

# The relation of the intensity of the emotion in the influence of the sport performance

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## Abstract

The objective of the study was to identify the prominent emotions in the Sports Swimming modality and to evaluate the relations that are established between the Intensity and the Influence of the emotions in the sport performance in young swimmers. A total of forty-four young male and female swimmers from a team of the 1st National Division were evaluated with the Questionnaire on Emotions in Sports Performance (QESP). Pearson's Correlation was used to examine the interrelationship between Intensity of emotions and Influence of emotions ( $p \leq 0.05$ ) on the sample.

The results of our study confirm that there are emotions with correlations in intensity influencing sports performance, and that this relationship is important, since emotion has a powerful effect on performance.

**Keywords:** emotions,intensity, influence, gender,performance.

## Introduction

Emotion is part of the human being. Social emotions such as Guilt and Shame appear at an early age; however, children have long identified emotions such as Sadness, Fear, Anger or Joy. Emotions play an important motivational role in thinking, they have the power to direct and influence a wide variety of basic social mechanisms and thinking (Harris, 1999; Harris, 2008; Jones, 2003).

Emotions occur when the individual has a certain relationship with the environment, which makes their meanings positive or negative (Beer & Lombardo, 2007; Jones,

2003). The meaning of the emotion will have to do with the perception of the damages or the benefits, of the relation of the individual with the environment. An emotion is a collection of chemical and neural responses that form a distinct pattern. Responses to an emotion-triggering object or event are automatic, and do not merely fit into the repertoires of action prescribed by evolution, include indeed, many others acquired by individual experience (Damasio, 2003). Throughout the ages, emotions have been analyzed under various perspectives (Shaver, Schwartz, Kirson & O'Connor, 1987; Lazarus, 1991; Damasio, 2003; Roazzi, Dias, Sílvia, Santos & Roazzi, 2011). However, emotions can be classified as positive or negative. Positive emotions are more diffused and less urgent, help us responding to life's various opportunities and produce something enjoyable. Negative emotions are more urgent; they are reactive and help us responding to an event that produces something unpleasant. When negative emotions continue over time, they are an important factor for serious pathological problems, for violence, and even for suicide (Fredrickson & Cohn, 2008). Emotions are complex reactions that unfold in the mind and in the human body; these reactions comprise a subjective state of mind, an impulse to act, and profound chemical changes. Thus, negative emotions have the principle of preserving the individual as long as they arise in a short and limited space of time. Positive emotions help the subject to build and maintain a good and healthy life (Davidson, Fox & Kalin, 2007, Beer & Lombardo, 2007, Fredrickson & Cohn, 2008).

Pure Sport Swimming is an intense and complex multi-factor sport that is the origin of the swimmer's sporting performance (Fernandes & Vilas-Boas, 2006). It is a complex, continuous, cyclical and individual sport where physical conditioning has a contribution to high-level performance (Fernandes et al., 2016). And in individual modalities the pressure is supported by the individual, which intensifies the somatic symptoms (Ramis, Viladrich, Sousa, & Jannes, 2015), however, when the competitive level increases, Somatic Anxiety, Depression and Confusion, increasing the values of vigor (Gomez, Sanchez, Mendes-Sanchez & Jaenes-Amarillo, 2016), all these factors reveal the importance of emotional variables in the sporting context. Each emotion has distinct functions, in the way it organizes perception, cognition, and behavior. The way you assess the situation determines the emotion. Emotions are responses of the individual to the needs of the moment. Emotions are dynamic in nature and in the influence of behavior, in sport the athlete's behavior is directly associated with performance (Campo, Champely, Lane, Rosnet, Ferrand & Louvet, 2016).

### The Intensity and Influence of Emotions

Intensity refers to the quality of what is intense, the degree of activity or energy put into something. The case of the intensity of emotion is difficult to code due to its nature. However, the calibration of emotional experiences becomes more challenging as emotions become more intense (Matus, Orozco, Aragón & Lovingo, 2016). There are several fields in which familiarity of events increases emotional intensity regardless of the valence of emotions (Ali & Peynircioglu, 2010). In the sporting context, the athlete's emotional intensity must have a functional effect on his or her sporting performance in order to create the appropriate emotional intensity to obtain the best sports performance (Martins, 2010).

The influence of the emotions will be the effect that it exerts on the individual and that may or may not alter the development of the behavior. In a cross-country study, emotions explained fifty-three percent of performance subjectivity and may still explain the negative influence on sports performance (Moen, Myhre & Sandbakk, 2015). Given the great influence of emotions on performance, one should seek to develop strategies that allow a meaningful analysis of emotion / performance relationships (Campo et al., 2016).

The aim of the study was to identify the prominent emotions in the Pure Sports Swimming modality and to evaluate the relations that are established between the Intensity and the Influence of the emotions in the sport performance, in young people of an individual modality.

### **Methodology**

#### **Sample**

The sample is made up of forty-four swimmers from a team of the 1st National Division of Pure Swimming, aged between fourteen and twenty-two (with a mean age of 16.39 - SD = 2.10), with more than fifteen hours of training weekly and with more than six years of competition.

All athletes participated voluntarily and were informed that all data collected would be anonymous and confidential. They were given information about the purpose of the research.

#### **Instrument**

The questionnaire used was the Questionnaire on Emotions in Sports Performance (QESP) developed by Martins, Palmi, Alves and Brito (2010), which evaluates the

**Intensity and Influence of emotions.** The questionnaire has 15 items (15 emotions - 8 negative emotions and 7 positive emotions) with two scales that evaluate the intensity of the emotion (score with a minimum of 0 that corresponds to the absence of the emotion and the maximum of 9 that corresponds to the maximum intensity of the emotion) and influence of emotion on sports performance (scores range from -4 to +4, negative values correspond to negative influence and positive values to positive influence). Martins (2010) considered the Questionnaire on Emotions in Sports Performance (QESP) reliable, consistent and valid to collect information and detect relationships between variables, and reinforces that the present questionnaire accurately and validates what one intends to study, determines the importance of the result investigations that use it.

The emotions that make up our study are fifteen: eight negative emotions (Anger, Anxiety, Guilt, Fear, Envy, Shame, Sadness and Jealousy) and seven positive emotions (Joy, Hope, Pride, Compassion, Gratitude, Love and Relief).

**Anger** - It is an emotion of annoyance, of personal dissatisfaction, which arises from negative events or facts. Anger gives us a sense of power and challenge, leads us to face and confront the focus of tension. So it is important to know this emotion to know how much it is possible to face the challenge so that it does not become harmful.

**Anxiety** - It is a state of agitation, of concern, it is a negative emotion that arises by anticipation, arises before the event occurs. It has somatic and cognitive consequences. It is an emotion that arises before the stimulus and that anticipates the moment, be it real or not (Ohman, 2008). It plays a vital role and is associated with survival.

**Fear** - It is a state of disturbance before a risk or a real or imagined threat, caused by the perception of danger. It is the emotion that prepares and motivates the individual to escape danger or to remain static, or else, the individual wants to stay out of the event (André, 2004; Quirk, 2007; Ohman, 2008), there may also be uncertainty or a lack of knowledge about the moment, is an emotion that comes after the stimulus. Emotional centers shoot a lot of hormones, blood goes to the muscles, propelling the individual to run, run away, stay or fight.

**Blame** - Blame keeps the person responsible for their actions and gives them a certain social balance, because censorship and responsibility are present. In this situation, the individual feels that he can change the situation that generated it, or at least redeem himself. In these situations, the individual may have behaviors that he would not have in normal situations (Ellsworth & Smith, 1988; Lewis, 2008).

**Envy** - The emotion of Envy arises from the comparison of something, it is a negative emotion that arises because the individual wants certain skills, abilities or something that the other possesses (Parrot & Smith, 1993). It is the desire to possess something that you do not have and to possess something that belongs to others.

**Shame** - It is an emotion that leaves the individual in a negative state, in a state of confusion with the outside, is a violation of the social and cultural rules of the subject. Shame is directly linked to the Self, in which the individual's personal values are questioned (Lewis, 1971, Lewis, 2008), is an emotion of the representations of the Self, is the product of complex cognitive activities, is a highly painful state and negative (Lewis, 2008). It is a knowledge of doom and personal condemnation.

**Sadness** - The emotion of Sadness is an appeal on the part of the individual, when they can not get something they want, it is a sign that something is wrong, needs help to minimize or bear losses. However, this support does not always happen leaving the individual dependent on others.

**Jealousy** - It is a negative emotion of insecurity and the possible loss or sharing of something or someone. The emotion Jealousy arises in certain human relationships.

**Relief** - It is the emotion that arises when the physical or psychological handicap is removed. It arises after strong negative emotions have occurred as pain, anxiety or oppression. Emotion Relief usually involves as one of the first physical symptoms, a strong and rapid exhalation. (It turns out that every time we exhale, our heart rate slows slightly).

**Joy** - It is an emotion of well-being, it is positive and it is contentment, it arises after an event or after something (it is an emotion "a posteriori").

**Pride** - The emotion of Pride is the consequence of an evaluation, a successful action, a positive satisfaction that results from the object or the behavior performed (Lewis, 2008). This emotion tends to refer to personal appreciation or a very close person.

**Hope** - It is an emotion projected for the future, where the timing can be extremely adverse but the expectations of improvement will be high. Hope emotion has to be assessed in a dynamic context where changes may occur or there is simply a belief in the moment's improvement (Ellsworth & Smith, 1988). The individual believes that what is desired and intended is possible.

**Love** - It is a profound and ineffable positive emotion, it is an acknowledgment of qualities and a sense of underlying unity. Love can lead to moments of euphoria; it has an important influence on social behavior. It is distinct from the positive emotions,

domains, and active, interpersonal, mastery, and spiritual tendencies it possesses (Fredrickson & Cohn, 2008).

**Gratitude** - It is a positive relational emotion, a thanks that arises as a response to a beneficial event and that sustains the moral behavior of society (Emmons & McCullough, 2003; Sheldon & Lyubomirsky, 2006; Froh, Sefick & Emmons, 2008). This emotion happens when the individual receives something of value.

**Compassion** - The emotion of Compassion is an evaluation of a moral act, built on an ethic of society, in which the individual is a part, and motivates an altruistic behavior, of help and concern for another living being (Lutz, Brefczynski-Lewis, Johnstone & Davidson, 2008; Goetz, Keltner & Simon-Thomas, 2010). It is the understanding of the suffering of others and the desire to help and to relieve this suffering.

### **Procedures**

The questionnaire (QESP) was distributed the week before the National Club Championship on the eve of the event. Authorization was requested from the parents, coaches and club so that young people could respond, as it was the confidentiality and anonymity of all the data collected. All subjects gave their consent prior to participation.

### **Statistical Procedures**

The results were expressed as means and standard deviation. The normality of the distributions was tested using the kolmogorov-Smirnov test, being the homogeneity of variances through the Levene Test.

Pearson's correlation was used to examine the interrelationship between Intensity of emotions and Influence of emotions ( $p \leq 0.05$ ) on the sample.

### **Results**

Athletes identified Emotional Intensity and its Influence on sports performance during the competitive context. The values of the variables of the sample presented the necessary assumptions of normality and homogeneity in order to be able to use the Pearson Correlation.

We analyzed the correlations of Intensity of emotion in the Influence of sports performance and we see (Table 1) that Anger, Jealousy, Joy, Pride, Relief, Hope, Love, Gratitude and Compassion relate positively. When there is an increase in emotion intensity, the influence of emotion on sports performance is statistically significant.

In our study we found several emotions with influence and important impact on sports performance, unlike studies that only mention some emotions as predictors of

performance such as Happiness, Anger and Shame (Uphill, Groom & Jones, 2014), Anxiety and The Rage / Anger in rugby (Campo et al., 2016).

Nevertheless, we can see that the increase in intensity of certain emotions will influence other emotions in sports performance (Tables 1 and 2).

Emotional Intensities correlate positively with the influence of other emotions on sports performance such as Anger (with Love), Anxiety (with Hope and Gratitude), Fear (with Gratitude and Compassion), Blame (with Pride, Love and Gratitude), Jealousy (with Love), Joy (with Anxiety, Pride, Relief and Hope), Pride (with Joy and Hope), Relief (with Hope, Gratitude, and Compassion), Love (with Gratitude), Gratitude (with Anger, Relief, Love and Compassion) and Compassion (with Pride, Hope, Love And Gratitude).

We found that there are also negative correlations in Intensity of emotion with the influence of other emotions on sports performance such as Joy with Blame and Love with Sadness. However, we note that the Intensity of the emotions Shame, Sadness and Envy have no influence on the emotions in the sporting performance.

Table 1 - Correlation of Emotional Intensity in the Influence of Sports Performance

N=44		Influence of emotions													
Intensity of emotions	Anger	Anx	Fear	Blam	Sha	Sadn	Env	Jeal	Joy	Pride	Rel	Hope	Love	Grat	Comp
Anger															
Anx	,332*														
Fear	,163	,151													
Blam	,140	,025													
Sha	-,118	,229	,203												
Sadn	,049	,122	,183	,018											
Env	,531	,155	,084												
Jeal															
Joy															
Pride															
Rel															
Hope															
Love															
Grat															
Comp															

Gratit	,323*	,161	-,001	,067	-	-,106	,015	-,026	,153	,226	,459	,276*	,468	<b>,792</b>	,424
						,155					**	**	**	**	
Comp	-,028	-	,072	,137	-	-,174	-	,010	,130	,278*	,057	,292*	,278*	,354*	<b>,639</b>
		,136			,083		,103								**

\*\*. Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

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Table 2 - Pearson's Correlation of Intensity of Emotions with Influence of Emotions on Sports Performance

N=44		Significant relationship p≤0,01 e p≤0,05,	Non-significant relationship p>0,05
Intensity		Influence	
Negative Emotions			
Anger	Anger and Love	Anxiety, Fear, Guilt, Shame, Sadness, Envy, Jealousy, Joy, Pride, Relief, Hope, Gratitude and Compassion	
Anxiety	Hope, Gratitude and Compassion	Anger, Anxiety, Fear, Guilt, Shame, Sadness, Envy, Jealousy, Joy, Pride, Relief, Love	
3. Fear	Gratitude and Compassion	Anger, Anxiety, Fear, Guilt, Shame, Sadness, Envy, Jealousy, Joy, Pride, Relief, Hope and Love	
Blame	Pride, Love and Gratitude	Anger, Anxiety, Fear, Guilt, Shame, Sadness, Envy, Jealousy, Joy, Relief, Hope and Compassion	
Jealousy	Jealousy and Love	Anger, Anxiety, Fear, Guilt, Shame, Sadness, Envy, Jealousy, Joy, Relief, Hope, Gratitude and Compassion	
Positive Emotions			
Joy	Anxiety, (-) Guilt, Joy, Hope, Relief and Pride	Anger, Fear, Shame, Sadness, Envy, Jealousy, Love, Gratitude and Compassion	
Pride	Joy, Pride and Hope	Anger, Anxiety, Fear, Guilt, Shame, Sadness, Envy, Jealousy, Relief, Love, Gratitude and Compassion	
Relief	Relief, Hope, Pride and Gratitude	Anger, Anxiety, Fear, Guilt, Shame, Sadness, Envy, Jealousy, Joy, Love and Compassion	
Hope	Hope	Anger, Anxiety, Fear, Guilt, Shame, Sadness, Envy, Jealousy, Joy, Pride, Relief, Love, Gratitude and Compassion	
Love	(-) Sadness, Love and Gratitude	Anger, Anxiety, Fear, Guilt, Shame, Envy, Jealousy, Joy, Pride, Relief, Hope and Compassion	
Gratitude	Anger, Relief, Love, Gratitude and Compassion	Anxiety, Fear, Guilt, Shame, Sadness, Envy, Jealousy, Joy, Pride and Hope	
15. Compassion	Pride, Hope Love, Gratitude and Compassion	Anger, Anxiety, Fear, Guilt, Shame, Sadness, Jealousy, Jealousy, Joy and Relief	

Emotions such as Joy, Pride, Relief, Hope, Love, Gratitude, and Compassion are positive emotions and positive emotions are associated with the development of strategic resources for resilience and lifelong psychological health (Moraitou, Galanakis, Stalikis & Garivaldis, 2011).

The Joy emotion occurs when the causes are circumstantial and can not be controlled. This emotion is after the circumstances and depends on the stimulus that has occurred, and which no one can control. The emotion Hope comes before the event, it is the desire

for something good to happen, after accomplishing the performance feel the emotion of Pride. While that emotion Love is a recognition of the neighbor, of calm and satisfaction, especially facilitating cooperation, it is a harmony that feels in a context, such as the emotion Compassion that motivates the behavior of altruism to the other. The Emotion Gratitude comes through the recognition and appreciation of the work developed. Emotional balance produces a range of thoughts, allowing you to create plans for the future. Positive emotions improve memory and thus cognitions are more positively integrated, allow for processing, focus on a greater number of individual needs, and can be used to motivate and support difficult intellectual tasks (Salovey & Mayer, 1990) how to improve the performance of the individual. Positive emotions reflect well-being and are post-event, emotion Pride is the satisfaction of having achieved your goal after so many hours of work. As for Love is the interpersonal tendency, it is the mastery that is possessed (Fredrickson & Cohn, 2008). The emotion Compassion comes from the moral act of the event (Lutz et al., 2008; Goetz et al., 2010), the emotion Gratitude is a gratefulness, a personal satisfaction that arises from the event performed (Emmons & McCullough, 2003; Sheldon & Lyubomirsky, 2006; Froh et al., 2008). Emotions play an important motivational role in the individual, directing attention to what is important for their survival.

Positive emotions occur by situations or at times considered to be consistent and real, negative emotions occur by inconsistent situations or moments (Roseman, Spindel & Jose, 1990). Anger emotion and Jealousy emotion exhibit very intense bodily manifestations, however, they are emotions that differ in the type of stimulus. Anger emotion has a licit and identifiable stimulus and appears after the event, the reverse of emotion Jealousy in which the stimuli appear from a possible event or not, this emotion arises with certain events and identifies with another individual, wanting something on the other (Roseman et al., 1990; Parrott & Smith, 1993). This dichotomy towards the other makes the correlations of these two emotions quite interesting, given the sporting complexity (Brito, 2001) and emotional relationships in sport.

The tenser the individual will be, the more painful the experience will be and the more difficult it will correlate with other emotions, especially if they are positive emotions. The regulation of negative emotions suggests that it will be consequential in the adaptation of adversity (Davidson et al., 2007), leading to a gradual adaptation, but the performance and the strategies are dependent on the emotional experiences of each individual. The swimmers experience different emotions, whether positive and / or

negative, facilitating and / or harmful throughout the sporting process, reflect the importance of the emotional phenomenon in sports (Dias, Corte-Real, Cruz & Fonseca, 2013), recognition and understanding of emotions constitute a first step to acquire emotional control (Latinjak, Lopez-Roz & Font-Llado, 2014). Emotions are more useful in a system of more complex behaviors; the use of emotions depends on the reinforcement based on the use of the action for the control of emotions (Salovey & Mayer, 1990).

The emotion Guilt involves negative evaluations of a specific behavior, although painful emotion Guilt is not associated with an aggressive response to the neighbor, so this emotion may have a protective function against aggression (Stuewing, Tangney, Heigel, Harty & McCloskey, 2010). Ellsworth and Smith (1988) report that Blame is high when the person himself describes the episodes that occurred. The association of emotions evaluations of Sadness and Blame are correlated with low levels of attention. The greater the relationship of the emotion Blame, the less jealousy, the Pride and the Relief. Pride is associated with high levels of attention and certainty. Guilt and Fear are associated with high levels of anticipated effort and emotion Sadness at low levels of attention (Ellsworth & Smith, 1988). For there to be suffering there must be a situation of threat and a situation of impotence (Bueno, Capdevilla & Fernández-Castro, 2002). Without these two variables there will be no suffering. The emotions of self-consciousness of the self as the emotion Blame are linked to other emotions (Lewis, 2008), as we can observe in the data.

Fear arises from the consequences of the moment, for not accomplishing what is intended, is to fight or to flee (André, 2004, Quirk, 2007, Ohman, 2008), the emotion Blame appears when personal and social values are transgressed, but there is always the possibility of resolving the situation (Ellsworth & Smith, 1988; Lewis, 2008).

Emotions from a functional point of view have causes of motivational effect or can be understood as a variable between the assumption and its effect, but we must also consider them with an experiential-subjective component, and it is still necessary to know the relation between emotion and cognition and its implications (Martins, 1999). For Samulski (2002) there are few results regarding the importance and function of emotion in sport, even so, he understands that emotions have two functions: the function of organizing, guiding and controlling actions and the function of activating (motivating). Brito (1996) points out some factors necessary to reach the high level with extremely high motivation, the ease in dealing with competitive objectives and in

discerning the hierarchy of the actions that lead to the best result, the little concern with defeat, no blame attribution to external factors, a greater concentration on performance, extremely high self-esteem, a natural attitude toward victory, suggesting arrogance, lack of sensitivity to others, little anxiety and a lot of tranquility, a willingness to cope with pain and Risks at their extreme limits.

## **Discussion**

The aim of the study was to identify the prominent emotions in the Pure Sports Swimming modality and to evaluate the relations that are established between the Intensity and the Influence of the emotions in the sport performance, in young people of an individual modality.

The results of our sample showed that there are positive correlations of the emotions Anger, Jealousy, Joy, Pride, Relief, Hope, Love, Gratitude and Compassion, corroborating that emotions occurring in a sports context are not restricted to two or three emotions (Dias et al., 2013; Uphill, Groom & Jones, 2014; Campo et al., 2016), proving that swimmers experience a wide range of emotions during the sporting context.

The sample is of an individual sporting modality which can produce another dynamic in the emotional relations in context, because a differentiated impact is produced depending on the modality being individual or collective, as well as the due relations with their colleagues (Cruz, 1989). In a collective modality group dynamics have greater influence on the individual. In the individual modality, the subject does not have the support of the colleagues during the execution of the test; the suffering is dependent on the moment, of the effort and of being alone (Bueno et al., 2002). The Pure Sports Swimming modality takes place in a closed environment with a large part of the factors under control, while most of the collective modalities do not depend only on performance but on a whole. We find that Pure Sports Swimming is a very demanding discipline and hard work, in which young people daily train hours (more than fifteen hours a week), in which they need a panoply of physical, psychic and family instruments not to give up.

The results of our study confirm that there are emotions with correlations in intensity and that influence sports performance, and that this relationship is important, since emotion has a powerful effect on performance, however, performance also has a strong influence on emotions (Campo et al., 2016).

Emotions have various ways of influencing cognitive mechanisms such as attention, memory, and learning. Emotions are appropriate for this purpose of attributing relevance to particular experiences, depending on the context of their internal motivations (Gadanh, 1999). Individuals know what they feel, yet information about emotion intensity is a non-discrete event and intensity becomes problematic (Matus et al., 2016). The fact that positive emotions relate to certain emotions may guide the individual to channel their resources to these emotions. Thus, the individual can adjust the intensity of the emotion to the moment and facilitate a better performance.

The intensity of the emotions differs but the more satisfied athletes have more intensity in their emotions (Moen et al., 2015). Individuals using certain strategies will have a greater perception of control and safety disposition, being less subject to the effects of stress (Updegraff & Taylor, 2000).

People interact with the environment, affect and are affected by the social context and this interaction is not just the brain or a part of the body. It is important to keep in mind the knowledge of the emotions and the personal experiences brought by the youth are interconnected, we observe the presence of metacognitive processes, since when reflecting on their emotions young people can act better on them. This process contributes to the development and modification of the knowledge of emotions and how it is organized in the semantic field. Effective regulation presupposes that the emotions that cause pain can be adaptive and even necessary, since they can lead to new states of performance (Salovey & Mayer, 1990), causing an impact on performance and interpersonal relationships.

In sports performance, emotions play a central role (Jones & Hanton, 2001), so as to foster and empower emotions in sports performance or in our daily life, it will be possible to channel and reinforce the role of emotions in our lives.

### **Final considerations**

Emotions constitute a primary system of motivation; they focus on a set of notions culturally and socially constructed in the person. Treat emotions not as subjective states but as discursive practices permeated by power negotiations within the individual.

Thus we conclude that the emotions Anger, Jealousy, Pride, Relief, Hope, Love, Gratitude and Compassion are influential in the sporting performance in this group of swimmers, they should be oriented to influence and enhance the performance of each individual. We suggest the elaboration and application of an emotional control program

in the daily training of swimmers. Ultimately, the frequent mention of these categories points to certain fundamental tensions between the way of thinking and experiencing emotions, calling into question certain notions of the person and emphasizing the situational character (individuality, moments and phases of life).

The richness of emotional experiences is not enough for the bodily manifestation that they are! But to the possible relation that they can have with other emotions, organizing the responses that can provoke behavioral changes in the individual, aiming at an optimal internal environment in favor of a more appropriate behavior for the moment.

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