, being away from home and missing loved ones will trigger emotions of loneliness and perhaps anxiety. Third, emotions are difficult to observe but can be inferred by what an individual says, how the person looks and behaves. This makes the measurement of emotions and emotional states challenging so that some psychologists claim that it is difficult to objectively and accurately study the emotions of other people. This degree of inaccuracy means that scientists can make mistakes when inferring the emotions of their subjects or they can mis-attribute the source and nature of the emotions under investigation. This is particularly true when one considers how people grieve when a loved one dies. Some persons become depressed and withdrawn while others may celebrate the life of the deceased by continuing the social engagements and activities of the departed. Despite the conceptual and measurement challenges of measuring emotions, psychologists continue to find ways to successfully measure them because of the importance of emotions to daily existence. This view is shared by a psychologist who believed that emotions add a bit of spice to life. "In a real sense life emotions are what life is all about. Life without emotion would be bland and empty." (Carlson, 1990, p. 445)

The information presented in this session is designed to help you to answer the questions. What is the range of human emotions? What are the causes of emotion? What functions do emotions play in human life? How can we distinguish between emotions? What kinds of situations produce emotions? What kinds of feelings do people say they experience when they are in an emotional state? What kinds of physiological changes do people undergo in situations that produce strong emotions? The theories of emotion discussed in the next session will shed light on these pertinent questions.

As a precursor to the theoretical discussion it is relevant to explain what is meant by **mood** and **temperament** as both concepts are part of the discourse on emotion. Moods are longer-lived and generally weaker than emotions. One is likely to say that a friend



or a sibling is moody but what exactly does this mean? Carlson (1990) contended that moods consist of tendencies to react more strongly to situations than would be likely to evoke mild emotional reactions in others. For example, if a motorist is given a red light at a traffic intersection and becomes abusive, impatient, irritable and discourteous to other motorists because of the 'inconvenience' of being delayed at the red light this would be regarded as an extreme response. Most motorists in a similar situation will accept a red light as part of the rules attached to driving and will patiently wait for the light to change to green so that they can continue their journey. The conditions that control moods are not as clear-cut or as distinct as the conditions that affect emotions. Temperament is similar to mood but it has a longer time span. One may comment upon the happy temperament or calm disposition of another person. This disposition or temperament suggests that in most situations we can expect the person under observation to behave in the same happy and calm way. In this way temperament is linked to personality.

## Session 4.1 Objectives

By the end of this session learners would be able to:

1. Define emotion and relate it to emotional development across the lifespan in the session activities;
2. Discuss in tutorials the theories underlying emotion presented in the session;
3. Discuss in tutorials examples of the types of emotion that were documented in the session;
4. Identify from the unit notes and the session readings the factors that influence emotion;
5. Relate the concepts of emotion discussed in this session to the formation of relationships and groups;
6. Link emotion to motivation with respect to positive behavioural changes and use this knowledge in your professional duties;
7. Incorporate your knowledge of the role of culture and cultural sensitivities to emotional development in your professional duties.

## Theories of Emotion

### 1. *Physiological Theories of Emotion*

The physiological theories of emotion range from the very earliest ideas to contemporary views about the role of physiology on emotions. William James developed his theory in 1884 and refined it in 1890. He believed that emotions were a person's reaction to bodily changes caused by a stimulus. Evidence of emotional states and reactions to stimuli could be measured by visceral changes (e.g. nausea), glandular responses such as sexual arousal, and muscular tension such as clenching the teeth. Carl Lange's ideas in 1885 were similar to those of William James as he focused on the role of physiological activity that is stimulated by the autonomic nervous system, such as a change in the blood pressure as the source of emotional response. The following example illustrates the physiological theory of emotion. A 2 year old toddler is happily chasing his ball on the lawn of his

home when he stumbles and falls. He is not hurt because the grass cushions the impact of his fall. However, he lays stunned on the ground from the shock of unexpectedly falling over. The incident makes his breathing more pronounced as his heart rate increases. The toddler most likely feels fear and **anxiety** even though he is unhurt. One might describe the experience as being emotionally unbalancing for the toddler.

## 2. *Evolutionary Theories of Emotion*

Charles Darwin (1872-1965) was one of the first persons to study the **adaptive** functions of emotions. According to Newman and Newman (1983) Darwin believed that emotional expressions were part of an organism's or a person's preparation for survival. Examples of the survival behavior that Darwin identified were attack, locomotion or movement, defence, breathing, and vision. These preparatory expressions evolved into a system of communication. For instance, a person's facial expressions can tell others in the social environment if that person is about to attack, flee or be sociable. This perspective also suggests that some of our basic 'emotions' are innate rather than acquired through the process of learning or socialization. Newman and Newman stated that supporting evidence of Darwin's view of innate emotions includes the expressions of the startle, the grimace, the smile, and the expression of disgust as examples of responses that occur early in infancy without learning. In 1980 Plutchik developed his version of the evolutionary theory of emotion to include eight primary emotions which lead to eight important adaptive behaviour patterns. Plutchik's eight categories are listed in Table 4.1. It is important to bear in mind that from the primary list new emotions can be formed by blending two or three emotions together. For instance, in his model, pride is a combination of anger and joy while curiosity is a combination of surprise and acceptance. It should be noted that this view of the evolutionary theory of emotion relies on the patterning of muscle and motor activity rather than conscious labeling of feelings as the basic emotional state.

The evolutionary perspective not only makes predictions about human behaviour but also about animal behaviour. Hence, Newman and Newman mentioned that "The frown is one example of an expression that has clear adaptive evolutionary origins. This expression is derived from intense staring at an object close to the face. In the frown, the eyebrows are typically lowered in many species, including the dog, the capuchin monkey, and humans.... In most animals the direct stare is a good indication of concentrated interest and little or no fear." (Newman & Newman, 1983, p.326) The authors also stated that the embrace is used among chimpanzees who have not seen one another in a long time. The emotional connection between chimpanzees and man has been intensively studied and you will have the opportunity to examine and to discuss a scientific paper by Davila-Ross, Allcock, Thomas and Bard (2011) titled *Aping Expressions? Chimpanzees Produce Distinct Laugh Types When Responding to Laughter of Others* in Activity 4.1. The article offers evidence that chimpanzees, like humans, have the ability to replicate the emotional expressions of others. This article is also informative as it uses the method of observation in a naturalistic setting at the Chimfunshi Wildlife Orphanage in Zambia to collect data from chimpanzees engaged in social play. You would recall the discussion on naturalistic observation in Unit 2 as one of the research methods employed by psychologists.



Primary emotion	Typical adaptive behavior pattern
Acceptance	Incorporation – taking in of food and water.
Joy	Reproduction – sexual behavior.
Fear	Protection – shielding from pain, threats of pain, or harm.
Anger	Destruction – removing obstacles to satisfaction.
Disgust	Rejection – eliminate activity, excretion, vomiting.
Sorrow	Deprivation – failure to satisfy needs or loss of pleasurable objects.
Startle	Orientation – behaviour resulting from contact with new or strange objects.
Expectation or curiosity	Exploration – activities to search and examine the environment.

Table 4.1: Primary eight emotions and related adaptive behaviour patterns (as cited in Newman & Newman, 1983, p. 327)



#### LEARNING ACTIVITY 4.1 •

Read the article by Davila-Ross, Allcock & Bard (2011) *Aping Expressions? Chimpanzees Produce Distinct Laugh Types When Responding to Laughter of Others* and post your responses to the following questions in the Wiki. This material would be used to stimulate a debate in your tutorial session to be organized and moderated by your e-tutor. **Learning activity 4.1 is due by Week 5.**

1. Using your knowledge of observations in naturalistic settings outlined in Unit 2 as well as the information presented in the article by Davila-Ross et al. list the strengths and limitations of naturalistic observations.
2. What are the possible limitations related to the internal validity of the data collected when researching non-human subjects such as chimpanzees and applying the findings to humans? You would find most of the answers in units 1-4 and by viewing the video cited below

Dr.SamFiala. (2011, Oct 8). 9-Threats to Internal validity. [Video file]. Retrieved from <http://www.youtube.com/watch?v=F7kjR30tEAc>

3. What does the article tell you about the evolutionary theory of emotion?
4. What does the article say about emotional intelligence?

### 3. *Dimensional Theories of Emotion*

Attempts have been made to describe the underlying dimensions that could explain all conscious feelings. Wundt (1896) suggested that all emotions could be viewed as a combination of three core dimensions: pleasantness-unpleasantness, relaxation-tension; and calm-excitement. Following from these inaugural ideas Woodworth and Scholsberg (1954) applied their dimensional analysis to the study of facial expressions. They believed that facial expressions are largely organised around two main dimensions: pleasantness and unpleasantness as well as acceptance and rejection. The main limitations of this approach to explaining emotions are:

1. It is reductionist; that is, the dimensional approach reduces the diversity of human expressions and emotional responses to a few underlying components. Instead, emotions are much more complex and varied than is suggested by dimensional theorists.
2. Newman and Newman (1983) said that this approach does not consider the function of emotions or the physiological basis of emotions; and
3. It does not suggest how different emotions may be similar because they share dimensional values.

### 4. *Psychoanalytic Theories of Emotion*

Sigmund Freud's work on personality emphasized the importance of understanding emotions as a key force directing behaviour. Freud believed that emotions are a product of instinctual drives. As you would recall from the discussion on psychoanalytic theory in Unit 1 and in Unit 3 the main drives are based on sexuality and aggression. Newman and Newman noted that from Freud's perspective an instinctual drive may have conscious form in the joining of an idea and an emotion. The emotional part of an idea is demonstrated in the following manner: An event arouses instinctive energy and this energy is discharged through emotional feelings and expressions. Within Freud's framework the concept aggressive instinctual drive refers to an innate drive that must eventually express itself in some form of aggression either actual or symbolic.

A similar concept is the frustration-aggression hypothesis which demonstrates very clearly how energy is discharged through emotions. Carlson (1990) outlined this influential hypothesis which was proposed by Dollard, Doob, Miller, Mowrer and Sears (1939). Essentially, frustration is assumed to lead to aggression if the source of the frustration is not relieved. The term **frustration** can be defined as "an interference with the occurrence of an instigated goal-response at its proper time in the behaviour sequence." (Carlson, 1990, p. 438) Realistic expectations are vital to understanding why frustration occurs. For example, if a student invested a lot of time studying for an exam based on the coverage area provided by the teacher and the examination contained questions that were outside of the coverage area, such a student is likely to become very frustrated and extremely angry. One can also envisage how the frustration-aggression hypothesis can explain the behaviour of drug addicts who have physical cravings that must be satisfied otherwise they become dangerous to those persons in their social environment. The aggressive instinctual drive and the frustration-aggression hypothesis both assume that the emotions

arising out of frustration are negative ones. This is a limitation of the psycho-analytic theory of emotion. You would recall from the discussion in previous units that Sigmund Freud was a Viennese psychiatrist. The negative emotions that Freud recoded from his patients were **anxiety, depression, anger and guilt** so these were the emotions that became the focus of his inquiry and the framework of his theory of emotion.

## 5. Cognitive Theories of Emotion

Cognitive theories of emotion emphasized a person's appraisal of a situation as the cause of an emotion. Returning to the example of the student mentioned in the preceding section if the student believes that he could logically guess an answer using information that he is certain he knows then the student would not necessarily become frustrated by the test. Instead, the student would simply remain calm, think deeply and answer the questions creatively and to the best of his/her ability. Newman and Newman indicated that situations that are appraised as positive usually have an attractive quality. Conversely, situations that are appraised as negative will repulse an individual. It is clear that the same emotion can be interpreted differently by different individuals hence the focus of the cognitive theories of emotion is on the subjective appraisal of a situation as well as the labelling of the situation. Newman and Newman gave the following example. "If you are sitting next to an attractive person on the train and your heart is pounding and your throat feels tight, you may think that you are sexually aroused. If the person is pointing a gun at you, you may interpret these same feelings as terror." (Newman & Newman, 1983, p.329) Critics of the cognitive approach to understanding emotions suggest that subjective experiences of emotion are difficult to interpret and measure objectively. In addition, cultural factors may influence labelling and the process of subjective appraisal. Jean Piaget (1981) took a different view of the relationship between cognition and emotion. He defines emotions as "feelings, drives, and tendencies that play the role of an energy source on which functioning, but not the structures of intelligence, would depend." (Piaget as cited in Newman & Newman, 1983, p. 330) In Piaget's view emotions are always part of cognitive behaviour. A synopsis of the five theories of emotion is provided in Table 4.2 located in the summary of Session 4.1.

### *The Primary Emotions*

It is difficult to accurately gauge emotions for several reasons:

First, scientific investigators rely on the self-reports of their subjects who may or may not be fully aware of what they are experiencing or feeling at any one moment in time.

Second, emotions are complex and interrelated.

Third, the kinds of emotions that are aroused in a laboratory are confined to what psychologists can ethically undertake in a scientific study. Therefore, they do not compare with the intensity of life experiences such as the grief that follows the unexpected death of a loved one.

Fourth, emotional expressions may be enhanced, attenuated, or faked for self-presentational reasons. In other words, people can employ deception or mask their true emotions.

Despite these challenges psychologists have attempted to identify the primary emotions. Early writers suggested two basic categories: pleasant (joy, love) and unpleasant (anger, fear) (Hilgard, Atkinson & Atkinson, 1979). These authors further stated that emotions are experienced with *intensity* as demonstrated in the pairing of emotions such as displeasure-rage, pain-agony, and sadness-grief. Some psychologists reserve the term 'emotion' for the more intense aspects of feelings. In common parlance, it is said that a person is emotional when this individual is highly animated or aroused. The understanding of the topic of emotions developed over time. Newman and Newman (1983) identified nine basic emotions: excitement, surprise, sadness, joy, anger, fear, disgust, guilt and love. The authors identified unique characteristics for each of these nine basic emotions. The major features, the functions of the emotion and the stimuli believed to be responsible for it are briefly considered.

1. *Excitement* – this is regarded as one of the most common, positive emotions. It is defined as “an intense state of interest.” (Newman & Newman, 1983, p. 341) Using your personal knowledge you are likely to agree with the discoveries of scientists that a state of excitement can be caused by a novel event, by change, an unpredictable incident, or by the anticipation of an event. Excitement is the emotion that accompanies exploration, adventurousness, and risk taking. The function of emotion is to help an organism or an individual to strengthen or to sustain problem solving efforts. An example of an anticipatory state of excitement can be illustrated in the behaviour of regional cricket fans who are watching the last few minutes of a live cricket match in which the West Indies team is playing against a visiting international team in the Caribbean. If the scores of both teams are very close the final 30 minutes of the game may be described as a ‘nail biting’ experience. This heightened level of awareness is also part of the experience of the players who truly have to strengthen their efforts to sustain their performance to the end often with some measure of risk-taking in their bowling or batting skills.
2. *Surprise* –the expression of surprise is regarded as the most widely recognised across cultures because it is universally recognised by a lifted brow, rounded eyes, an open, oval mouth which gives the face an exaggerated rounded look. Newman and Newman stated that surprise differs from interest in that it is a sudden, short-lived emotion. The authors cite Plutchik (1980), one of the earliest researchers in the field of emotion, who described surprise as the emotional dimension associated with orientation. The orienting response takes place while the organism is examining something new or strange. It is important to note that the emotion of surprise is temporal: as soon as the organism (or human) acquires sufficient information about the novel or strange object the element of surprise fades. The function of surprise is therefore to prepare the human or organism for a new response. It represents an alert that expectations may be inaccurate. For example, if a person unexpectedly encounters a stranger while walking along a poorly lit street at night the emotion of surprise functions as a preparatory reaction for data acquisition that prepares the body to respond by either fighting or fleeing.
3. *Sadness* – this emotion also appears to be expressed in universal ways that transcend cultures, age groups and social class. Newman and Newman (1983) claimed that

among other features, the expression of sadness involves arched eyebrows, slanted eyes, a drawn mouth, and a raised lower lip. Depending on the stimulus that prompted the emotion, sadness may be accompanied by sobbing, moaning, or weeping. Sadness can have shades of intensity hence it can be manifested as dejection, depression or pensiveness. There are many reasons why sadness occurs – the death or otherwise loss of a loved one, failure of a relationship, lack of success in achieving one's goals and chronic illness. Sadness can be triggered by external events (e.g. the loss of a loved one; the loss of one's lifesavings or home during a down turn in the economy) or by an internal stimulus such as specific memories. Newman and Newman noted that sadness may be linked to biological or physiological changes such as fluctuating hormonal levels in the body, chronic illness or it can be linked to the use of certain prescribed drugs and illegal substances. Sadness is believed to have three functions (1) the expression of sadness alerts others in the social environment that help is needed; (2) Sadness may be the first phase in the onset of distress and it alerts the person who is experiencing sadness that all is not well. In some cases the feeling of sadness causes the individual to reflect on the cause of the emotion in order to reduce it or to eliminate it completely. (3) Sadness is also thought to provide a social bond and to maintain closeness within a community or group. One can think of the Caribbean ritual of holding a 'wake' for a deceased person where there is a coming together of family members, neighbours and well-wishers who share the common goal of providing emotional and tangible support for the bereaved family.

Sadness is related to depression. Depression is characterized at four levels: emotional, cognitive, motivational and physical. At the emotional level it is characterized by sadness and dejected mood. You would recall the discussion of mood in the early section of this Session. At the cognitive level it is reflected in the tendency to see oneself as deficient in important areas of life. At a motivational level there is evidence of passivity, apathy and the inability to exercise freewill. At a physical level loss of appetite and sleep may occur. Depression has been described as a complex emotional state (e.g. Newman & Newman, 1983; Carlson, 1990). It is usually associated with negative emotions such as guilt, anxiety, inadequacy, low self esteem and learned helplessness. You will learn more about emotion, anxiety and depression in Session 4.2 by listening to the University of Oxford podcast on anxiety and depression in childhood and adolescence. Other insights are provided in the 2010 article titled The Emotional Quality of Childhood Memories and Depression in Trinidadian Older Adults published by Alea, Thomas, Manickchand, Ramirez-Cole, Renaud,-Simon and Bacchus.

4. *Joy* –Like most other emotions joy cannot be directly viewed but it can be inferred from behaviour. Joyous behaviour is seen in the actions and antics of sports men and women on the field when they win a match. Some footballers somersault on the grass, punch the air and thump each other on the back. Tennis players may dance around the courts after a successful match. Whatever the sport or the country in which it is played joy seems to have universal forms of expression. Joy accompanies triumph, creative effort, exercise, a gourmet meal, or a chance meeting with a friend one had not seen for some time. Joy is equated with satisfaction with an outcome or a promise that an achievement is within reach. Joy has a social role as "it seems to invite participation of others and eagerness to share in the event." (Frijda & Mesquita, 1997, p. 60) An



interesting view of the emotion of joy is offered by one writer who said that “there is pressure on people to be happy.” (Wierzbicka, 1997, p. 185) Very often we may say to another person ‘cheer up’ because human beings appear to prefer being around people who display positive rather than negative emotions.

5. *Anger* – The hostile impulse of anger can be expressed in a variety of non-verbal ways including by violent movements or a fierce glance, in verbal ways such as shouting, swearing or cursing, and through behaviour such as poisoning another person or breaking social contact. Frijda & Mesquita, (1997) claimed that anger can be manifested in cognitive ways such as thinking hostile thoughts about another person. This can even be extended to include plotting to kill someone even if the act itself was not executed largely due to environmental controls such as laws prohibiting murder or through some form of self regulation of emotion. In addition, it is noted that in such cultures where anger is a prevalent emotion that is readily experienced it is readily recognised (Ellsworth, 1997). The main point to remember is that the emotion called anger signals, among other things, actual or impending offence to a concern that a person may have or a concern that is under threat such as goal attainment or attachment to a significant other.
6. *Fear* – Frijda and Mesquita (1997) stated that the emotion that we call fear signals a threat possibly to one’s integrity, one’s success, the stability of one’s intimate relationship with another, or the attainment of a desired goal. The authors also discussed the social transmission of emotion by noting that children learn respect from the respect shown to them and to other adults in their social world. Similarly, “Children also learn their hatreds, fears and things to enjoy.” (Frijda & Mesquita. 1997, p. 75)
7. *Disgust* – Weiner (2006) argued that the emotion of disgust is closely aligned to anger. Moreover, disgust could have a moral dimension. For instance, if a person is disgusted by the behaviour of street protestors in their country who choose to burn tyres and disrupt the flow of traffic in order to air their grievances rather than to write letter of protest to the relevant authorities, disgust could be motivated by moral judgements concerning how members of society are expected to behave within the context of civilized and law abiding codes of practice. Disgust need not have a moral dimension as in the case of viewing uncollected smelly garbage on the roadway.
8. *Guilt* – This is considered as one of the emotions in the group of moral emotions the others being shame and pride. Ellsworth (1997) offers some clarity on one of the most commonly studied emotions; that is, guilt. The author noted that guilt resembles the emotion of sadness or regret. It is associated with a negative event often perceived to be caused by oneself. For instance, guilt that a friend has asked a favour that you could not grant and now the friendship is in danger of being terminated. In some societies the sense of guilt is more pronounced than in other societies as outlined in the article by Bedford and Kwang-Kuo (2003) *Guilt and Shame in Chinese Culture: A Cross-cultural Framework from the Perspective of Morality and Identity*. In their review of the relevant literature on the subject of shame and guilt the authors reported that the emotions of guilt and shame are pervasive in daily life, they can define a person’s identity, they act as a mechanism of social control, and there is empirical and theoretical agreement that the subjective experience of guilt is accompanied by feelings of violation of the moral



order and responsibility for negative outcome. This view is consistent with the one presented by Ellsworth (1997). In their definition of guilt the authors pointed to the “wrongdoing, or violation of some sort of rule or internal law,” (Bedford & Kwang-Kuo, 2003, p. 127) In distinguishing guilt from shame it was suggested that with guilt one’s self-image remains intact but in shame, one’s self-image is brought into question. Consistent with a social or a social psychological approach to understanding the topic of emotion, the authors provided empirical evidence demonstrating that not only are the situations that arouse the affects of guilt and shame different for Chinese and Americans, the actual experience of the emotion differs as well, since the Chinese make discriminations that Americans do not make. Like many others cited in this unit Bedford and Kwang-Kuo (2003) concluded that the cultural context is necessary for understanding the role each emotion is likely to play and how it relates to identity and morality.

9. *Love* - This emotion is perhaps the most discussed in the literature. The topic is varied but you can view the You Tube video prepared by Yale University: Evolution, Emotion, and Reason: Love and delivered by Professor Peter Salovey by accessing the hyperlink <http://www.youtube.com/watch?v=kZoBgX8rScg>

### Expressions and Control of Emotion

The basic ways of expressing emotion are innate. Weeping when sad or laughing when very happy represents universal expressions of emotions. While it is possible to be aware of that one is angry often it is not always possible to accurately locate the source of that anger as multiple reasons may contribute to the emotion of anger. How a situation is appraised determines the emotional response to that situation. Therefore, cognitive factors are responsible for the expression and the control of emotions. Evidence from an early experiment by Schachter and Singer (1962) concluded that people tend to evaluate their feelings by comparing themselves to others around them. This is particularly evident at a crime scene. A bystander to an unexpected event may not know precisely what occurred so he or she will look for cues in the reactions of other bystanders. If the bystander hears a woman hysterically screaming and claiming that she was beaten, held up at gun point and her car stolen then the bystander is likely to feel anxiety that the perpetrator may still be around with the gun to threaten others in the environment. If the bystander looks around and observes that the threat has been removed then he or she may feel more confident about rendering assistance to the unfortunate victim. In general, psychologists investigating the psychology of emotion report that when feelings are aroused persons may evaluate this emotion as happiness, anger, amused or apathy depending on the circumstances.

Evidence that emotions can be controlled is taken from studies on emotion coaching. Empirical studies reveal that parents and guardians vary in the emotional styles that they bring to child-rearing (e.g. Gottman, 2001). Some parents teach their children about emotions and how to regulate or control them. For instance, toddlers are prone to displays of tantrums as an attention seeking strategy to gain a desired object. Psychologists often advise parents not to give into the attention seeking behaviour but to ignore the child because after a few minutes the child will realise that this strategy is not working and will stop screaming. Attending to a child whenever he or she screams will act as a ‘reward’ so

the child will learn that a tantrum is reliable way to gain what he or she wants. The parent must subsequently explain to the child how to gain what he or she would like without resorting to a tantrum. This is referred to as emotion coaching and it helps children to know the difference between appropriate and inappropriate expressions of emotion and behaviour. Children who do not benefit from these helpful tips are said to have emotion dismissing parents. Perhaps their parents or guardians do not realise the significance of helping children to deal with their emotional states. Such children generally have problems dealing with their negative emotions such as anger, sadness or fear. You will read more about Gottman's findings in the section on emotional intelligence but to illustrate his point, a child may engage in bullying behaviour as he or she was not taught how to deal with anger or insecurity in a socially acceptable way. If unaddressed, these behaviours and attitudes can accompany the child through adolescence and adulthood. Knowledge of the psychology of emotion supports the skills that learners are expected to acquire for competency YDWCPY0263. These include conflict resolution and transformation skills, helping young people to acquire positive attitudes and values and most importantly to build young people's confidence in their ability to influence the situations in which they operate.

### *The role of learning in controlling emotional expressions*

In some countries, such as the UK, there is the phrase 'the stiff upper lip'. According to Wikipedia "one who has a stiff upper lip displays fortitude in the face of adversity, or exercises great self-restraint in the expression of emotion. The phrase is most commonly heard as part of the idiom 'keep a stiff upper lip' and has traditionally been used to describe an attribute of British people (particularly upper-middle and upper class who are sometimes perceived by other cultures as being unemotional. A sign of weakness is trembling of the upper lip, hence the saying keep a stiff upper lip. When a person's upper lip begins to tremble, it is one of the first signs that the person is scared or experiencing deep emotion."<sup>1</sup>

## **Emotional Development and Emotional Regulation in Childhood**

The preceding section hinted at the role that parents can play in teaching children how to understand their emotions and how to express them in socially acceptable and functional ways. Let us consider in more detail emotional development in early, middle and late childhood. Boyd and Bee (2012) offered a comprehensive examination of the developing child. Erik Erikson stated that the key to healthy development during the period of early childhood – ages 2-6 years – is striking a balance between the child's emerging skills and desire for autonomy and the parents' need to protect the child and to control the child's behavior. Boyd and Bee discussed the emotional self in Chapter 8 of the course text. The authors contended that, "children exhibit emotional regulation when they find a way to cheer themselves up when they are feeling sad, or when they divert their attention to a different activity when they get frustrated with something." (Boyd & Bee, 2012, p. 187) The authors cited evidence from longitudinal studies conducted by Kochanska, Murray and Coy (1997) in which empirical data revealed that children who displayed good emotional regulation in early childhood were more likely to obey moral rules and to think

<sup>1</sup> Source [http://en.wikipedia.org/wiki/Stiff\\_upper\\_lip](http://en.wikipedia.org/wiki/Stiff_upper_lip)

about right and wrong during the school years that those children who were incapable of emotional regulation. According to Boyd and Bee an important aspect of the development of the emotional self relates to the ability to develop **empathy** or the ability to identify with another person's emotional state. "Empathy has two aspects: apprehending another person's emotional state or condition and then matching that emotional state oneself." (Boyd & Bee, 2012, p. 188)

Emotional development or impairment is linked to a range of social factors such as protective and risk factors, for example, neglect. The effects of risk and protective factors on emotional well-being are discussed in more detail in Session 4.2. Neglect is the failure of caregivers to provide emotional and physical support for a child. Boyd and Bee noted that some children who are frequently or severely abused develop post-traumatic stress disorder (PTSD). This disorder is manifested in children as anxiety, flashback memories of abuse, nightmares and sleep disturbances. It is further suggested that abused children are more likely than non-abused children to exhibit delays in their development. There have been positive findings that children are sufficiently resilient so that those who were physically neglected can typically recover rapidly once the abuse stops.

The care and wellbeing of children is so important that in 1959 the UN General Assembly adopted the Declaration of the Rights of the Child in 1989 the UN adopted the Convention on the Rights of the Child in 1989. The objectives of these protocols was to secure the protection of children; to promote child welfare; to preserve the rights of children; and to prevent child abuse. The Government of Trinidad and Tobago, like many of its regional counterparts, has pledged to enforce current legislation and to create new ones where gaps in there are gaps in the current legislation to "strengthening of systems of care for children; and the creation of facilities for displaced youth and youth at risk. Specifically, one of the key initiatives undertaken by the Government is in the area of legislation. This is in keeping with Article 19 of the Convention on the Rights of the Child, which stipulates the following terms.

1. State Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement." (Glenn Ramadharsingh, Minister of the People and Social Development, 2010)<sup>2</sup>

Many prevention and remedial programs are in place to assist at risk children and youths. Boyd and Bee (2012) stated that preventing abuse begins with education. Parents need to

<sup>2</sup> Address to the Nation by Minister of the People and Social Development Dr. Glenn Ramadharsingh in observance of Universal Children's Day and the formal launch of Public Fora on the Issues of Domestic Violence and Child Abuse in Trinidad and Tobago, 19th November, 2010 <http://www.news.gov.tt/index.php?news=6110>

be informed of the fact that injuring or neglecting children is a crime. Another approach to the prevention of abuse is to legally mandate professionals such as physicians, nurses and other professionals who interact with parents, infants and children during medical visits to report incidents such as non-accidental injuries (NAI's) which can be followed up by social workers and the police. Additionally, "parents who seem to have problems attaching to their children can sometimes be identified during medical office visits. These parents can be referred to parenting classes or to social workers for help." (Boyd & Bee, 2012, p. 161) There is evidence of support for adolescent parents in Trinidad and Tobago. The directory of services is listed in footnote 3.<sup>3</sup> The emotional development of children is also impaired by their exposure to violence in the home or domestic discord as a result of marital conflict (Gottman, 2001). This will be discussed in Session 4.2.

## Emotional Intelligence versus Intelligence Quotient

Intelligence quotient (IQ) is defined as "The ratio of mental age to chronological age. It is also a general term for any kind of score derived from an intelligence test." (Boyd & Bee, 2012, p. 172) For a more detailed understanding please watch the video Robert Sternberg on Intelligence on [mydevelopmentlab.com](http://mydevelopmentlab.com). This is located in the e-resource material in your course textbook.

The discussion on emotional intelligence and intelligence quotient is largely based on the writing of Daniel Goleman, one of the leading academics on this topic. Goleman is somewhat of a philosopher and introduces his 1995 book *Emotional Intelligence: Why it can matter more than IQ* with the following quote:

*"Anyone can become angry – that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way – this is not easy." (Aristotle, The Nicomachean Ethics, as cited in Goleman, 1995, p. ix)*

Goleman believed that IQ and emotional intelligence (EI) were not opposing competencies but separate ones. He concedes that there is a small correlation or statistical association between IQ and EI so that in some cases persons with high IQ also displayed high EI but the small correlation also indicated that the competencies were separate ones. Goleman acknowledged that there are several widely recognized measures for assessing IQ but fewer acceptable measures for assessing EI. What does the discussion on EI have to do with the content and objectives of this unit? The connection becomes clearer in the discourse below.

It is often said that Caribbean people are both 'hot blooded and hot headed'. You may or may not agree with this populist saying but you are likely to acknowledge that there is a sense of frustration and anger in our societies which manifests itself as outrage and outrageous behaviour, hostility and rudeness in unwarranted situations. Social encounters often progress from hostile interactions to murder when passion overcomes reason. An empirical study was conducted on homicide in Trinidad and Tobago using the case files of 297 defendants committed to the Supreme Court of Trinidad and Tobago for murder during the period 1998 to 2002. The study reported the nature of the victim/offender relationship for 279 of the 297 defendants whose cases were completed. The findings revealed that overall 62% of the 279 defendants knew their victim. Specifically, the victims

3 <http://parentingtt.org/pages/support-directory/parent-training.php>

and offenders were involved in a prior relationship as a family member or domestic partner (23.7%), as a casual acquaintance (26.9%) and as a friend, employer or neighbour (11.5%). Only 26.5% of victims were a stranger to the defendant while the court records did not identify the victim/offender relationship for 11.5% of the 279 defendants. (Hood & Seemungal, 2006, p. 37)

Goleman describes bursts of emotion as an emotional malaise. He questioned why people of high IQ flounder while people of modest IQ functioned very well. For Goleman (1995) the key to success is emotional intelligence (EI) which consists of traits such as self-control, zeal and persistence, the ability to be self motivated even in the face of frustrations, to control impulse, to delay gratification, to regulate one's moods, to empathize and to hope. He stated that "Those who are at the mercy of impulse – who lack self control – suffer a moral deficiency: The ability to control impulse is the base of will and character." (Goleman, 1995, p. xiii) He felt that EI can be taught to children in order to give them a head start that would overcome any deficits that may occur if their genetic IQ contribution was modest. The discussion of emotional intelligence, or perhaps deficits in emotional intelligence, assume relevance for this course which aims to train learners to design national or community policies, programs, strategies and interventions to reduce at risk persons.

### Culture and Emotions

This section of the course emphasizes social psychology so it is appropriate and expected that the unit material on emotion should include a discussion of culture and emotions. Some psychologists claim that "emotions, like consciousness and language, are social behaviours. That is, we display our feelings to others because it is usually advantageous to do so." (Carlson, 1990, p. 445) A social psychological perspective of the nature, purpose and function of emotions explores these issues and also accounts for the fact that across cultures there are differences in experiences of emotional development and expressions of emotion. Therefore, social psychologists try to uncover the relations between environmental events and the behaviour, thoughts, and feelings they bring forth. You would recall in Unit 1 mention was made of the social psychologist Gordon Allport (1968). Allport directed our attention to the fact that social interactions, individual processes and group dynamics, possess affective (feeling), cognitive (thoughts) and behavioural components. Social psychology is also regarded as an attempt to understand how the thought, feeling and behaviour of individuals are influenced by the actual, imagined or implied presence of others. Other writers flag the social functions of emotions. As you are now aware emotions serve to prepare a person for some kind of action such as fight or flee or for some kind of interaction with the social or physical environment. For instance, joy tends to open up groups of persons, grief can cause a person to be withdrawn, isolated and to be shut off from society, while anger promotes antagonism. An important social role of emotions is to alert others in the immediate environment how to react to the display of emotion such as help-seeking as in the case of grief; proximity seeking as in the case of affection; carefulness with regards to others as in the case of shame or fostering social cohesion as in the case of the social sharing of emotion. The social environment can provide feedback on how to behave in a new cultural setting or how to regulate our own behaviour in a public place – such as weeping in a bus under the interested gaze



of everyone or moderating the level of loudness in our joyous conversations while in a library. In general, one can conceive of emotions as social statements about a situation, about oneself, and about other people.

In summarizing this brief sub-section on culture and emotions one can say that emotional regulation and expressions are a product of cultural variation. The society in which persons reside to a large extent dictate what is regarded as desirable or undesirable emotions and displays of these emotions. "In fact the socialization of emotions is one of the major tasks in raising children to be culturally acceptable adults." (Ellsworth, 1997, p. 29)

## Reflect and Review

### *Reflect*

The psychology of emotions is a rapidly growing domain of knowledge as evidenced by the range of scientific articles that are published. Some of these articles are cited in Unit 4. As you read and explore the later units in this course you will discover that the topic of emotions is the cornerstone for understanding motivation, social influence, development over the lifespan and abnormal psychology. Session 4.1 sets the groundwork for understanding the mechanisms of emotion and the key role that emotions can play in social relations. Emphasis was placed on outlining five theoretical approaches which are summarised below in Table 4.2. It should be borne in mind that the theories of emotion do not compete with each other. Instead, each theory offers an explanation of a particular aspect of emotion and a road map for understanding either the nature or the source of emotions. Three theories share a common focus in explaining the origin of emotion: physiological theory, evolutionary theory and cognitive theory. The function of emotion is highlighted in evolutionary theory and psychoanalytic theory. Dimensional theory emphasizes the range and variety of emotions. In Unit 1 theories of psychology included biological, psychoanalytic and cognitive theories. However, in Unit 4 you now have a greater understanding of the place of emotion in those theories.



### SELF-ASSESSMENT EXERCISE

Define the following concepts and discuss the questions posed by filling in what is missing.

1. Depression.....
2. Anxiety.....
3. Naturalistic observation.....
4. Drive.....
5. Evolutionary Theory.....
6. What is the link between emotion and motivation?.....
7. Instinct.....
8. What is the next pair in the dimension pleasantness?.....
9. What is the next pair in the dimension tension?.....
10. What is the next pair in the dimension excitement?.....



## Review

Theory	Description
<b>Physiological theories</b>	The emotions have their basis in physiological changes: in the central nervous system, the visceral activity, and feedback from facial and other voluntary muscles. These changes can originate or amplify an emotion.
<b>Evolutionary Theories</b>	The emotions are a set of expressive patterns based on adaptive behaviors. Emotions have evolved in a system of communication that conveys the inner states of the individual to others.
<b>Dimensional Theories</b>	Emotions can be understood as a combination of a small number of underlying dimensions.
<b>Psychoanalytic Theories</b>	The emotions arise when instincts cannot find direct expression in behavior. Instincts find conscious expression in the wish which blends emotions and some idea or goal.
<b>Cognitive Theories</b>	The emotions that are experienced depend on a person's assessment of physiological arousal and environmental conditions.

Table 4.2: Summary of five theories of emotion (as cited in Newman & Newman, 1983, p. 331)



### Key Points

1. Meta-emotions or feelings about feelings offer a way of understanding how individuals deal with their own behaviour and what is communicated about the behaviour of other people.
2. A distinction is made between emotion-coaching and emotion-dismissing which depicts the varying emotional styles that parents use in their child rearing practices. You would recall that emotion coaching teaches children how to regulate their emotions in positive ways even in the absence of parental influence.
3. The value of emotional intelligence which when developed in the adult or child allows the person to regulate emotions, to self-soothe, and to focus attention during emotionally trying situations.
4. Motivation and emotion are intertwined. For example, anger is an instigator of aggressive behaviour. However, a distinction can be made between motivation (it is goal directed) and emotion (which may not necessarily be goal-oriented).
5. Emotions can be difficult to identify, classify and scientifically document but there are broadly nine basic emotions: excitement, surprise, sadness, joy, anger, fear, disgust, guilt and love.



### *Key Points*

6. Some expressions of emotion are innate and universal while others are culture specific and the product of learning or socialization. E.g. the stiff upper lip in which learning modifies emotional expression to conform to ways that are culturally approved.
7. Emotions serve functions and they can be adaptive but they can also be disruptive.
8. Suppressed emotions can drive behaviour in negative ways as outlined in the frustration-aggression hypothesis.
9. The term emotional regulation is used by psychologists to refer to the acquisition of skills that allows persons to exert control over emotional states and emotionally regulated behaviour. The process of emotional regulation is one in which control shifts slowly from the parents to the child.
10. Emotions that relate to value judgements of right and wrong are referred to as moral emotions. These include the emotions of guilt, shame and pride. A child's awareness of the moral emotions occurs as part of the child's moral development.

## Session 4.2

# Emotion and Applied Issues

### Introduction

In this session attention switches from the theories of emotion outlined in Session 4.1 to practical issues such as anxiety and depression in childhood and adolescence and what can be done to overcome these emotional challenges. Anger as a basic emotion was documented in Session 4.1 and in this session we will consider some tips that could assist in anger management coaching. There is less reliance in Session 4.2 on text material to convey vital information and more on the use of multi-media technology. You are presented with a podcast, two scientific documents for reading and a YouTube video with some tips that you can apply to anyone who is in need of anger management coaching.

In the Caribbean region politicians and policy makers have struggled to deal with “at risk” children and adults particularly those persons who are labeled as being from ‘broken homes’. Among the factors that place children at risk are their home environment and their domestic situation. Psychologist John Gottman (2001) spent decades investigating the transfer of marital discord to the developing child in the hope of identifying buffers that would serve as protective factors rather than as risk factors. Gottman aimed to find out what parents can do to protect their children if a relationship or marriage is failing. Some manifestations of marital discord can be anxiety and depression. These two emotional states are discussed in more detail in Activity 4.2. Gottman’s answer was emotional coaching on the part of parents who are advised to engage in effective communication with their children in ways that are positive and nurturing. For example, teaching children the value of empathy encourages children to be more considerate of others in their environment. In addition, helping children to develop a sense of social awareness allows them to ‘psych out’ social situations and to act accordingly. Children who are emotionally coached are better able to resolve conflicts, to empathize with their peers, to discern when to disclose emotion and how much emotion should be disclosed which would prevent them from being the object of teasing and embarrassment later on in life. Ultimately, Gottman’s suggestions demonstrate that children can be empowered even if their domestic situation is not ideal. Another situation that is common in the Caribbean is the absence of parents in a household due to migration with the net effect that grandparents, aunts and uncles become primary caregivers. “It is well documented that migration can have devastating psychological effects on children who are left behind and those who have been included in the migratory process. For those left behind, the children become vulnerable to several psychosocial problems such as feelings of abandonment and rejection, loss, anger, depression, violence, risks of abuse (sexual, physical, and emotional), “parentification,” and reduced academic performance.” (Hickling & Paisley, 2012, p. 236) The effects and consequence of anxiety and depression are explored in more detail in Activity 4.2.

## Session 4.2 Objectives

By the end of this session learners would be able to:

1. Distinguish between anxiety and depression;
2. Identify the triggers of anxiety and depression in childhood and adolescence from the recommended resources and discuss these in the unit activities;
3. List some of the consequences of negative emotions in the discussion forum;
4. Use the session notes to propose solutions in tutorials for dealing with anxiety and depression in children and adults;
5. Develop a plan to help persons in need of anger management coaching and share your ideas in the discussion forum of the course site.

## Anxiety and Depression in Childhood and Adolescence



### LEARNING ACTIVITY 4.2 • Tutorial Discussion and Summative Assignment 2

Listen to the University of Oxford podcast on anxiety and depression accessed via the hyperlink [http://media.podcasts.ox.ac.uk/oucs/oxonian\\_interviews/lau\\_interview.mp3](http://media.podcasts.ox.ac.uk/oucs/oxonian_interviews/lau_interview.mp3)

Using the information from the podcast, your own knowledge, the YouTube video presentations, empirical evidence in the resources listed in Activity 4.2 in Unit 4 or academic material on the topic from the Open Campus Library answer the following questions.

1. Define anxiety and discuss some of its characteristics. (300 words, 3 marks)
2. What are the drivers of anxiety in children? (300 words, 3 marks)
3. Define depression and discuss how is depression manifested in adolescence? (300 words, 3 marks)
4. How can depression be addressed? What remedies are recommended? (300 words, 3 marks)

Marks will be awarded for adherence to correct use of English grammar, spelling, and use of APA style of referencing, and the use of **two peer reviewed articles** to inform your discussion. (3 marks)

Further rubrics for this assignment will also be posted in the Learning Exchange.

**Please upload your word file with your responses in the drop box for Assignment 2 in the course site. You must write no less than 1200 words. This assignment is worth a maximum of 15 marks and your score will contribute to your final course mark. Your Course Coordinator/Tutor will alert you about the due date for this assignment.**

Childhood memories and depression can have lasting impressions across the lifespan as documented in the empirical study by Alea, Thomas, Manickchand, Ramirez-Cole, Renaud-Simon, and Bacchus (2010). This study examined the emotional quality of childhood memories and depression on the attitudes and behavior of 100 Trinidadian

adults over the age of 50 years. Key points from the article are presented below but you are encouraged to read the article in its entirety as the content of the article links the information presented in Session 4.1 to the discussion of the practical issues underlying emotion in Session 4.2. Moreover, the authors' review of the academic literature on repressed emotions, Freud's psychoanalytic theory, depression, the effects of culture and socialization on emotions, and the influence of emotional regulation on expressions of emotion is critical to your understanding of Unit 4 and later units in the course particularly those that relate to developmental psychology (Units 6 and 7) and abnormal psychology (Units 8 to 10). When reading the article it is important to bear in mind the characteristics of the sample. The study was conducted with 100 adults ranging in age from 50 to 80 years with a mean age of 61 years. The sample comprised 35 males and 65 females and the sample was considered a 'normal' (i.e. a non-clinical population). Participants when evaluated for depression 'did not display particularly high levels of depression symptomology' (Alea et al. 2010, p. 16).

1. The aim of the study was to investigate whether the emotional quality of memories from childhood predict depressive symptoms in older adults.
2. Depressive symptoms include persistent sadness; anxiety or empty moods; feelings of hopelessness and pessimism; feelings of guilt and worthlessness; and loss of interest or pleasure in hobbies or activities that were once enjoyed. Although there are no national statistics in Trinidad and Tobago regarding the prevalence of depression in late life, it does appear to be a growing concern for clinicians and researchers (e.g., Maharaj, 2007). Suffering from depression and experiencing depressive symptoms is not an innate part of growing old, but is linked to other circumstances of an individual's life (e.g., financial strain, health problems).
3. Data revealed that anger associated with childhood memories plays a unique role in predicting depressive symptoms in adulthood.
4. The emotional qualities of childhood memories predicted depressive symptoms even though participants in the current study did not display especially high levels of depression symptomology.
5. It may be the case that in a more severely depressed sample, the emotional quality of autobiographical memories of childhood events would explain more variance in depression than was explained in the current study.
6. Although only one gender effect was found, it was relevant for men: as the childhood memories became more negative, men reported increases in depressive symptoms. For women, there was no relation between valence of the memories and depressive symptomology. One plausible reason for this finding involves gender differences in the regulation of emotion in adulthood. Research suggests that although women are generally more emotionally expressive (e.g., Newman, Fuqua, & Gray, 2006 as cited in Alea et al., 2010), they are also better able to regulate their emotions. Thus, although women may have negative emotional memories associated with childhood events, women might also be better able to deal with or regulate these negative emotions so that such negative emotions are less likely to impact their present day psychological wellbeing. It seems then that examination of emotion regulation in future work in this area warrants consideration.

7. One study (Hutchinson, Simeon, Bain, Wyatt, Tucker, & LeFranc, 2004 as cited in Alea et al., 2010) of Jamaican men and women ranging in age from 20 years to 50 years found, contrary to our work, that women reported higher levels of depression than men. This study also found that high religious behaviours among men predicted lower levels of depressive symptoms. Thus, there may be some mediating social (e.g., religious behaviours) and psychological (e.g., emotion regulation) variables that influence the extent to which the emotional quality of childhood memories is related to depression in Trinidadian men and women.
8. Depression is a serious mental illness that has the potential to impact the emotional, social, and physical lives of older adults. With the growing older adult population across the world, and in developing nations, like Trinidad and Tobago, the results of the current study might be useful for clinicians working with older populations. If older adults reflect on the past often, and childhood memories frequently come to mind, further exploration of the link between childhood memories and depression seems warranted in improving the lives of the aging population.

## Anger and Anger Management

Another problem faced by Caribbean citizens is anger. In their 2003 scientific paper Blum, Halcon, Beuhring, Pate, Campell-Forrester, and Venema discussed their findings on rage in their article *Adolescent Health in the Caribbean: Risk and Protective Factors*. The authors wrote,

*“The rage variable was based on an item in which respondents were asked whether they were sufficiently angry some or most of the time that they “could kill someone.” This feeling was shown to be relatively common, with 40.1% of the participating teenagers reporting such emotions. Consistently, male respondents reported rage significantly more often than their female counterparts in each age group. One of the factors associated with rage was having a friend or family member who had attempted or committed suicide. Physical and sexual abuse experiences were also associated with rage among all of the groups of teens. In the case of older youths (13 years or above), parental violence was associated with a significantly greater risk of rage. Conversely, when teenagers reported connectedness to parents, they were significantly less likely (half as likely or less) to report experiencing rage. In addition, connectedness to other adults was protective among some groups of teenagers, as was having religious beliefs.” (Blum et al., 2003, pp. 457-458)*

The data collection method utilized by Blum was a survey of 15, 695 males and females ages 10-18 years in 19 targeted countries in the Anglo-phone Caribbean. You can refresh your memory about surveys, sampling as well as the merits and demerits of the survey method by re-reading the relevant section in Unit 2.

In light of these findings by Blum et al. it is relevant to consider anger management tips. The American Psychological Association provides a useful guide for anger management that can form part of an action plan to assist persons in need of anger management coaching. These are based on relaxation, cognitive restructuring, problem solving, better communication, using humor, changing your environment, as well as other tips for easing up on oneself that includes timing, avoidance and finding alternatives. The details can be accessed at hyperlink (<http://www.apa.org/topics/anger/control.aspx>) but salient points are summarized below. Please keep in mind that you may have your own tried and tested methods for anger management and you are free to share these with your colleagues in the discussion for Unit 4 in the Learning Exchange.



Anger management is based on identifying what triggers anger and then applying the following strategies to keep anger at bay. In other words, you can get the best of your anger before it gets the best of you!

1. **Relaxation** –simple relaxation tools such as deep breathing and using relaxing imagery such as thinking of something nice can assist in physically calming the body and quelling angry feelings. Repeating a calming word or phrase often assists some persons to find their centre of peace. Any form of exercise is useful and some persons recommend yoga or kickboxing to get the anger out of the body
2. **Cognitive Restructuring** – this means changing the way that you think. In other words, when angry it is better to re-define the situation in a way that is less inflammable as angry persons tend to swear, curse and even become physically violent. It is suggested that anger is born out of illogical and irrational thoughts therefore striving for rationality goes a long way to diffuse a situation and to restore emotional balance.
3. **Problem Solving** – Not all anger is unreasonable as it could be a healthy response to a frustrating situation which with some thought and creativity can lead to creative problem solving.
4. **Better Communication** –This is perhaps the key to anger management coaching. It is said that angry people tend to jump to conclusions and to act on the basis of these false premises and conclusions. Hence the first course of action that one should take if one is a participant in a heated discussion is to slow down, think through the process and the range of possible responses that could lead to better communication and a successful outcome to the situation.
5. **Using humor to diffuse the situation** – It is suggested that even silly humor can successfully diffuse a potentially violent or harmful situation or reduce tension. Psychologists believe that angry people often want to be morally right in all situations but to diffuse the situation one should always try not to take oneself or another person too seriously.
6. **Changing your environment** – If the trigger of the angry emotion is the immediate environment then it is advisable to simply walk away from it.

## Reflect and Review

### *Reflect*

Session 4.2 was an applied session and the content was designed to explore the negative emotions anxiety, depression and anger. Exploration of this topic also considered strategies for re-shaping the negative emotions into positive ones. Depression is a serious mental illness that has the potential to impact the emotional, social, and physical lives of children. If not addressed anxiety and depression can lead to behavioral problems in schools and this disruption to lives and families may progress throughout the lifespan. The article by Blum et al. (2003) demonstrates the link between emotion and behaviour, particularly adolescents' engagement in risky behaviour. The experience of being physically or sexually abused was manifested in self-ratings of low health status by adolescents sampled in the survey. However, protective factors linked to positive evaluations of health status were

the degree of connectedness of adolescents and their diligence in schools. It is important to understand protective and risk factors because when required to develop policies or to evaluate psycho-social interventions these variables need to be integrated into the design and evaluation stages.

### *Review:*



#### **SELF-ASSESSMENT EXERCISE**

Can you remember the anger management tips outlined by the APA?



#### **Key Points**

1. Emotions are real and they can be successfully measured using an array of methods including surveys.
2. Emotional well being is linked to physical and mental health.
3. Emotions can motivate risky behaviour such as drug and alcohol use and abuse. For instance, Blum et al. (2003) reported that amongst Caribbean youths rage, abuse, parental violence, and having a family member or friend who had attempted suicide were found to correlate with higher levels of substance use.
4. Of the 15, 695 male and female youths ages 10-18 years surveyed by Blum et al. the findings revealed that although generally happy, approximately 15% of respondents reported significant emotional distress, and about 12% reported ever having attempted suicide.
5. Negative emotions such as rage, possibly originating from the experience of being physically or sexually abused, were associated with early sexual intercourse among all of the age groups.
6. Collectively, these findings suggest that urgent monitoring of at risk youths is warranted. The information presented in Unit 4 can be applied to the overall understanding of emotion, motivation, risk and protective factors in order to develop targeted interventions to improve the circumstances and outcome of all citizens in need, but particularly at risk children and youths.

## **Unit Summary**

Unit 4 focused on the sub-discipline of social psychology and the very important and relevant topic of emotion. Session 4.1 provided a definition and an overview of emotion it also explained in general terms the role of emotions to daily existence and its influence on other psychological processes such as motivation and the shaping of the personality. The major psychological theories of emotions were outlined; namely, physiological theories of emotion, evolutionary theories of emotion, dimensional theories of emotion, psycho-analytic theories of emotion and cognitive theories of emotion. Mention was made of the similarity of emotional expressions in humans and chimpanzees in the scientific article by Davila-Ross et al. (2011) and you were urged to read the article and to answer the questions

documented in Activity 4.1. Although emotions are complex to define and to classify nine primary emotions were outlined by Newman and Newman (1983) and developed upon by various psychologists. The nine primary emotions are excitement, surprise, sadness, joy, anger, fear, disgust, guilt and love. The features and functions of these emotions were outlined and illustrated with examples. In order to answer the questions 'What are the causes of emotions?' and 'What kinds of situations produce emotions?' Unit 4 explored issues relating to expressions and control of emotions, the role of learning in controlling emotional expressions, emotional development and emotional regulation in childhood, emotional intelligence versus intelligence quotient (IQ) and the relationship between culture and emotions.

Session 4.1 provided a comprehensive understanding of the topic of emotion. The goal in Session 4.2 was to weave together the strands from Session 4.1 that related to theories of emotion as well as concepts such as mood and temperament that are part of the framework for discussing emotional development and expression, into applied areas that are relevant for understanding our Caribbean realities and human developmental needs. Two areas that were empirically identified as problem areas for psycho-social analysis and intervention were examined: The problems of anxiety and depression in children as well as adolescents and anger. Included in this session was a subsection on anger management. In order to prevent you from reading too much text you were introduced to several multimedia presentations including a podcast on anxiety and depression.

The content of this webinar was designed to encourage you to develop your reflective skills, your critical thinking and your ability for producing sustainable policies that could address the psycho-social needs of citizens in your country of residence. The unit activity tasks were specifically designed to allow you to build on your skills set and to achieve the competencies outlined in the overview to this Unit. Most policies aim to re-shape negative attitudes, values and behaviour, so by the end of this unit you should be able to discern the vital role of emotions and motivation to achieving the intended success of psycho-social interventions. The scope, range and breath of areas covered in Unit 4 titled *Emotion* provide an introduction to the sub-disciplines of developmental psychology and abnormal psychology that constitute the later units of this course. By the end of this Unit you should be able to fully appreciate the utility, application and impact of the psychology of emotion.

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## Glossary of Terms Used in Unit 4

Other free access on-line psychology dictionaries are available at the following links  
<http://allpsych.com/dictionary/> and <http://www.merriam-webster.com/dictionary/psychology>

<b>Adaptive</b>	Contributing to the survival and/or reproductive capability of the organism.
<b>Adolescence</b>	The transitional period between childhood and adolescence.
<b>Aggressive Instinctual Drive</b>	According to Freud, this is an innate drive that must eventually express itself in some form of aggression, either actual or symbolic.
<b>Anger</b>	Hostility combined with rising energy and an impulse toward action.
<b>Altruism</b>	Behavior that is unselfish and may even be detrimental but which benefits others.
<b>Anxiety</b>	Feeling vague, uneasy, fearful. Also an anticipation of a threat.
<b>Arousal</b>	Being alert, excited.
<b>Attachment</b>	The process by which parent (or caregiver) and child form a mutually reinforcing system; the emotional tie to a parent experienced by an infant, from which the child derives security.
<b>Behaviour (N.)</b>	The physical activity of an organism, including overt bodily movement and other physiological processes. The term also denotes the specific physical responses of an organism to particular stimuli or classes of stimuli.
<b>Bonding</b>	An attachment between mother and offspring of some species that occurs within a few hours of birth, simulated primarily by the odor of the infant; not conclusively demonstrated in humans.
<b>Bullying</b>	a complex form of aggression in which a bully routinely aggresses against one or more habitual victims.
<b>Cognition (N.)</b>	The mental activities involved in acquiring and processing information. A cognition is also an item of knowledge or belief. The term describes the process people use for remembering, reasoning, understanding, and using judgment; the ability to think and make sense out of what is seen, heard, felt, and experienced, in order to solve problems.



<b>Cognitive Theory (N.)</b>	Also called Social Cognitive Theory - An approach to social learning, incorporating findings from research into learning, memory, and social cognition, and focusing on people's thoughts and how they affect social behaviour.
<b>Concept (N.)</b>	A mental representation, idea, or thought corresponding to a specific entity or class of entities, or the defining or prototypical features ( 1 ) of the entity or class, which may be either concrete or abstract.
<b>Emerging Adulthood</b>	The period from the late teens to the early twenties when individuals explore options prior to committing to adult roles.
<b>Emotional Regulation</b>	The ability to control emotional states and emotion-regulated behaviour.
<b>Depression</b>	A state of extreme sadness, usually characterized by slow thoughts and movement, but sometimes characterized by restless agitation. Psychotic depression includes major depression and the depressed phase of bipolar disorder; less serious (neurotic) depression includes dysthymic disorder.
<b>Disgust</b>	A reaction to or signal of contamination.
<b>Drive</b>	An energizing influence created by a need.
<b>Empathy</b>	The ability to identify with another person's emotional state.
<b>Excitement</b>	Intense interest
<b>Extrinsic Motivation</b>	Extrinsic motivation pertains to a wide variety of behaviors where the goals of action extend beyond those inherent in the activity itself.
<b>Fear</b>	A reaction to threat.
<b>Frustration</b>	The prevention of an expected appetitive stimulus; said to result in aggression.
<b>Functional Autonomy of Motives</b>	In Allport's theory, a view that activities can become goals that motivate behavior regardless of the motives that may have prompted the activity in the first place.
<b>Guilt</b>	A sense that one has committed a wrong doing.
<b>Hypothesis (N.)</b>	A tentative explanation for a phenomenon, subject to criticism by rational argument and refutation by empirical evidence.
<b>Intelligence Quotient</b>	The ratio of mental age to chronological age; also a general term of any kind of score derived from an intelligence test.

<b>Internal Validity (N.)</b>	The extent to which the conclusions of an empirical investigation are true within the limits of the research methods and subjects or participants used
<b>Intrinsic</b>	Inside, or belonging to something by its very nature; also known as inherent.
<b>Intrinsic Motivation</b>	The ability of a particular activity to produce reinforcing effects.
<b>Joy</b>	A spontaneous pleasure.
<b>Learned Helplessness</b>	A response to exposure to an inescapable aversive stimulus, characterized by reduced ability to learn a solvable avoidance task; thought to play a role in the development of some psychological disturbances.
<b>Love</b>	Acceptance and commitment to a person, object, or activity.
<b>Mood</b>	This is described as a relatively long-lasting state of affect.
<b>Motivationx</b>	This is described as a relatively long-lasting state of affect.
<b>Need</b>	An internal state that corresponds to some form of deprivation.
<b>Need For Achievement</b>	The need to succeed in performance against a standard of excellence.
<b>Need For Affiliation</b>	A need for social acceptance and approval.
<b>Need For Power</b>	A need to control or influence the behaviour of others.
<b>Need For Mastery</b>	The need to produce an effect on the environment, to gain skills in the face of challenges.
<b>Parenting Styles</b>	The characteristic strategies that parents use to manage children's behaviour.
<b>Prosocial Behaviour</b>	Helping behaviour, altruism, or more generally any behaviour that is positive and calculated to promote the interests of society
<b>Reinforcement (N.)</b>	In operant conditioning, any stimulus(1) that, if it is presented soon after a response , increases the relative frequency with which that response is emitted in the future; also the process whereby a response is strengthened in this way.
<b>Sadness</b>	An emotion associated with a sense of loss.
<b>Surprise</b>	A sudden orientation to something new or strange.

<b>Self-Esteem</b>	The degree to which we perceive ourselves positively or negatively; our overall attitude toward ourselves. It can be measured explicitly or implicitly.
<b>Self-Regulation</b>	Children's ability to conform to parental standards of behaviour without direct supervision.
<b>Social Exchange Theory (N.)</b>	A theory of social interaction based on the proposition that people expect rewards and costs from social exchange to be equitable.
<b>Social Learning (N.)</b>	The processes by which social influences alter people's thoughts, feelings, and behaviour.
<b>Social Learning Theory</b>	The conceptual framework within which the processes of social learning are studied.
<b>Socio-Biology</b>	The study of the genetic origin of social behaviour.
<b>Stimulus (N.)</b>	Any event, agent or influence internal or external, that excites or is capable of causing a response in any organism. Behavioural psychologists such as Frederick Skinner (1904-1990) noted that a stimulus is an event, whether physical or mental, that evokes a response. Plural stimuli.
<b>Temperament</b>	Inborn predispositions, such as activity level, that form the foundations of personality.
<b>Theory (N.)</b>	A proposition or set of propositions offered as a conjectured explanation for an observed phenomenon, state of affairs or event.
<b>Trait (N.)</b>	A characteristic or quality distinguishing a person or (less commonly) a thing, especially a more or less consistent pattern of behaviour that a person possessing the characteristic would be likely to display in relevant circumstances.
<b>Triangulation</b>	The use of at least three, but preferably multiple studies, theoretical perspectives, investigators, and data-sets for research on one issue or theme.
<b>Unconscious Motives</b>	In Freud's psycho-sexual theory, motives that are unacceptable to conscious thought but continue to seek gratification through symbolic or indirect means.
<b>Variable (N.)</b>	Anything that is subject to variation; in psychological research, any stimulus, response, or extraneous factor that is changeable and that may influence the results of the research.

