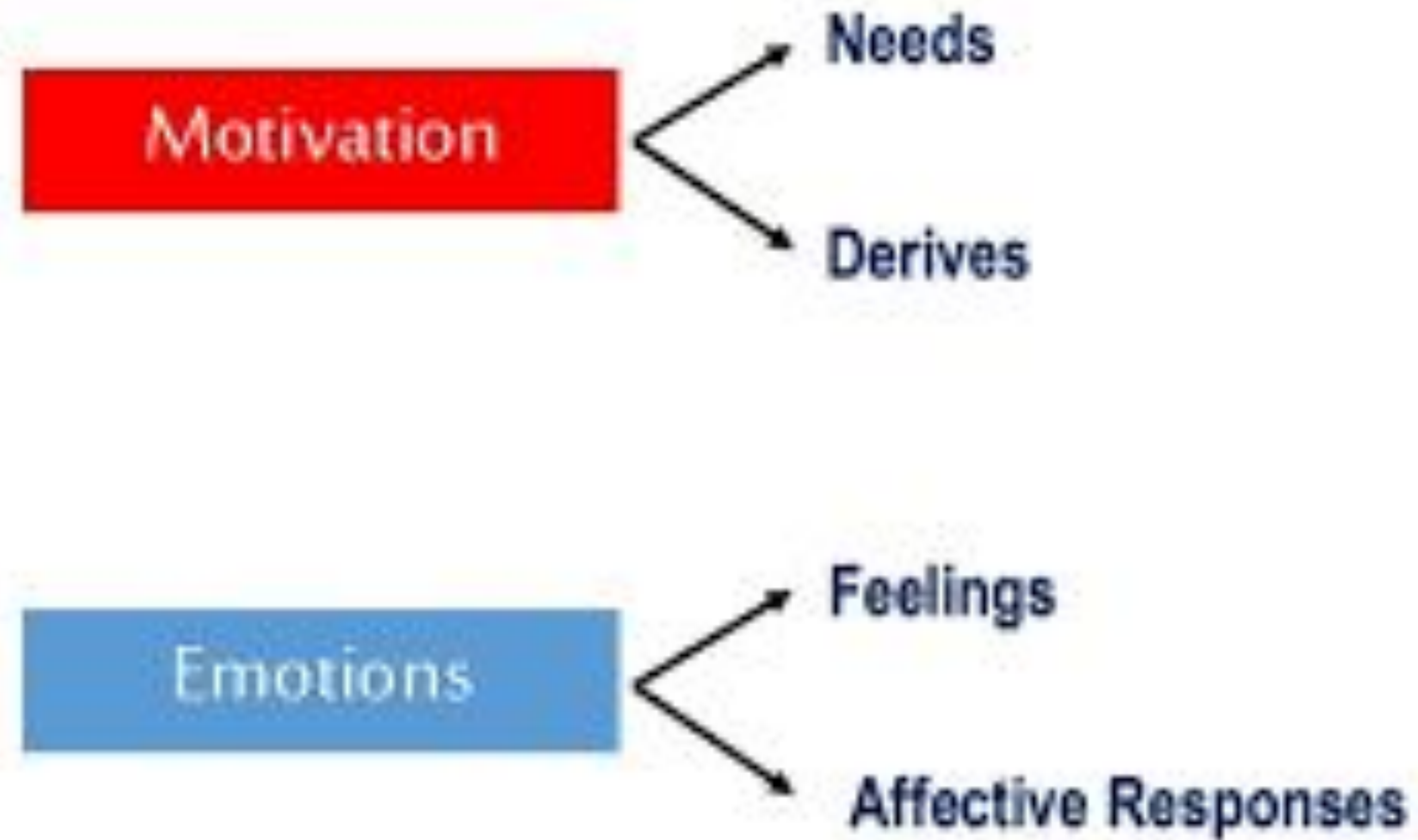


Motivation and Emotion



Student's Name
Institutional Affiliation

DEFINITION OF EMOTIONS

Emotion refers to the state of mind which is influenced by the nervous system brought about by the changes in the chemical composition of the brain which is associated with the change in behavioral responses, feelings, thoughts and even the degree of pleasure or displeasure in general (Fridenson-Hayo, Berggren, Lassalle, Tal, Pigat, Bölte ... & Golan, 2016). Emotions are intense feelings that are derived from the changes in mood, circumstances, and relationships, which makes it a complex state of mind. However, as a psychological element, emotion can be categorized as a behavioral response, a subjective experience, or a physiological experience. In children, emotions are dynamic and crying is one of the primary representation of emotion in children, which is a response to feelings such as fear, anger, happiness, or stress.

Basic and Complex Emotions in Children

There are basic and complex emotions affecting children in elementary, middle, or high school grade levels. The basic emotions include; sadness, happiness, fear, anger, disgust, and surprise, which are cross-cultural emotions and expressed by children at different levels of studies (Fridenson-Hayo et al., 2016). On the other hand, the complex emotions refer to the context and cultural dependent emotions, which involve the cognitive state of an individual, and they are based on belief and not situation oriented. The complex emotions include surprise, shame, pride, guilt, empathy, and embarrassment, and they are more noticeable by individuals from similar cultural context (Fridenson-Hayo et al., 2016). The basic emotions come along without any cognitive processing the complex emotions requires self-consciousness and involve self-reflection and evaluation, which makes them tied to cultural factors.

Biological and Cognitive Factors In Emotion

Due to the existence of universal emotions across cultures, they are given biological attributes because every human being irrespective of their cultural backgrounds. The biological influence on emotions involves somatic processes such as body arousal, hormones, brain activity, and neurochemical processes. On the other hand, emotions are influenced by cognitive factors such as conscious and unconscious mental processes (Schmidt, Tinti, Levine, & Testa, 2010). As such, positive cognition leads to positive emotions, whereas negative cognitions results in negative emotions. The physiological changes in the body result in the biological influence in emotions. For instance, emotions cause physiological reactions such as palpating. The amygdala has long been associated with the regulation of emotions fear in particular. The cognitive attributes to emotions are mental in nature, such as imagery and thoughts, and when emotions are high, both biological and cognitive functions are affected.

Impact of Appraisal on Emotions

Emotions are a total sum of how learners in elementary, middle, or high school levels appraise ongoing transactions within their operating environment. Emotions have a significant diagnostic value and differ with intensity in which the appraisal theory holds that how children evaluate emotions vary depending on how an individual evaluate the situation and the intensity of the emotion depends on the situation and the subjective evaluation of the situation into a different set of appraisal dimensions (Schmidt et al., 2010). Children appraisal of a situation results in emotional responses and vary from one individual to another. The high school level where children more improved mental capacity and experiences increase their overall experience of cognitive emotions through an appraisal.

Motivation, Emotion, and Behavior

Motivation is an energizing force that plays a significant role in directing behavior and plays a vital role in influencing learned behavior.

Emotion is the subjective and conscious experience that is determined by the biological reactions, mental state, and even psychological expressions (Schmidt et al., 2010). Both motivation and emotion have a direct relationship in that children are more motivated to engage in activities that lead to greater happiness and satisfaction with emotions being the reward or punishment of certain behavior (Fridenson-Hayo et al., 2016). The Cannon-Bard theory posits that arousal and emotion are simultaneous in nature, which indicates that both emotion and motivation significantly influence behavior. Another critical theory tying emotion, motivation, and behavior is the appraisal theory which holds that emotions are derived from the evaluation and interpretations of situations which as a result leads to the instigation of positive or negative behavior depending on the expected type of emotion in children (Schmidt et al., 2010).

References

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