

CUET · PSYCHOLOGY · CLASS XI · CODE 324

Motivation and Emotion

CUET unit: Motivation and Emotion (Class XI Psychology)

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Snapshot

- Establishes the conceptual framework of motivation: needs, drives, arousal, goal-directed behaviour and the motivational cycle.
- Classifies motives into biological (hunger, thirst, sex) and psychosocial (affiliation, power, achievement, curiosity).
- Introduces Maslow's hierarchy of needs as the most popular theoretical model of human motivation.
- Explains the nature of emotions, basic emotions (Izard's 10, Plutchik's 8), and the role of culture in emotional expression and labelling.
- Provides applied content: managing negative emotions (anger, PTSD, examination anxiety) and enhancing positive emotions — frequently tested for application-based MCQs in CUET.

Detailed Notes

2.1 Core concepts

The dynamic side of behaviour answers the questions of "why" we act and "what" we feel. **Motivation** comes from the Latin root **movere**, "to move" — motivation literally explains what **moves** behaviour (NCERT §Nature of Motivation, p. 127). Motives are general states that allow psychologists to predict behaviour across many situations rather than from one isolated instance. Under the umbrella of motivation NCERT groups **instincts, drives, needs, goals** and **incentives** — each contributing to an organism's tendency to initiate, direct and persist in some action. A **need** is defined as a lack or deficit of some necessity; need leads to a **drive**, which is a state of tension or arousal produced by the need that energises seemingly random activity. The activity becomes goal-directed when the organism focuses on a way to reduce the tension; achievement of the goal reduces arousal, completing the loop (NCERT §The Motivational Cycle, pp. 127-128). Fig. 8.1 (p. 127) summarises this **motivational cycle**: Need → Drive → Arousal → Goal-directed behaviour → Achievement → Reduction of arousal → (back to Need).

NCERT classifies motives into two broad categories — **biological (physiological) motives** that are guided by bodily mechanisms, and **psychosocial motives** that are mostly learned from the social environment. The two classes are interdependent: even hunger and thirst (biological) are shaped by social customs about when, how and what

to eat (NCERT §Types of Motives, p. 128). The earliest scientific accounts of motivation invoked **instinct** — inborn patterns of behaviour that are biologically determined rather than learned. An instinct, NCERT notes, has an "impetus" that drives the organism to reduce it. Basic biological needs include **hunger, thirst** and **sex**, which together are essential for individual sustenance (NCERT §Biological Motives, p. 128).

Hunger is triggered by multiple stimuli — stomach contractions, reduced blood glucose, low protein levels and depletion of stored fats; food intake is regulated by a complex feeding-and-satiety system involving the **hypothalamus**, the liver and external cues such as the sight or smell of food (NCERT §Hunger, p. 129). **Thirst** is mainly triggered by the loss of water from cells and reduced blood volume. NCERT specifically identifies the **anterior hypothalamus** as the site of **osmoreceptors** — specialised nerve cells that generate nerve impulses when cells become dehydrated (NCERT §Thirst, p. 129). The **sex motive** differs from other primary motives in three crucial ways: (a) it is not necessary for individual survival; (b) homeostasis is not the goal of sexual activity; and (c) the sex drive develops only with age (NCERT §Sex, p. 129).

The **psychosocial motives** include affiliation, power, achievement and curiosity. **Affiliation** is the motivation for social contact — seeking and being close to other human beings physically and psychologically; it is aroused especially when a person feels threatened, helpless or even when very happy (NCERT pp. 129-130). The **need for power** is the ability of a person to produce intended effects on the behaviour and emotions of another — to influence, control, persuade, lead, charm and enhance one's reputation. **David McClelland (1975)** described power motivation in four general ways (NCERT §Need for Power, p. 130). **Achievement motivation (n-Ach)** is the desire to meet standards of excellence; high achievers prefer moderately difficult, challenging tasks (not very easy or impossibly hard) and actively seek feedback (NCERT §Need for Achievement, p. 130). **Curiosity** is a motivational tendency to act without any specific identifiable goal; it is satisfied through exploration and sensory stimulation and is especially dominant in infants and small children (NCERT §Curiosity and Exploration, p. 130).

The most famous unifying account of human motivation is **Abraham Maslow's Hierarchy of Needs (1968, 1970)**, which arranges needs in an ascending pyramid: **Physiological** → **Safety** → **Belongingness** → **Esteem** → **Self-actualisation** (NCERT §Maslow's Hierarchy of Needs, Fig. 8.3, p. 131). Lower-level physiological needs dominate behaviour until they are satisfied; only then do higher needs occupy the individual's attention. Very few people, NCERT notes, ever reach **self-actualisation** — the realisation of one's fullest potential — and most people remain concerned with lower-level needs throughout life.

The second half turns to **emotion**, defined as a complex pattern of arousal, subjective feeling and cognitive interpretation. NCERT distinguishes emotion from two related affective states: **feeling** denotes the pleasure-pain dimension of an emotion and usually involves bodily reactions, while **mood** is an affective state of much longer duration but lower intensity than an emotion (NCERT §Nature of Emotions, p. 131). A small set of

basic emotions are experienced and recognised everywhere in the world: at least six — **anger, disgust, fear, happiness, sadness, surprise**. **Carroll Izard** proposed ten basic emotions, while **Robert Plutchik** proposed eight basic emotions arranged in four pairs of opposites: **joy-sadness, acceptance-disgust, fear-anger, surprise-anticipation** (NCERT §Nature of Emotions, pp. 131-132). NCERT also notes a documented gender difference: women experience all emotions except anger more intensely than men, while men show higher intensity and frequency of anger — a pattern attributed to social roles that encourage competitiveness in men and affiliation/caring in women.

Culture profoundly shapes both the **expression** and **labelling** of emotions. Non-verbal vocal features such as pitch and loudness are called **paralanguage**; other non-verbal channels include facial expressions, **kinetic** behaviour (gesture and posture) and **proximal** behaviour (interpersonal distance) (NCERT §Culture and Emotional Expression, p. 132). **Charles Darwin** argued that facial expressions for the basic emotions (joy, fear, anger, disgust, sadness, surprise) are inborn and universal — present in all human societies (NCERT p. 132). Yet cultures still differ in finer aspects: Latin Americans and Southern Europeans direct gaze to the eyes during conversation, while Indians and Pakistanis prefer peripheral gaze. The Tahitian language has 46 labels for **anger**; Japanese has 10 labels for happiness, 8 for anger and 6 for disgust; and ancient Indian literature identifies eight emotions — love, mirth, energy, wonder, anger, grief, disgust, fear (NCERT §Culture and Emotional Labeling, p. 133).

Two boxes address applied content. Box 8.1 (p. 133) introduces **post-traumatic stress disorder (PTSD)**: a person who has lived through a disaster re-experiences the event via flashbacks, becomes emotionally disturbed, fails to cope and shows maladaptive behaviour such as depression and autonomic arousal. Box 8.2 (p. 134) deals with **examination anxiety** and divides coping into two strategies: **monitoring** (taking effective and direct action — preparing well, mock-rehearsing, "inoculation", positive thinking and seeking support) and **blunting** (avoidance — relaxation, exercise, distancing oneself from the source of stress). NCERT then describes a battery of techniques for **managing negative emotions** — enhancing self-awareness, appraising the situation objectively, self-monitoring, self-modelling, **perceptual reorganisation / cognitive restructuring**, being creative, nurturing good relationships, empathy, and community service (pp. 133-135). Anger, it stresses, is not a reflex but the result of thinking and therefore controllable; the major source of anger is frustration of motives (NCERT §Managing your Anger, p. 135). Finally, **positive emotions** (hope, joy, optimism, contentment, gratitude) are described as energising — they broaden one's range of action possibilities, improve coping and well-being, and can be cultivated through personality traits of optimism, positive meaning, quality connections, engagement and faith (NCERT pp. 135-136).

2.2 Definitions to memorise

Term	Definition	Page
Motivation	Derived from Latin <i>movere</i> (movement); general states that explain and predict goal-directed behaviour	127
Need	A lack or deficit of some necessity	127
Drive	A state of tension or arousal produced by a need; energises random activity	128
Instinct	Inborn patterns of behaviour that are biologically determined rather than learned; "an urge to do something" with an impetus	128
Osmoreceptors	Nerve cells in anterior hypothalamus that generate nerve impulses in case of cell dehydration (thirst)	129
Affiliation	Motivation to seek other human beings and be close to them physically and psychologically; social contact motive	129
Need for Power	Ability of a person to produce intended effects on the behaviour and emotions of another person	130
Achievement motivation (n-Ach)	Desire of a person to meet standards of excellence; preference for moderately difficult tasks and feedback	130
Curiosity	Motivational tendency to act without a specific identifiable goal; satisfied through exploration	130
Self-actualisation	The need towards fullest development of one's potential; top of Maslow's hierarchy	131
Emotion	A complex pattern of arousal, subjective feeling and cognitive interpretation	131
Feeling	The pleasure or pain dimension of emotion that usually involves bodily functions	131
Mood	An affective state of long duration but lesser intensity than emotion	131
Basic emotions	Six universally recognised emotions — anger, disgust, fear, happiness, sadness, surprise	132
Paralanguage	Non-verbal vocal features of speech such as pitch and loudness	132
Kinetic behaviour	Non-verbal channel using gesture and posture	132
Proximal behaviour	Non-verbal channel using interpersonal distance	132
PTSD	Post-Traumatic Stress Disorder: re-experiencing trauma via flashbacks, emotional disturbance, maladaptive behaviour, autonomic arousal	133
Monitoring (coping)	Effective direct action to manage examination anxiety — preparation, rehearsal, positive thinking	134

Term	Definition	Page
Blunting (coping)	Avoidance-based coping — relaxation, exercise, distraction	134
Cognitive restructuring	Re-evaluating a situation to manage negative emotions	134

2.3 Diagrams / processes to remember

- **Fig. 8.1 The Motivational Cycle (p. 127):** Need → Drive → Arousal → Goal-directed behaviour → Achievement → Reduction of arousal → (back to Need). The diagram emphasises that motivation is a **cycle** rather than a linear sequence — once arousal is reduced, a new need is likely to arise.
- **Fig. 8.2 Types of Motives (p. 128):** Two branches — Biological Motives (innate causes: hormones, neurotransmitters, hypothalamus, limbic system; examples — hunger, thirst, sex) and Psychosocial Motives (psychological + social factors; examples — achievement, affiliation, power, curiosity, self-actualisation).
- **Fig. 8.3 Maslow's Hierarchy of Needs (p. 131):** Bottom-up pyramid — Physiological (base) → Safety → Belongingness → Esteem → Self-actualisation (apex). Lower needs must be reasonably satisfied before higher needs dominate motivation.
- **Fig. 8.4 Sketches of Facial Expressions of Emotions (p. 132):** Four basic facial templates — Fear, Anger, Happy, Sad — illustrating Darwin's claim that basic expressions are universal.

2.4 Common confusions / NTA trap points

- Students confuse **need** (deficit), **drive** (tension/arousal produced by need) and **instinct** (inborn pattern) — NTA likes swapping these definitions.
- The number of basic emotions: Plutchik = 8, Izard = 10, universally recognised = 6 (anger, disgust, fear, happiness, sadness, surprise). Mixing these up is a common distractor.
- Maslow's order is bottom-up: Physiological → Safety → Belongingness → Esteem → Self-actualisation. Belongingness comes **before** esteem (not after).
- **Osmoreceptors** (thirst, anterior hypothalamus) are confused with hunger receptors — they regulate water balance, not food.
- **Paralanguage** refers only to vocal features (pitch, loudness), **NOT** facial or gestural; gesture/posture is **kinetic** and distance is **proximal**.
- Plutchik's four pairs of opposites: joy–sadness, acceptance–disgust, fear–anger, surprise–anticipation — NTA often replaces one element (e.g., "surprise–surprise" or "love–hate") in distractors.
- Affiliation can be aroused even when one is **happy**, not only when one is threatened — students often miss this.

- Anger is described as a **result of thinking** and therefore controllable, not a reflex — a frequent assertion-reason trap.
- High achievers prefer **moderately** difficult tasks, not very easy or impossibly hard ones — McClelland's signature finding.
- **Monitoring vs Blunting:** monitoring = direct action; blunting = avoidance/ distraction. NTA confuses these with Ender-Parker's coping styles from Class XII.

2.5 Thinkers and theories at a glance

Name	Theory / Contribution	Key idea	NCERT page
Abraham Maslow	Hierarchy of Needs (1968, 1970)	Five-tier ascending pyramid — Physiological, Safety, Belongingness, Esteem, Self-actualisation	131
David McClelland	Need for Achievement / Power	Described power motivation in four ways; achievement motive characterised by preference for moderate challenges	130
Carroll Izard	Ten basic emotions	Proposed that there are ten basic emotions universally identifiable	132
Robert Plutchik	Eight basic emotions in four pairs of opposites	Joy-sadness, acceptance-disgust, fear-anger, surprise-anticipation	132
Charles Darwin	Universality of facial expressions	Facial expressions for basic emotions are inborn and universal across human societies	132

Practice MCQs

PYQ Alignment

Motivation and Emotion is a high-yield chapter in CUET Psychology — CUET 2023–2025 papers have repeatedly drawn from Maslow's hierarchy (order of needs), basic emotions according to Plutchik/Izard, biological vs. psychosocial motive classification, the motivational cycle, and applied content from Boxes 8.1 (PTSD) and 8.2 (examination anxiety). Direct factual recall (definitions of drive/need/instinct, osmoreceptors, paralanguage) and match-the-following sets on motive types dominate question patterns from this chapter.