
UNIT 9 EMOTIONS*

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9.0 INTRODUCTION

Try to observe the people around you, especially their emotions. Are you able to tell when they are happy or when they are sad or angry? Most often we can say whether people are happy, angry sad or even surprised based on their facial expressions or even vocal expressions. As a student of psychology, it is important that we discuss the concept of emotions as that can help us understand people in a better way. Thus in the present section, we will try to further understand them by discussing their nature, types, theories and so on.

A question may also arise in your mind with regard to why these two significant topics have been discussed in same block. In reply to such a question it can be said that motivation and emotion can be termed as two sides of a same coin (Mishra, 2016) and they both play a role in directing behaviours of the individuals. Both motivation and emotions are activated when issues are related to the wellbeing of an individual, survival and appetite (Feist and Rosenberg, 2015).

For example, an individual may be driven to get involve in activities that are linked to his/ her wellbeing. And when he/ she is able to achieve certain goals, he/ she will experience happiness and if he/ she fails, sadness will be experienced.

Thus, both these terms are relevant. Since, we have already discussed concept of motivation in last unit, now in this unit we will try to understand the concept of emotions.

9.1 OBJECTIVES

After finishing this Unit, you would be able to:

- Explain the concept of emotion and its importance in our life;
- Discuss the different types of emotions;
- Identify the six basic components of emotions; and
- Explain the various of theories of emotions.

9.2 EMOTIONS: CONCEPT AND ITS NATURE

Emotions can also be termed as motivators of human behaviour (Feist and Rosenberg, 2015) and as such behaviour can be directed and activated by emotions as well (Nolen- Hoeksema et al, 2009). Though, they do differ from the basic needs that we discussed under motivation (like hunger, thirst and so on) and are not as such linked to any specific needs, for example, hunger is as a result of need for food and thirst in similar way as is a need for water. With regard to emotions there are a number of triggers, for example, sadness can be triggered as a result of number of triggers or needs like watching a sad movie, listening to a sad song and so on. Further, biological drives can be derailed by emotions. For example, need for food, which is in a way a powerful drive, but it is possible to override it with emotions. To discuss further, if an individual experiences the emotion of disgust, his/ her drive for food can get derailed. And this is relevant because the emotion of disgust can be termed as significant for the survival of the individual. When an individual looks at food that is spoiled, he/ she may experience disgust and despite of being hungry, the individual will refrain from eating that food.

Thus, emotions are important and as students of psychology we need to focus on this concept.

Emotion has been derived from a latin term ‘emovere’ that means ‘stirred-up state’. There are various definition of emotion that are discussed as follows:

- Feist and Rosenberg (2015, pg. 418) defined emotions as “*brief, acute changes in consciousness experience and physiology that occur in response to a personally meaningful situation*”.
- As stated by Gerrig and Zimbardo (2006, pg. 418) emotions are “*a complex pattern of bodily and mental changes that includes physiological arousal, feelings, cognitive processes, visible expressions (including face and posture) and specific behavioural reactions made in response to a situation perceived as personally significant*”.

- Kosslyn and Rosenberg (2013, pg. 259) defined emotion as “*a psychological state with four components, a positive or negative subjective experience, bodily arousal, the activation of specific mental processes and stored information and characteristic overt behaviour*”.

Feldman (2015, pg. 312) defined emotion as “*feelings that generally have both physiological and cognitive elements and that influence behaviour*”.

Mishra (2016, pg. 466) defined emotion as “*a state of being moved, stirred up or behaviourally aroused on experiencing an emotional situation and which involves external and internal physiological changes*”.

One of the key points that can be highlighted in the above definitions is that there is a state of change. This change can be in the consciousness experience or could be in terms of physiological arousal and even in cognitive processes. Changes can also be in form of visible expression that is displayed on the face or in the posture of an individual. This change is as a result of some situation that is important for the individual. For example, a parent might display emotions happiness as his/ her child receives a gold medal. In this the situation that the child receiving the gold medal is personally significant for the parent and he/ she may thus experience certain changes that could be in terms of physiological arousal, cognitive processes and feelings. There could also be changes in the facial expression of the parent.

9.3 TYPES OF EMOTIONS

Emotions can mainly be of two types, basic emotions and self conscious emotions. These are discussed as follows:

Basic emotions: Basic emotions are a set of emotions that commonly appear in all the human beings. These are *anger, disgust, happiness, fear, sadness and surprise*. These emotions can be stated to be innate and are shared by all human beings. And though human beings can experience a broad range of emotions, researches on emotions have indicated that all the emotions are an outcome of combinations of certain basic emotions (Kosslyn and Rosenberg, 2013). Further, Charles Darwin also proposed that the actions that arise as a result of emotions or emotional behaviour are innate in nature and similar emotional states are expressed in terms of similar facial expressions across cultures and in fact even persons with visual impairment may display similar facial expressions even if they have never observed emotional expressions in others. Further, different researchers have proposed a slightly different list of basic emotions (Kosslyn and Rosenberg, 2013). This proposition with regard to basic emotions have been challenged as well as the basic emotions are not simple. For instance, Rozin, Lowery and Ebert in 1994 stated three types of disgust based on the facial expression (as cited in Kosslyn and Rosenberg, 2013 pg. 260). Further, though certain emotions may be consistent across cultures, there are certain emotions that are influenced by the norms and practices of the cultures. Thus, though basic emotions have been considered as inborn, the influence of learning and social norms and practices cannot be nullified.

Self conscious emotions: Self conscious emotions on the other hand, are emotions that necessarily require a sense of self as well as an ability in order to reflect on one’s actions. Further these emotions are as a result of whether the expectation

in terms of social norms and the rules are met or not. Examples of self-conscious emotions are embarrassment, guilt, pride, shame and humiliation (Feist and Rosenberg, 2015). The self-conscious emotions occur as a result of the extent to which an individual is able to meet his/ her own expectations, the expectations of others or social norms.

9.4 COMPONENTS OF EMOTIONAL PROCESS

Emotion can be termed as an episode that is complex as well as having multiple components (Nolen- Hoeksema et al, 2009). There are six main components of emotion process, these are discussed as follows:

- **Cognitive appraisal:** The first component is cognitive appraisal. Here the situation is assessed based on the personal meaning. For example, if a cricket team wins, there will be a cognitive appraisal with regard to the personal meaning of the situation, whether this individual supports this team or not. If he/ she supports this team and he/ she is a die hard fan of this team then the situation will be assessed as having personal meaning or is personally significant for the individual. The cognitive appraisal leads to the other components of emotion.
- **Subjective experience:** This is related to the affective state or the feeling tone that is brought by the emotion (Nolen- Hoeksema et al, 2009).
- **Thought and action tendencies:** At this stage the individual will display an urge to think in a particular manner or take certain actions. For example, when an individual is angry, he/ she may act in a manner that is aggressive.
- **Internal bodily changes:** There are physiological reactions mainly involving the autonomic nervous system. Thus, there could be changes in heart rate or the individual may start perspiring. For example, when a person is angry, s/he may breath faster.
- **Facial expressions:** In this there is movement in the facial landmarks like cheeks, lips, noses and so on (Nolen- Hoeksema et al, 2009). For example, when an individual is happy, he/ she will smile.
- **Response to emotion:** This is related to how an individual cope and react with one's own emotions.

Any emotion is a result of these six components. To further highlight any emotion will thus have the physiological, cognitive and behavioural components. When an individual experiences anger, he/ she may experience physiological arousal in terms of sympathetic arousal. This also has a cognitive component as the individual may believe that he/ she is in danger. Thus, the individual may display tendencies of avoidance that are related to the behavioural component. Similarly, when an individual is angry, he/ she will experience sympathetic and parasympathetic arousal. The individual will have a belief that he/ she is being mistreated and thus he/ she will have attack tendencies (Rathus, 2008).

9.5 EMOTIONS AND MOOD

Emotions can be differentiated from mood. Mood can be defined as “affective states that operate in the background of consciousness and tend to last longer than most emotions” (Feist and Rosenberg, 2015, pg. 418). Moods can make occurrence of certain emotion more likely than others. For example, a supervisor

who is in irritable mood is more likely to get angry at an employee for coming late to work. The distinction between emotions and mood has been given in table number 9.3.

Table 9.1: Difference between Emotions and Mood

Emotions	Mood
Emotions have a cause that is clear For example, a person may be amazed while looking at a beautiful monument.	“Moods are free floating and diffuse affective states” (Nolen- Hoeksema et al, 2009, pg 465). For example, an individual may feel cheerful on a day and may feel irritated the next day.
They are brief and may last for few seconds or minutes.	Moods are comparatively long lasting.
Emotions is a multicomponent episode.	Moods are mainly related to the experience that is subjective.
Emotions can fit in certain categories that are discreet, like, anger, joy and so on.	Moods may vary with regard to pleasantness and arousal.

9.6 EMOTIONS AND FEELINGS

A distinction can also be established between emotions and feelings, though both can be termed as affective processes.

Table 9.2: Difference between Emotions and Feelings

Emotions	Feelings
Emotions are comparatively more complex.	It is basically an affective process that is simple in nature.
Any emotional experience is preceded and accompanied by feelings. For example, feeling of pleasure will lead or will be accompanied with the emotion of happiness/ joy.	In feeling, emotional experience may or may not occur. For example, an individual may experience feelings of pleasure or pain without experiencing any emotions.
Emotion is an affective process that is much more active.	Feeling is process that is comparatively less active.
Emotion is both subjective and objective.	Feeling is subjective in nature.
Emotions are of different types, for example, anger, joy, jealous and so	Feelings are mainly categorised in to pleasure and pain.
Physiological changes are experienced.	Physiological changes may not be noticed.

9.7 FUNCTIONS OF EMOTIONS

From what has been discussed above, there must be no doubt in your mind that emotions are important. But, it is also important to understand the functions of emotions, that are discussed as follows:

- **Emotions prepare an individual for action:** Emotions serve as a link between the situation and the individual’s reaction. For example, if an individual is crossing a road and suddenly sees a truck coming his/ her, the emotional reaction that s/he would display, that of fear which would be linked with the physiological arousal.
- **Emotions play a role in shaping of future behaviour of an individual:** Learning takes place as a result of emotions experienced by us and thus for example, the situations that evoke negative emotions are avoided by us.
- **Emotions help in effective interaction with others:** Emotions that are communicated via verbal and non verbal communications may help individuals to interact with each other more efficiently, because emotions act as signals thus helping individuals understand what the other person is experiencing. Future behaviour of individuals can also be predicted based on this.

Self Assessment Questions (SAQ-I)

Briefly answer the following questions:

1) What is emotion?

.....

2) What are the basic components of process of emotion?

.....

3) List the functions of emotions.

.....

4) What is the difference between emotion and mood?

.....

5) What is the difference between emotion and feelings?

.....

9.8 THEORIES OF EMOTIONS

Various theories of emotions have been discussed as follows:

9.8.1 The James-Lange Theory

This theory was put forth by William James and Carl Lange. The theory states that emotions are experienced by individuals due to the physiological changes. Thus, the emotions experienced by an individual can be termed as reaction or response to the bodily changes that occur as a result of certain external events and situations (Feldman, 2015). As, an individual is exposed to an external event or situation, he/ she will experience a physiological reaction. And how this physiological reaction is interpreted will determine the emotional reaction of the individual. For example, a teacher catches a student playing game in classroom, the student in this situation will experience physiological changes like rapid heartbeats. This physiological reaction is interpreted by the student as fear (“My heart is beating fast, so I must be scared). Also refer to Figure 9.1.

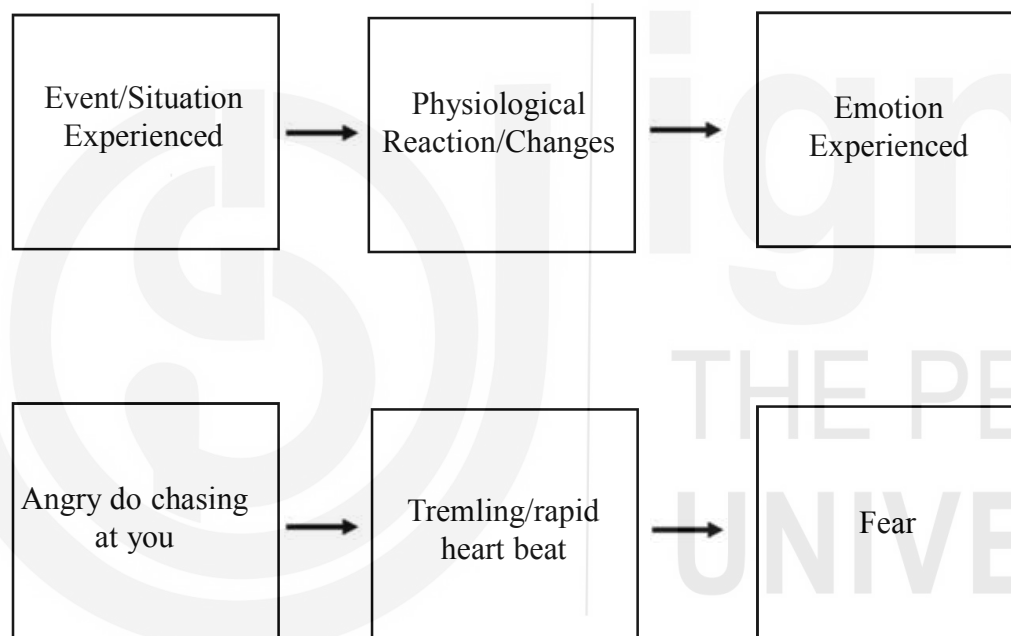


Fig. 9.1: Example of James-Lange Theory

The theory has been criticised because in certain situations, emotions may be experienced even before the physiological reactions are experienced. Also with the slow rate of visceral changes, it may be difficult to interpret how they are the source of the emotions experienced. Further, some of the emotional experiences may not occur as a result of physiological arousal. For example, an individual who is exercising may experience rapid heartbeat but this may not be termed as fear. Thus, it can be said that physiological changes are not as such sufficient in order to elicit emotional reaction. Also varied emotions may be linked with visceral changes that are similar in nature, which again contradicts the assumptions of this theory. For example, an individual may cry when he/ she is happy and also when he/ she is sad.

In this context the facial feedback hypothesis is worth to be mentioned, that states that emotional experience are influenced by the sensory feedback received as a result of facial musculature. Thus, emotional feelings may get enhanced by facial expression.

9.8.2 The Cannon Bard Theory

This theory was proposed by Walter Cannon and Philip Bard. This theory assumes that same nerve stimulus (that emerges from Thalamus) produces physiological arousal and emotional experiences at the same time.

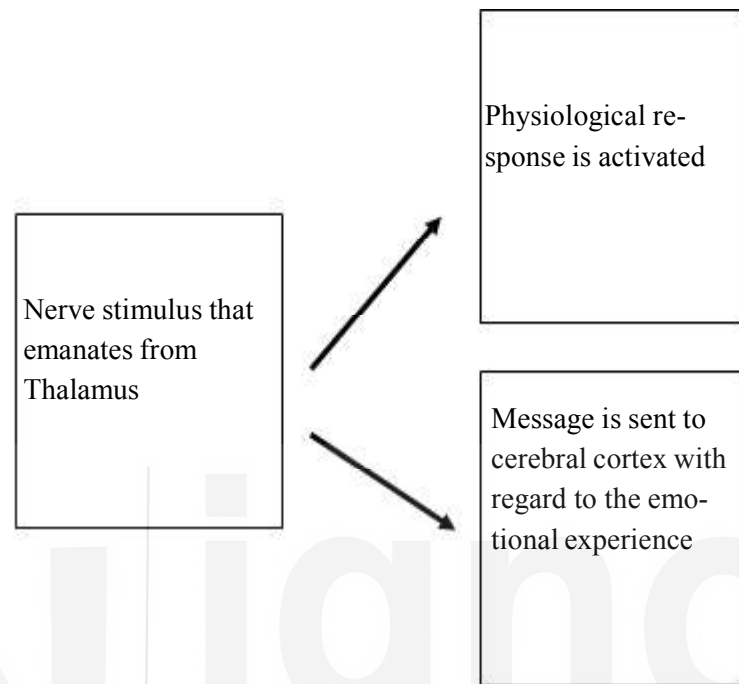


Fig.9.2: Cannon-Bard Theory

Thus, when an emotion producing stimulus is perceived by an individual, a signal is sent by thalamus simultaneously to the autonomic nervous system that produces the visceral reaction and to cerebral cortex regarding the emotional experience. Though the theory rejects the view that physiological arousal leads to emotional experience, recent research has highlighted the role of hypothalamus and limbic system (rather than thalamus) in emotional experience (Feldman, 2015).

9.8.3 The Schachter- Singer Theory

The theory, also called as two factor theory, was proposed by Stanley Schachter and Jerome E. Singer and is based on “the belief that emotions are determined jointly by a nonspecific kind of physiological arousal and its interpretation, based on environmental cues” (Feldman, 2015, pg. 316). Thus, the theory states that emotions experienced are identified by the individuals based on their observation of the environment and by comparing themselves with others. This hypothesis was also tested by Schachter and Singer in their experiment. As experiment was carried out in 1962 on a sample of 184 participants (male college students), who were informed that they were receiving an injection of a vitamin to observe its effect on visual skills. The participants were then given either placebo (a saline solution having no side effects) or epinephrine (adrenalin) by a doctor. Epinephrine is a drug that produces responses that are similar to those that occur when intense emotional reactions are experienced (for example, increase in heart rate, blood sugar levels, increased breathing, increase in the blood flow to brain and muscles and so on). The individual injected with epinephrine may experience trembling, rapid heart beats, flushing and so on.

The participants were subjected to one of the four conditions:

- a) Participants who were given epinephrine but were not told about its effect. [Adrenalin ignorant]
- b) Participants who were given epinephrine (though they were told that they were injected with a vitamin) and were told about the effects (of the vitamin) and thus they were prepared. [Adrenalin Informed]
- c) Participants who were given epinephrine (though they were told that they were injected with a vitamin) but were misinformed about the effects (of the vitamin) and were told that they would experience headache and numbness in feet. [Adrenalin misinformed]
- d) Participants who were given placebo. [This served as a control group]

The participants were then placed individually in a situation along with a confederate who behaved in either of the two ways. The confederate was either happy and excited or was angry and hostile. The research was carried out with an objective to the emotional reaction of the participants towards the behaviours displayed by the confederates.

The results indicated that participants based their explanation with regard to the physiological arousal experienced by them to the behaviour displayed by others and the environmental cues. Thus it can be said that this theory proposes a cognitive perspective of emotions.

9.8.4 Opponent Process Theory

The focus of this theory is that “an emotional reaction to a stimulus is followed automatically by an opposite reaction, repeated exposure to a stimulus causes the initial reaction to weaken and the opponent process (opposite reaction) to strengthen” (Baron, 2005 pg. 398). Thus, the theory states that the law of physics that every action is followed by a reaction, is also applicable to emotion. The theory has found its application to understand drug addiction. As an individual starts using drugs he/ she may initially experience intense pleasure. However, with repeated use of drugs, there is a decrease in the intensity of pleasure and the reactions related to withdrawal become stronger. Thus the individual now consumes drugs in order to avoid the negative feelings he/ she may experience as a result of not consuming drugs rather than for feelings of pleasure.

9.8.5 Cognitive Appraisal Theory of Emotion

This theory was proposed by Richard Lazarus in 1970. The theory states that any information is appraised from various sources, and this appraisal mainly involves cognition. Thus, the emotions experienced are an outcome of the appraisals of the information that is received from the environment and from within the body. Further, the past experiences and dispositions to react in certain manner as well as consideration with regard to the possible consequences of an emotional action play a role in the appraisal process. The theory also focuses on reappraisal of the situation that provoked emotions. Reappraisal also assists in coping with situations that are stressful. For example, when a student is told that he/ she is being called by the Principal of the college, the student will experience apprehension as

he/she would wonder why he/ she is being called. But when the Principal informs the student that he/she has been selected for an educational trip abroad then there is reappraisal of the situation and the student will experience happiness.

9.9 MANIFESTATION AND MEASUREMENT OF EMOTIONS

We understand emotions expressed by others when we observe their non verbal behaviour which can be in terms of facial expression, tone of voice and even body movement and gestures. There could also be variations in the way in which each emotion is perceived. For example, happiness is perceived more accurately from facial expression rather than tone of voice, where as, anger is perceived more accurately in terms of tone of voice when compared with facial expression (Kosslyn and Rosenberg, 2013).

Emotions occur in a social set up that constitutes of family members and friends as well as culture. Thus, both positive and negative emotions are as a result of an individual's social interaction. Further, emotions also have an impact on an individual's social interaction as the social stimuli can stir up emotions.

It is important to note that, expression of emotions is not same as experience of emotions, as the later is mainly a subjective experience. Expression of emotions plays a significant role in an social interaction and there are certain display rules that are specific to one's culture with regard to expression or emotions. Display rules can be defined as "a culture specific rule that indicates when, to whom and how strongly certain emotions can be shown" (Kosslyn and Rosenberg, 2013, pg. 269). Thus, each culture will have its own norms and rules with regard to expression of emotions and these norms and rules are learned by the individuals. Also, it can be stated here that though the basic emotions are same for all individuals, the way these basic emotions are expressed may differ based on the display rules.

An emotional response constitutes of the physiological changes, behavioural-expressive changes as well as subjective changes (Feist and Rosenberg, 2015). Emotions lead to certain physiological changes that can be due to activation of autonomic nervous system. With regard to emotions that are related to the survival and protection from any harm, the sympathetic nervous system is activated. Parasympathetic nervous system is engaged when positive emotions are elicited (Feist and Rosenberg, 2015). Emotions can also lead to changes in the facial expressions, tone of voice and body language. And these emotional expressions in terms of changes in face, voice or bodily postures could be conscious or unconscious, that is, the individual may or may not be aware about his/ her own emotional expressions. The subjective experience of emotions is related to the changes that occur in the quality of conscious experience that takes place during emotional experience. The feelings that are created by emotions differ based on the emotion that is experienced. Thus, the feelings when happiness is experienced is different from the feelings when one is angry. The subjective experience is based on physiological changes and impact on cognition as links with memories and images are activated by emotions.

When the manifestation of emotions is discussed, the term emotion regulation also needs to be discussed. Emotion regulation can be defined as "the cognitive

and behavioural efforts people make to modify their emotions” (Feist and Rosenberg, 2015, pg. 424). Earlier in this section, we discussed about display rules and as such display rules do play an important role or may lead to voluntary control of expression of emotions. Thus, an individual may not express his/ her emotions in certain situations and may freely express them in certain other situations. Further, the expression of emotions can also be prolonged besides voluntarily reducing one’s emotional reaction. Emotional regulation is significant and does play an important role in our social interactions and if emotions are not regulated there could be outcomes that are undesirable or negative. For example, if anger is not regulated, it could lead to aggressive actions. Regulating emotions can also play an important role in prevention of negative cognitive effects that may occur as a result of suppressing behaviours that are driven by emotions.

We often infer emotions of others based on the interpretation of the minimal cues that could be minute differences in body language. Thus, emotional expressions by an individual can be inferred and on the basis of these inferences one can understand the emotional state of that individual. Emotional expressions can be deliberate (you may smile at a person as you wish his/her in the morning) or it could be an unconscious indication of the internal state of a person (for example, a person who is confused may display a wrinkled nose and crease between the eyebrows). Thus, we can understand emotions with the help of reading cues and with the help of perception by imitating. Interpretation of emotions based on the nonverbal communications is also based on experience. With regard to perception based on imitating, when an individual perceives an emotional expression, he/she may subtly imitate that emotional expression (by movement of muscles) and the feedback that he/ she thus receives helps in recognition of emotions in other individuals. This may occur even if one is not consciously aware of seeing the facial expression.

9.9.1 Measurement of Emotions

As we have now understood the manifestation of emotions, it is also relevant that we focus on the measurement of emotions and measurement of emotions also depends on how the emotions are manifested. Measuring emotions is in a way difficult because it is a phenomenon that is multifaceted and constitutes behavioural, expressive, physiological reactions as well as subjective feelings and every instrument that supposedly measures emotion actually measures one of these components (Desmet, 2005).

9.9.1.1 Non-verbal Instrument

Instruments that can be categorised here mainly measure the expressive or physiological aspect of emotions. As we have studied in this unit, any emotion is accompanied with certain expressions and thus emotions can be measured in terms of facial expressions as well as vocal expressions. Thus, facial expressions could be captured by taking photographs or with the help of video recordings that can then be analysed. One such tool is Facial Expression Analysis Tool by Kaiser and Wehrle. Facial Action coding System (FACS) can also be used to study the muscular movements in face that can be observed. Similarly, vocal instruments can also be used as certain emotions could be associated with vocal cues pattern.

Emotions can also be measured on the basis of their physiological component. One of the prominent physiological measures that can be used to measure emotions are polygraph. Polygraph measures the minute changes that occur in the nervous system of an individual. The minute changes are recorded in terms of electrical signals that are recorded on a roll of paper that moves. As stated by (Kosslyn and Rosenberg, 2013, pg. 271), Polygraph is “a machine that is used to detect the lying by monitoring the activity of the sympathetic and parasympathetic nervous systems, particularly changes on how easily the skin conducts electricity, breathing, and heart rate”. The procedure that is followed in polygraphs is that the sensors are first attached to the individual and then he/ she is asked various questions and the bodily responses of the individual can be monitored as he/ she gives the responses. Polygraph has found its use mainly in areas of forensic and criminal psychology, criminology, law enforcement and so on. In this context, there are four main ways in which the questions are asked.

- The first way in which the questions are asked is the relevant/ irrelevant techniques in which, for example, a crime related question is asked which is followed by a question that is neutral and then the bodily changes during the responses to these two types of questions is monitored. The assumption here is that the bodily responses will differ when an individual is telling a lie.
- The next technique is that of control question technique. In this a comparison question is asked which is expected to elicit an emotional reaction that is similar or equivalent to that in crime related questions.
- Yet another technique is guilt knowledge test where indirect questions are asked that are more likely to answer by individuals who are guilty. Further, the questions asked have multiple choices.
- The fourth technique is the guilty action technique, where the responses of the individuals are observed as they are provided with statements regarding actions that they may have committed.

Thus, polygraph can be used not only to measure emotions but also in a way to detect lying. Though, there are a number of issues with regard to whether polygraph can be effectively used in detecting lying.

One of the main advantages of the non-verbal instruments is that there is no use of language and thus they are culture fair and they are comparatively less subjective. Though, there are a number of disadvantages as well as it may not be possible to measure more complex emotions and mixed emotions, and thus they could be used effectively only with basic emotions.

9.9.1.2 Self Report Questionnaires

Emotions can be measured with the help of self report questionnaires as well. An individual can be asked to provide responses to a questionnaire. Such measures are mainly related to the subjective component of emotion and as such the subjective feelings can be measured only with the help of self report. Questions that could be asked are like ‘What are your feelings? Are you feeling sad?’ and so on. Further, rating scales could also be used. Rating scales can be effectively used to measure any emotion as well as mixed emotions. An example of self

report questionnaire is the Positive and Negative Affect Schedule (PANAS- X). Eleven emotions are assessed by this questionnaire, namely, “fear, sadness, hostility, guilt, shyness, fatigue, surprise, joviality, self assurance , attentiveness and serenity” (Eysenck, 2013, pg. 72).

Though, there are numerous advantages of using self report questionnaires to measure emotions, there are a number of limitations as well to this measure. There is a disadvantage of social desirability where the individual may provide responses that seem to be desirable than what he/ she actually feels. Further, such measure are verbal and thus the use of language may not be adequate to actually capture the emotions experienced by the individual.

Self Assessment Questions (SAQ-II)

State whether the following are ‘True’ or ‘False’:

- 1) Emotions occur in a social set up that constitutes of family members and friends as well as culture.
- 2) Emotions can not be measured with the help of self report questionnaires.
- 3) We often infer emotions in others based on the interpretation of the minimal cues that could be minute differences in body language.
- 4) The James Lange theory is also called as two factor theory.....
- 5) Expression of emotions is same as experience of emotions.....

9.10 LET US SUM UP

To summarize, the present unit mainly focused on the concept of emotion. In order to understand this concept, initially the definitions of emotions were discussed. Types of emotions in terms of basic emotions and self conscious emotions were also explained. Components of emotional process, namely, cognitive appraisal, subjective experience, thought and action tendencies, internal bodily changes, facial expressions and response to emotion were also described. Further, it was explained that the emotions are also related to the terms- mood and feelings. The theories of emotions were then highlighted. Theories like the James- Lange theory, the Cannon Bard theory, the Schachter- Singer theory, the Opponent process theory and Cognitive appraisal theory of emotion were discussed. Lastly, the unit focused on the manifestation and measurement of emotions.

9.11 UNIT END QUESTIONS

- 1) What do you understand by emotions? Explain various components of emotions.
- 2) Differentiate between James-Lange theory of emotion, Cannon-Bard theory of emotion and Schachter -Singer theory of emotions.
- 3) Define emotion and discuss its types.
- 4) Describe opponent process theory of emotion.
- 5) Explain how emotions can be measured.

2.12 GLOSSARY

Emotion	: Subjective state of being often described as feeling.
Basic emotions	: These are a set of emotions that commonly appear in all the human beings. These are anger, disgust, happiness, fear, sadness and surprise. These emotions can be stated to be innate and are shared by all human beings.
James-Lange Theory of Emotion	: Physiological arousal leads to emotional experience.
Cognitive Appraisal Theory of Emotion	: Proposed by Richard Lazarus in 1970 which states that any information is appraised from various sources, and this appraisal mainly involves cognition.
Opponent Process Theory	: The focus of this theory is that “an emotional reaction to a stimulus is followed automatically by an opposite reaction.
The Schachter-Singer theory	: This theory, also called as two factor theory, was proposed by Stanley Schachter and Jerome E. Singer and the theory states that emotions experienced are identified by the individuals based on their observation of the environment and by comparing themselves with others.
The Cannon Bard theory	: This theory was proposed by Walter Cannon and Philip Bard. This theory assumes that a same nerve stimulus (that emerges from Thalamus) produces physiological arousal and emotional experiences at the same time.
Mood	: “Affective states that operate in the background of consciousness and tend to last longer than most emotions” (Feist and Rosenberg, 2015, pg. 418).
Feelings	: It is basically an affective process that is simple in nature. It is basically an affective process that is simple in nature.

9.13 ANSWERS TO SELF ASSESSMENT QUESTIONS (SAQ)

SAQ-I

- 1) Emotions is a complex process which involves physiological as well as cognitive change due to a situation and is expressed through behaviour.
- 2) Cognitive appraisal; Subjective experience; Thought and action tendencies; Internal bodily changes; Facial expressions; Response to emotion.
- 3) Emotions prepare an individual for action; Emotions play a role in shaping of future behaviour of an individual; Emotions help in effective interaction with others.

4)

Emotions	Mood
Emotions have a cause that is clear. For example, a person may be amazed while looking at a beautiful monument.	“Moods are free floating and diffuse affective states” (Nolen- Hoeksema et al, 2009, pg 465). For example, an individual may feel cheerful on a day and may feel irritated the next day.

5)

Emotions	Feelings
Any emotional experience is preceded and accompanied by feelings. For example, feeling of pleasure will lead or will be accompanied with the emotion of happiness/ joy.	In feeling emotional experience may or may not occur. For example, an individual may experience feelings of pleasure or pain without experiencing any emotions.

SAQ-II

- 1) True
- 2) False
- 3) True
- 4) False
- 5) False

9.14 REFERENCES AND SUGGESTED READINGS

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