

**Course Name: Bachelor of Physical Education**

**Year – IInd (Part-1)**

**Paper Name - Psychology with Special Reference to Physical Education**

**Topic Name - Emotion**

**Topic No. - Sec - A (2)**

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**Lecture No. - 2**

### **Lecture Title**

### **Emotion- Meaning and Their Psychological Change and Sub Limitations**

### **Academic Script**

Hello viewers. Welcome to the bachelors course of Physical Education. Today, we will discuss about Emotion- Meaning and their Psychological Change and Sub Limitations

#### **Meaning of emotions:**

Human emotion is innate in all of us, it is something we are born with and something we die with. Happiness, sadness, love, hatred, worries, and indifference are things that constantly occur in our daily lives. It is hard to imagine the life without emotions. Emotion is Associated with mood, temperament, personality, disposition, motivation etc. Emotion is internal conscious states that we infer in ourselves and others.

- Emotions are private experiences.
- We infer observable behavior associated with emotion

The term emotion is derived from the Latin word “emovere”, which means “to shake”, “to stir up” Emotion is a complex psycho-physiological experience of an individual's state of mind as interacting with biochemical (internal) and environmental (external) influences.

McDougall (1949) defined “An emotion is an effective experience that one undergoes during an instinctive excitement.” McDougall discovered fourteen basic instincts and concluded that each and every emotion, whatever, it may be, is the product of some instinctive behavior.

The Oxford English dictionary, (1961) defines emotion as, “Any agitation or disturbance of mind, feelings, passion, and any intense or excited mental state.”

Crow and Crow, (1964) Defines “An emotion is an affective experience that accompanies generalized inner adjustment as well as mental and psychological i.e. stirred up states in the individual and are indexed in his overt behavior.”

Morris (1979), defines emotion as, “A complex affective experience that involves diffuse physiological changes and can be expressed overtly in characteristic behavior patterns.”

All the definitions tend to describe emotions as some sort of feelings or affective experiences which are characterized by some physiological changes that generally lead them to perform some or the other types of behavioral acts. There are hundreds of emotions with their blends, variations, mutations and distinctions.

**Emotion:** a complex pattern of feelings that includes arousal (heart pounding), cognitions (thoughts, values, and expectations), and expressive behaviors (smiles, frowns)

**Emotions have three components:**

- a. Biological
- b. Cognitive
- c. Behavioral

**Biological (arousal) Component:** *What happens in your body when you get a sudden surprise?*

- Changes in heart rate, perspiration, and breathing are controlled by brain and Autonomous Nervous System (ANS).
- Limbic system, especially amygdala. (a roughly almond-shaped mass of grey matter inside each cerebral hemisphere, involved with the experiencing of emotions).
- Thalamus sends signal to cortex for processing and to amygdala for immediate response.
- Autonomic nervous system prepares for (and recovers from) fight or flight. ( the instinctive physiological response to a threatening situation, which readies one either to resist forcibly or to run away)

**Cognitive (Thinking) Component**

- What you experience as pleasurable may be boring or unpleasant to another.
- Self-report measures (surveys, interviews) what people think about their emotions
- But sometimes people are unwilling or unable to accurately report emotions.
- The other two components of emotions (biological and behavioral) are used in research to supplement cognitive measures.

**Behavioral (Expressive) Component**

- Facial expressions are an important form of emotional communication
- When verbal message and nonverbal message don't match, we believe the nonverbal message.

**Characteristics of emotions:**

1. Emotions are related to instincts.
2. Emotions according to McDougall have 3 aspects: 1. cognitive, 2. Affective and 3 conative means knowing or perceptual aspect or emotional aspect. Cognitive means knowing or perceptual aspect, affective means feeling or emotional aspect. Conative means doing or striving aspect
3. Every emotion involves physical and psychological changes in the organism. There are internal physiological changes too.
4. Emotions are frequent and temporary.
5. Small children are unable to hide their emotions and express them in directly through different activities such as crying, nail biting and thumb sucking.
6. Emotions are present at all stages of development.
7. Emotions differ from individual to individual.
8. Emotions rise abruptly but die slowly.
9. Some emotion can be aroused by a number of different stimuli-objects or situations.
10. Emotions are subject of displacement.
11. Emotional feeling when intense dominates our personality, even lose our thinking power.
12. Expression of an emotion leads to an entire change in our behavioural pattern which is different from normal.
13. Watson recognizes three important emotions as their types Fear, Rage and love. Gates and others mentioned six emotions, while McDougall holds that there are 14 emotions parallel to the instincts.
14. Emotions can be modified

**Categories of emotions:** there are two categories of emotion primary and secondary. A primary human emotion types are the one triggered in response to an event like love, joy, anger, sadness, surprise and fear. The Secondary emotion is a state when we experience fear, the secondary emotions would be, feel threatened or feel anger, depending on the situation we are experiencing. Secondary emotions are like passion, optimism, irritation, disgust, shame, nervousness. The variation in emotions are classified as negative or positive that lead one to feel good about one's self will lead to an emotionally happy and satisfied result, like hopeful, confident, peaceful are example of positive emotion. Where as Negative emotion sap our energy and undermine your

effectiveness. In the negative emotional state, you find the lack of desire to do anything like exhausted, panic, obnoxious etc.

### **How we perceive emotions:**

- i. **Body posture:** The way we hold our bodies when we walk, stand and sit gives cues to others about our emotional state. It clues them in to how relaxed or tense we are and how confident or shy we are depending on how close we're standing to another person; it can also show aggression or love, dominance or submission.
- ii. **Speech Patterns:** We may choose our words carefully when we are angry or expressing happiness. Our emotions cause us not only to feel differently, but also to speak differently. Our speech patterns also change depending on our emotional state, our regular pace can increase or decrease in rate, and pitch, tone, volume and our modulation and even accent may also be affected.
- iii. **Gestures:** Gestures take on different meanings in different cultures, gesturing in general is one way humans communicate emotion to each other non verbally.
- iv. **Facial expressions:** On facial muscles, there are 44 muscles which are able to communicate important non verbal messages in a split second, anger, contempt, disgust, fear, happiness, sadness and surprise seem to be seven universal facial expressions that all humans unconsciously recognize and interpret.
- v. **Physiological Cues:** our emotions are accompanied by subtle physiological change, a subtle blush of the face or increase in heart rate or body temperature could be a clue to the emotional state of the person you are talking to.

### **Three major theories of emotion:**

- **James-Lange:** the subjective experience of emotion *results from* physiological changes rather than being its cause (“I feel sad because I’m crying”)
- **Cannon-Bard :** emotions and physiological changes occur simultaneously (“I’m crying and feel sad at the same time”)
- **Schachter and Singer’s two-factor theory:** emotion depends on two factors – physiological arousal and cognitive labelling.

### **Educational Implications:**

1. The teacher is model for the students. They imitate them. He should have an emotionally balanced personality. This will have a healthy influence on children.
2. Teachers and parents should allow expression of emotions by children. If they found them excessive in their expression especially negative emotions, they should not lose patience instead try to redirect their emotions.
3. Methods of teaching of the teacher should also be effective so that their emotions may automatically redirected for the cause of society.
4. Each and every teachers should provide emotional security in the school so that children may develop their personality harmoniously otherwise they would develop anxiety which may be harmful for them. Teacher may try to create a healthy atmosphere in the class and in school. He should be have with their students sympathetically and affectionately so that they may feel secure and may not develop inferiority complex or feeling of superiority.
5. The teachers should try to arouse healthy and worthy emotions in the children which may lead them to do some creative work.
6. During adolescent, lack of information about sex may cause emotional disturbance' Teachers and parents should provide required knowledge and try guide them to solve their problems in this regard. There should not be shyness from other side.
7. Parents and teachers should provide creative and democratic atmosphere in the home and school respectively. Children should be allowed to handle their own problems as far as it is convenient but provide guidance when they need.
8. Evaluation should be continuous and objective.
9. Teachers should help children to have fine are emotions which would lead to the formation of god character which is the need of our society.
10. Teachers should try to sublimate the emotions of the children by allowing them to write stories, poems, songs etc.

### **Limitations of emotion:**

- Interferes with "Sense Perception" - example: confirmation bias.
- Influences our use of "Language" - emotive language can influence knowledge of others and ourselves - i.e. we can convince ourselves & reinforce our own opinions.

- Interferes with our "Reason" - often leading us to "rationalize" our passionately held beliefs. Smoking and other health / behavior issues.
- Emotion can affect us physically - reducing our self control.
- Can prevent us from overcoming obstacles.
- Emotion can lead to poorly considered decisions that do not consider the long run implications / consequences.
- Can become addicted to Emotional state - both psychologically & possibly physically via the chemicals created by the human body.
- Many intuitive judgments are inaccurate or incomplete.
- Sometimes causes us to value the "one" over the larger underlying problem. Feeding one hungry child and not the big problem of world hunger. Can act as a block to solving larger, longer run problems such as Climate Change, Poverty, or Social Injustice.
- Difficult to "know" your own emotional state. - Strong emotions such as anger are often misdirected.
- Knowing via "Faith" can become dogmatic and limit one's receptiveness to other ideas/possibilities and create conflict with those of alternative views.

### **Conclusion:**

Emotions are affective in nature. Emotions are intense feelings that are directed at someone or something. Emotions are complex. According to some theories, they are a state of feeling that results in physical and psychological changes that influence our behavior. Emotions are reactions to a person (seeing a friend at work may make you feel glad) or event (dealing with a rude client may make you feel angry). You show your emotions when you're "happy about something, angry at someone, afraid of something. Emotion can affect us physically - reducing our self control.