

Achievement as Gift and Prestige: Formulating Anticipated Emotion of Others as New Determinant of Consumer Motivation

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Emotion is central component of consumer behavior. This concept, that is borrowed from psychology, is now widely and applied studied in marketing. Two major approaches used by marketing researchers are, first, behavior causes emotions and second, emotions cause behavior. In the second approach, marketing researchers study anticipated emotions of the actors and their consequences on the actors' behavior. The interesting question, how is anticipated emotion of others on the actor's behavior? This study is purposed to answer that question. The author studies potential emotions of others that accompany future individuals' achievement when achievement is considered as gift to significant others or prestige source for the individuals. In doing so, the author develops anticipated emotion of others concept, conceptual model, and related propositions. Discussion, direction for further research, and the contributions of the study to the academic and practical worlds are also presented.

Keywords: anticipated emotion of others, gift giving behavior, prestige-seeking consumer behavior, consumer achievement motivation

Emosi adalah komponen utama perilaku konsumen. Konsep ini, yang dipinjam dari psikologi, sekarang telah diterapkan dan dipelajari secara luas dalam pemasaran. Dua pendekatan utama yang digunakan oleh para peneliti pemasaran adalah, pertama, perilaku menyebabkan emosi dan kedua, emosi menyebabkan perilaku. Dalam pendekatan kedua, peneliti pemasaran mempelajari antisipasi emosi aktor dan konsekuensinya pada perilaku aktor itu sendiri. Pertanyaan menarik, bagaimana antisipasi emosi orang lain pada perilaku aktor? Penelitian ini bertujuan menjawab pertanyaan ini. Penulis mempelajari emosi orang lain yang menyertai pencapaian individu di masa depan, khususnya kalau pencapaian itu dianggap sebagai hadiah bagi orang dekat atau sumber prestis bagi individu. Untuk itu, penulis mengembangkan konsep 'antisipasi emosi orang lain', model konseptual, dan proposisi terkait. Diskusi, arah penelitian selanjutnya, dan kontribusi penelitian bagi dunia akademis dan praktis juga disajikan.

Kata kunci : antisipasi emosi orang lain, perilaku memberi hadiah, perilaku konsumen mencari prestis, motivasi berprestasi konsumen

Introduction

Although emotion concept borrowed from psychology has been studied intensively in marketing (Huang, 2001), marketers are still intrigued by this question: How emotions shape behavior? The notion: 'emotion shapes behavior' or 'behavior shapes emotion' is almost an undeniable premise. But, Baumeister, Vosh, DeWall, and Zhang (2007) stated that these premise have not answer that question completely yet. They said that these premise can only work for very basic or instinctual

behaviors. For example, people may smell danger when meet tiger in a forest and feel fear. This emotion may instantly evokes people to run for safety (Baumeister et. al., 2007). For higher level of behavior, as also stated by Nyer (1997) and Watson and Spence (2007), they said, people learn first whether it is necessary or not to respond experienced emotion with action. If the answer is yes people also learn what is the most proper action to respond it.

Baumeister et al. (2007) proposed that the best theory to explain the association of emotions and behavior is 'feedback system'.

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Table 1. Previous Studies that Involve Anticipated Emotions

STUDIES	ENDOGENOUS VARIABLES	EXOGENOUS VARIABLES	FINDINGS
Perugini and Bagozzi (2001)	Desire to have ideal body ideal	Positive anticipated emotion	Confirmed
		Negative anticipated emotion	Unconfirmed
	Desire to be success in study	Positive anticipated emotion	Unconfirmed
		Negative anticipated emotion	Confirmed
Bagozzi and Dholakia (2002)	Disire to involve in virtual community	Positive anticipated emotion	Confirmed
		Negative anticipated emotion	Unconfirmed
Bagozzi, Dholakia, and Basuroy (2003)	Desire to achieve personal goals	Positive anticipated emotion	Unconfirmed
		Negative anticipated emotion	Confirmed
Taylor, Hunter, and Longfellow (2006)	Desire to be loyal to enlisted insurance company	Positive anticipated emotion	Confirmed
		Negative anticipated emotion	Unconfirmed
Hunter (2006)	Desire to visit shopping centre	Positive anticipated emotion	Confirmed

Long before, Brown, Cron, and Slocum (1997) stated that this system is based on premise that anticipatory (goal-directed) emotions influence behavioral intention and goal-directed behavior subsequently. People are presumed to be able to predict emotional consequences of their success or failure to achieve goals in the future. This anticipation energizing present effort to get success or avoid failure.

Perugini and Bagozzi (2001) adapted this approach and formalized anticipated emotion (AE) as part of model-of-goal directed behavior (MGB). In this model, positive anticipated emotions (PAEs) and negative anticipated emotions (NAEs), among other, are determinants of desires. Desires influences behavioral intention and behavior subsequently. Many studies followed this approach with various findings (Table 1).

Conceptual Gaps

Although the use of anticipated emotion in marketing seems evolved well, the author finds gaps in this concept. As mentioned before, in feedback system, individuals are presumed to be able to predict their own anticipated emotion. Simultaneously, PAEs and NAEs stimulate their desire to perform task well to get positive anticipated emotions and to avoid negative anticipated emotions.

All studies depicted in Table 1 are based on this principle. Interestingly, we can see that no study shows simultaneous effects of PAEs and NAEs on desire. Perugini and Bagozzi (2001) realized that. To overcome that problem they suggested the use of self-regulatory focus theory as moderating variable. This theory is based on notion that people have limited personal resources. They can't focus on all goals at the same time. As noted by Idson, Liberman, and Higgins (2000), if we see goals as gains and losses, people can't focus on gains and losses at the same time but just on one of them. This focus will be followed by the adaptation of motivation. Motivation to get gain is called as approach motivation and the one purposed to avoid losses is called avoidance motivation (Solomon, 2006).

Approach and avoidance behavior can't be reflected by 'desire' concept. So, the consequences of anticipated emotion should be the motivation, as reflected in Baumeister et al. (2007) when describing feedback system:

“Anticipating emotional reactions to reaching versus not reaching their goals helped motivate people to try harder to pursue the goals, and those motivations and efforts in turn facilitated actually reaching the goal” (page 27).

Having motivation as consequences of anticipated emotion at hand, further question is can individuals predict anticipated emotion of others as consequences of their success or failure to achieve goals? The answer should be yes, because as stated by cognitive appraisal theory, people are able to predict the consequences of the circumstances they face to their emotions (Bagozzi, Gopinath,

& Nyer, 1999; Watson & Spence, 2007). Lazarus (1974) in Nyer (1997) suggested that emotions are outcomes of cognitive appraisal in terms of the consequences of an event on an individual well-being (primary appraisal) and the availability of resources to cope with the event. With cognitive intelligent, Mayer, Salovey, and Caruso (2004) stated that people have the capability to develop reason about, to perceive, to assess and to generate emotions. With this intelligent the author perceives that people are able to anticipate emotions of others as the consequences of his success or failure to achieve his or her goals, as reflected by following statement:

“A person performs a behavior that causes distress to a friend. The person therefore feels guilty afterwards. The guilt prompts the person to consider what he or she did wrong and how to avoid similar outcomes in the future. The next time a comparable situation arises, there may be a brief twinge of guilty affect that helps the person choose a course of action that will not bring distress to friends (and more guilt to the self)” (Baumeister et al., 2007: 7-8).

In this statement we can see that ‘anticipated distress’ of a friend forces a person to choose the best course of action that will hinder that friend from that emotion. This means that a person behavior can be influenced by his or her prediction about future emotion of friends and then manage his or her related behavior to minimize negative emotions of friends.

If individuals can predict friends’ emotion they can also predict or anticipate others’ emotions. The question is can anticipated emotion of others influence individuals’ motivation?

Others as Proponents

Previous question bears another question: who are others? In above statement we can see that friend is the only subject that can be categorized as others. Chen, Wang, Wei, Fwu, and Hwang (2009) signaled others as family that ranging from nuclear to extended family. Others can be family or friend (Ajzen, 1991), teacher, parent, manager (Benabou & Tirole, 2003). In this study, others can be anybody that has good relationship with and expects success of the individuals to achieve goals. For simplification the author calls those parties as proponents.

The author suggests that individuals can be motivated to achieve goals to generate positive anticipated emotions or to avoid negative anticipated emotions of proponents, especially when the achievement is devoted as gift to proponents. Previous studies noted that gift-giving is purposed to deliver happiness (Belk, 1977; Goodman & Lim, 2015) or positive surprise (Vanhamme & de Bont, 2008) to the recipient. Failure to give proper gift will be responded by the giver and the recipient with negative emotions (Ruffle, 1999). Those emotions are anticipated by the givers when energizing their effort and incurring their resources to achieve goals. So, it is interesting to uncover the influence of anticipated emotions of proponents on consumer achievement motivation, especially when the achievement is devoted as gift to proponents.

Others as Opponents

The question, are ‘others’ just limited to the proponents? The answer should be no. ‘Others’ should also include anybody that has bad social relationship with individuals. People with whom an individual has anti-social relationship are deeply discussed in marketing. Malhotra (2009) described them as ‘enemies’. He proposed ‘desires to win’ concept to explain consumer’s motivation to beat or to worst ‘the enemies’. Social envy (see Celse, 2010; Clanton, 1996; Smith & Kim, 2007) concept also describes the existence of ‘the enemies’. Social envy is defined as:

“... An unpleasant, often painful emotion characterized by feelings of inferiority, hostility, and resentment produced by an awareness of another person or group of persons who enjoy a desired possession (Smith & Kim, 2007: 47).

The existence of ‘the enemy’ (called rival by Celse, 2010) mentioned in ‘social envy’ and ‘desire to win’ concepts is also reflected in a phenomenon known in German as *schadenfreude*. In van Dijk et al. (2011), it is defined by Heider (1958) as “the feeling of joy or pleasure when one sees others’ fail or suffers misfortune”. Unfortunately, this term still does not cover phenomenon that describe the feeling of unhappiness or sad over others’ good fortune. This phenomenon and *schadenfreude* can be described well by *sirik* behavior known widely in Indonesia. This behavior reflects feeling of joy or pleasure when one sees others’ fail or suffers misfortune and feeling of unhappiness over others’ good fortune. They who have *sirik* behavior are called ‘opponents’ in this study.

Sirik and envy behavior are the same in term of the characteristics of the object for which the envious envy. Such object is something that has high value and strongly relate to the envied social status (Henrich & Gil-White, 2001; Vigneron & Johnson, 1999). Achievement as the focus of this study can fulfill that prerequisites (Henrich & Gil-White, 2001).

Individuals are aware of the existence of opponents. They can be motivated to get achievement in order to beat or worst opponents (Malhotra, 2009) or to avoid opponents from feeling happy. The author is interested to clarify the influence of anticipated emotion of opponents on consumer achievement motivation, especially when the achievement is considered as prestige.

Moderation of Self-Regulatory Focus is Suggested

In previous studies (Table 1) anticipated emotions are divided into two categories based on its valence: positive and negative. There’s no consideration about the imbalance power among them. Hunter (2006) used only positive anticipated emotion with no explanation why negative anticipated emotion is not used. Other researchers that use both categories

found various findings. Positive anticipated emotions, not negative anticipated emotions, are factor that influence desires to have ideal body shape (Perugini & Bagozzi, 2001), desire to be involved in virtual community (Bagozzi & Dholakia, 2002), desire to be loyal to insurance company (Taylor, Hunter, & Longfellow, 2006). On the other hand, in the second study Perugini and Bagozzi (2001) found that negative anticipated emotions, not positive anticipated emotions, are factor that influence desire of students to be success in study. These findings posit indirectly that negative and positive anticipated emotions have different effect on consumer behavior.

Positive and negative emotions are exist simultaneously (Bagozzi et al. 1999) but their effect on behavior are sequential in nature, in that positive (negative) emotion could be activated first and then negative (positive) emotions are activated (Chitturi, Raganathan, & Mahajan, 2008). Long before, Bandura (1977) have stated that motivation is moderated by self-efficacy. He said that people with strong self-efficacy are more confidence in performing tasks. They tend to set up higher goals and have higher motivation. They are more receptive toward difficult task because they perceive it as to be mastered rather as threats to be avoided. We can expect that this kind of people will pursue positive anticipated emotion of proponents and if they want, they can worst ‘the enemy’ as Malhotra (2009) stated.

As have been mentioned above, Perugini and Bagozzi (2001) suggested the use of self-regulatory focus to moderate the effects of PAEs and NAEs on desire. This study adopts this suggestion but change desire with motivation as dependent variable. This theory posits that people with promotion focus that are usually have high self-efficacy (Schunk & Ertmer, 2000) concern with how to pursue their hopes and aspirations (ideals). On the other hand, people with prevention focus that usually have low self-efficacy (Schunk & Ertmer, 2000) try to avoid any mistakes in order to achieve desired end-states or to avoid failure (Crowe & Higgins, 1997; Forster, Grand, Idson, & Higgins, 2001; Higgins, 2002).

People with promotion focus have higher opportunity to please their proponents with their achievement. On the other

hand, people with prevention focus has lower opportunity to please their proponents. The most feasible action for them is to avoid failure to prevent proponents from negative emotions. Uncovering the moderation effect of self-regulatory focus on the relationship of positive and negative anticipated emotions of proponents with consumers' motivation, especially when an achievement is devoted as gift to proponents, is an interesting investigation.

When achievement is considered as prestige, people with promotion focus should have high opportunity to envy opponents. On the other hand, if their focus is on prevention, people will have low opportunity to do the same. The best alternative of action for them is to prevent the opponents from feel happy upon their misfortune. These arguments open the opportunity to investigate the moderation effect of self-regulatory focus on the relationship of positive and negative anticipated emotions of opponents with consumers' motivation, especially when an achievement is considered as the source of prestige.

The conceptualization of anticipated emotion of others is expected to be the main contribution of this article. To achieve that expectation the rest of this article is organized as follow. The author reviews supporting theories and develop model of research and proposition. Suggestions for further research as well as practical and academic contributions of the study are also presented.

Literature Review

The main concepts in this study are emotions, anticipated emotions of others, motivation, gift-giving behavior, and prestige-seeking behavior. The brief explanation of those concepts is presented below.

Emotion

There are various definitions of emotion and related constructs. Usually, the definition of a construct is adapted to the field where it is used (Chamberlain & Broderick, 2007). So, definition in this study should be the one that is adapted to marketing. Definition from Bagozzi, Gopinath, and Nyer (1999:184) fulfills that requirement. They said that emotion is:

“... A mental state of readiness that arises from cognitive appraisals of events or thoughts; has a phenomenological tone; is accompanied by physiological processes; is often expressed physically (e.g., in gestures, posture, facial features); and may result in specific actions to affirm or cope with the emotion, depending on its nature and meaning for the person having it.”

From above definition we can detect that emotions are consequences of cognitive appraisal of a situation. Cognitive appraisal is a process of interpretation of characteristics of event that cause emotions (Bagozzi et al, 1999; Watson & Spence, 2007). Phenomenological tone means that emotions are phenomena in daily life that are experienced consciously and cognitively (Wilson, 2002).

When discussing emotions concept, commonly the researchers would also discussing affect and mood (Chamberlain & Broderick, 2007). Bagozzi et al. (1999) have the same understanding about mood with Baumeister, Vosh, DeWall, and Zhang (2007). All of them are agree that mood is feeling that occur in certain period of time (lasting from a few hours up to a few days), usually unintentional or the subjects are unconscious about factor that cause it. Significant different point of view is occurred among scholars when comparing the understanding of emotion versus affect.

For Baumeister et al. (2007) there are two types of emotion based on its arousal. The first is related to people capability to develop like-disliking feeling promptly to certain circumstances. Emotions elicited by such mechanism are called automatic emotion. For them affect is an automatic emotion. On the other hand, people can also have cognitive capability to appraise their environment and address related-feeling to the result of that appraisal. They call such emotions as full-blown conscious emotions.

Bagozzi et al. (1999) defined emotion as feelings that are relatively brief, occurred discontinuously and are accompanied by physiological expressions (gestures, posture, facial features, etc.). It may followed by specific actions to affirm or cope with the emotion. Affect is an umbrella concept for emotions

Table 2. Watson and Tellegen (1985)'s Categories of Emotion

DIMENSION	SUB-DIMENSION		ITEMS OF EMOTION
PLEASENTNESS/ UNPLEASANTNESS	Pleasantness		Content, happy, kindly, pleased, satisfied, warm-hearted
	Unpleasantness		Blue, grouchy, lonely, sad, sorry, unhappy
VALENCE	Positive Emotions	High	Active, elated, enthusiastic, excited, peppy, strong
		Low	At rest, calm, placid, relaxed
	Negative Emotions	High	Distressed, fearful, hostile, jittery, nervous, scornful
		Low	Drowsy, dull, sleepy, sluggish
ENGAGEMENT	Strong Engagement		Aroused, astonished, surprised
	No engagement		Quiescent, quiet, still

(Oliver, 1993), moods (Hornik, 1993) or emotions and moods simultaneously (Bagozzi et al. 1999).

Many researchers use emotion as the topic of their study, including Bagozzi et al. (1999). Affect, despite it is accepted widely as component of attitude, is studied in few studies. Therefore, the concept proposed by Baumeister et al. (2007) is adopted in this study.

There many different concepts about the types of emotions (Laros & Steenkamp, 2005). Certain items appear can be appeared in one concept but absent in other concepts (Watson & Spence, 2007). The types of emotion appear according to the dimension used. Watson and Tellegen (1985), as cited by Watson, Wiese, Vaidya, and Tellegen (1999), use three dimensions and six sub-dimensions to formulate the types of emotions as depicted in Table 2.

Roseman (1991) proposed that emotions are elicited by the interaction of several appraisal components. The first is motive consistency that ask whether a situation consistent or inconsistent with one's goals. A situation that is motivationally consistent followed by positive emotions. On the other hand, inconsistency of a situation with one's goals will produce negative emotion. The second dimension is what or who is responsible for the event that elicit emotions. It could be oneself, others or a situation. If one feels responsible for a desirable event may he or she will experience pride.

As mentioned above, the self, the others or a situation could be agents that responsible for

the resurgence of an event. For more precise categorization, Roseman (1991) also calculated the level of certainty of that component. Another component is the strength of the emotion. The interaction of the those components and the elicited emotions is depicted in Table 3. We can see 16 items of emotion in this framework. Each item of emotion is constructed by the combination of components involved. For example, an event that is caused by oneself, inconsistent with goals and is important for the subject, will produce regret, no matter whether the event is certain or uncertain.

Anticipated Emotion of Others

The concept of anticipated emotion of others (AEO) in this study is adapted from anticipated emotion (AE). According to Brown, Cron, and Slocum (1997), positive anticipated emotion (PAE) consists of excited, happy, glad, satisfied, proud, and assured. Meanwhile, negative anticipated emotion (NAE) consists of angry, frustrated, guilty, ashamed, sad, disappointed, depressed, worried, uncomfortable, and fearful.

Why AEO is not extended directly from AE? The author relies on idea that AE is resulted from cognitive appraisal (Bagozzi et al., 2003; Baumeister et al., 2007; Watson & Spence, 2007). Anticipated emotions are the consequences of success or failure to achieve goals (Brown et al., 1997; Perugini & Bagozzi, 2001), so they can be intentionally pursued (Bagozzi et al., 2003; Baumeister et al., 2007).

Table 3. Roseman (1991)'s Appraisal Theory of Emotion

		POSITIVE EMOTION		NEGATIVE EMOTION		STRENGTH
		Motive-Consistent		Motive-Consistent		
		Appetitive	Aversive	Appetitive	Aversive	
AGENCY	Circumstances					
	Unexpected			Surprise		
	Certain	Hope		Fear		Weak
	Uncertain	Joy	Relief	Sadness	Distress, disgust	
	Certain	Hope		Frustration		Strong
	Uncertain	Joy	Relief			
	Other-caused					
	Certain			Dislike		Weak
	Uncertain	Liking				
	Certain			Anger		Strong
	Uncertain					
	Self-caused					
	Certain			Shame		Weak
	Uncertain	Pride				
Certain			Guilt		Strong	
Uncertain						

Table 4. Potential Items of Anticipated Emotion of Others

		OTHERS			
		Proponents		Opponents	
POSSIBILITY OF SUCCESS		Positive Emotion (Caused by Success)	Negative Emotions (Caused by Failure)	Positive Emotions (Caused by Failure)	Negative Emotions (Caused by Success)
High		Pride, liking, happy, Success, joyful, satisfied, pleased, like, pleased, happy, inspired, pleasure	Anger, regret, sad, disappointed, burdened, despicable, ashamed, cynical	Happy, surprise, joyful, released, satisfied, win, joyful	Dislike, unhappy, uncomfortable
Low		Pride, surprise, thankful, joyful, win, released, confident	sadness, hopeless, dislike, anxiety, frustration	Excited, pleased, like, pleased	Scornful, jittery, cynical, sad, despicable

The types of AEO are depicted in Table 4. To arrive at this categorization, firstly, the author uses valence dimension used to formulate AE (Perugini & Bagozzi, 2001; Bagozzi & Dholakia, 2002; Bagozzi, et al., 2003; Taylor et al., 2006). To verify causal factors of the emotions, Roseman (1991)'s model is used with minor adaptation. Firstly, based on Perugini

and Bagozzi (2001), the author uses 'success' and 'failure' as proxy for 'motive-consistency' and 'motive-inconsistency'. The author also changes 'certainty' dimension with 'possibility of success'.

The items of anticipated emotion of proponents and opponents are taken from Hirschman and Stern (1999), Roseman (1991),

and Watson and Tellegen (1985). The logic used to pick up those items of emotions is as follow. Let us start from anticipated emotion proponents (AOP). We assume that they have the same emotions with the actor. So, as Perugini and Bagozzi (2001) stated, positive emotion of others will be occurred if goals are achieved and negative emotion for failure to achieve goals.

In the situation that the subject is success to achieve goals, proponents will experience strong emotion (surprise) when possibility of individuals to get success is low or risk of failure is high and low positive emotions when that possibility is high or risk of failure is low. Based on Roseman (1991), strong positive emotions will be experienced by proponent for both categories. If the subject is failure to achieve goals, proponent will experience strong negative emotions when the subject's possibility to success is high or risk of failure is low. On the other hand, negative emotions will be experienced when that possibility is low or risk or failure is high (Table 4).

The author presumes that the emotions of opponents are totally different from the emotions of proponents. Positive emotions caused by individuals' failure will be strong when the possibility of individuals to succeed is high and *vice versa*.

Motivation

Before conceptualizing the meaning of competence-based motivation, we need to understand the definition of motivation. There are many descriptions of motivation. Several researchers proposed the situation in which motivation works instead of the definition itself. For example, Maslow (1943) stated that motivation is a result of willingness to fulfill needs. He suggested five levels of human needs, i.e.: physiological, security, social, self-esteem and self-actualization needs. If certain need is not fulfilled yet, people will motivate to fulfill it but lower level needs should have been fulfilled.

For Schiffman and Kanuk (2012), motivation is driving force that impels a subject to an action. Graham and Weiner (1996) in Berliner and Calfee (1996) defined motivation as "*the study of why people think and behave as they do*".

According to Graham and Weiner (1996), at the beginning, researchers tried to develop general theory of motivation. In its development, the theories of motivation didn't move to the more unified but to the more diverse point if views. The differences in academic background of researchers, where the motivation theories is developed, is a factor that caused this problem (Steel & Köniq, 2006).

In 1996, Graham and Weiner described existing theories of motivation. The author found that so far theirs is the most complete manuscript about theories of motivation. In 2006, Steel and Köniq (2006) initiated general theories of motivation called Temporal Motivation Theory (TMT). Their background theories commonly can be found in Graham and Weiner (2006).

Graham and Weiner (1996) categorized motivation theories into two major categories: broad theories and contemporary theories. Broad theories consist of Hull's drive theory, Lewin's field theory, Atkinson's achievement striving theories, Rotter's social learning theory and attribution theory proposed by many researchers. Contemporary motivation constructs are connected with achievement striving. Three constructs are about the ability of individuals to accomplish task: self-worth, self-efficacy and helplessness belief. The remaining constructs are connected with cognitive and affective consequences of goals achievement: task vs ego involvement, intrinsic vs extrinsic incentives and cooperate versus competitive goal structures. Anticipated emotions (Bagozzi, Baumgartner, & Pieters, 1998; Baumeister et al., 2007; Perugini & Bagozzi, 2001) and anticipated emotions of others proposed in this study are perceived as part of affective consequences of goal achievement task.

Discussion is focused on Rotter's Social Learning Theory. According to Graham and Weiner (1996), the theory developed by Rotter in 1954 is entirely consistent with expectancy-value theory. In this theory, behavior potential (BP) is the function of expectancy (E) and reinforcement value (RV). Expectancy is subjective assessment of probability of certain behavior to produce expected outcomes or reinforcements. In Sokolof (1972), Rotter (1954) defined reinforcements as "*identifiable*".

events that have the effect of increasing or decreasing the potentiality of some behavior's occurring" (page 6). It is not clear the meaning of 'events' in this definition. Actually, according to Graham and Weiner (1996) in this definition reinforcement value is not fully elaborated.

The author describes it based on Schiffman and Kanuk (2012). They defined reinforcement as outcomes that increase the possibility of an individual to do or not to do a behavior. They divided it into positive and negative reinforcements. Positive reinforcements are positive experiences obtained from doing behavior (example: being healthy by undertake sport) or from not doing behavior (example: being healthy by stop smoking). Negative reinforcements are negative experiences that can be avoided by doing a behavior (example: avoiding hair fall by using certain brand of shampoo) or will be obtained from doing a behavior (example: hearth disease caused by smoking). The desirability of the reinforcement is called as reinforcement value.

Back to the expectancy (E). What factors that influence the possibility of an outcome of a behavior to occur? As cited by Graham and Weiner (1996), an outcome can be produced by skill-related factors or chance-related factors. In skill-related factors, outcomes are determined by one's own ability. The higher is the ability, the higher is the expectancy. Prior success or failure will influence the ability perception. In chance-related situation, such as the flip of a coin, expectancy remains the same no matter whether the subject is success or failure in prior experience.

Rotter (1966), extended this concept into wider concept of personality trait, i.e. internal versus external locus of control. Internal locus of control is a general belief that one's fate is influenced mainly by internal factors. Individuals with external locus of control belief that external factors are responsible for their fate. Therefore, achievement motivation concept is likely more relevant in the situation where expectancy is produced by skill-related factor and subjects have high ability (Nicholls, 1984) and internal locus of control (Graham & Weiner, 1996). Nicholls (1984: 328) stated directly that "*achievement behavior is defined as behavior directed at developing or demonstrating high rather than low ability*".

Motivation Concept in This Study

As we have stated earlier, the objective of this study is uncover the influence of anticipated of others on consumer motivation to achieve goals when achievement is viewed as gift and prestige. As stated before, such achievement is the one through which people reflect their skill and knowledge (Czellar, 2002; Heinrich & Gil-White, 2001). Models proposed by Atkinson (1957) and Rotter (1954), as described above, accommodate this necessity.

Actually, Atkinson (1957) did not explored completely the definition of achievement motivation (Maehr & Sjogren, 1971). More recent studies tried to offer that definition. The quite satisfied definition comes from Elliot (1999). He defined achievement motivation as "the energization and direction of the competence-based affect, cognition, and behavior". He also offered three dichotomous goals: mastery goals that are focused on attaining task-related skill or competence, *performance-approach goals* that are focused on attaining normative competence, and performance avoidance-goals that are focused on avoiding normative incompetence. He also postulated that the first two goals should be owned by those that have high self-efficacy, meanwhile the third category should be found among those with low self-efficacy.

The question, can we categorize the motivation to avoid incompetence or failure as achievement motivation? Elliot (1999) did not answer this question specifically. But, if we refer to Nicholls (1984) and believe that a behavior is a consequences of motivation, achievement motivation should be addressed to those that have high self-efficacy. He defined achievement behavior as "behavior directed at developing or demonstrating high rather than low ability" (page 328). It means that achievement motivation is only relevant to those with high self-efficacy.

In this study, the emotional ingredient of the motivation can be experienced by low or high self-efficacy individuals. To express this notion we can't use the term 'achievement motivation' because of this. To overcome this semiotic problem, we should use competence based motivation that hopefully encompasses all of the three goals depicted by Elliot (1999)

and consistent with achievement behavior concept proposed by Nicholls (1984). But, for simplification, the author uses 'consumer motivation' as proxy for 'competence based motivation' with a note that the context of the behavior is the one that required competence to achieve goals.

Achievement as Gift

Achievement as gift has escaped so far from researchers' attention, while in fact, there are many occurrences where one's achievement is devoted to the beloved ones. For example, as shown by Sweetfights (2015), in an interview shortly after took heavy weight championship from Mike Tyson, James Douglas said: "... Dad, this is for you. I love you ..." (1:06:11). In this simple statement Douglas dedicated his championship as gift to his father. We can also read in many books and dissertations that the work are dedicated to the writers' family or the beloved ones.

Goodman and Lim (2015) noted that gift-giving behaviors received enormous attention from sociologists, anthropologists, economists and psychologists. This field of research also got huge attentions from marketers (Belk, 1977; Goodman & Lim, 2015; Mick & Faure, 1998; Pandya & Venkatesh, 1992; Vanhamme & de Bont, 2008;).

Basically, gift-giving is a multidimensional phenomenon. It can be voluntary or an obligatory in nature. In voluntary gift-giving, the givers do not expect the recipient to give the same. As an obligation, gift-giving is occurred in reciprocity mechanism (I gave gift and you should also give me the same) or as part of ritual (such as gift exchange in Christmas) (Goodwin, Smith, & Spiggle, 1990).

Gift-giving can also be seen as communication, social exchange, and socializer. There may be variations of it caused by the variations in the givers, the gifts, the recipients and the conditions involved (Belk, 1977).

The Gifts can be present, food, home stay or lodging, or care or help (Kamter & Volleberg, 1997). Basically, it could be material or experiential (Goodman & Lim, 2015), as long as it has symbolic meaning (Belk, 1977; Goodwin et al. 1990) or functional benefit (Parsons, Ballantyne, & Kennedy, 2011) to the

recipients. The gift is given to the others that has strong emotional relationship with the giver (Belk, 1977; Goodman & Lim, 2015; Goodwin et al. 1990) or the self (Mick & Faura, 1998; Pandya & Venkatesh, 1992).

Belk (1997) proposed four functions of gift giving, i.e. to mark important life events, to establish and maintain interpersonal relationships, to create a medium of economic exchange and to socialize children into the customs of society. In sum, the basic purpose of gift-giving is to deliver happiness (Belk, 1977; Goodman & Lim, 2015) or positive surprise (Vanhamme & de Bont, 2008) to the recipients.

The question now can an achievement fulfills prerequisites as gift? First, from Tao and Hong (2014) we can conclude that student's achievement is a gift for the family, especially for student who come from Asian family. In its nature as gift, acquiring achievement can be seen as an exchange for family support received by the student. Second, dedicating achievement to the beloved ones is the same with deliver happiness to them as we can find in gift-giving behavior (see Belk, 1977; Goodman & Lim, 2015; Goodwin et al., 1990). In sum, from above arguments, the author concludes that achievement can be categorized as gift, especially when it can delivers strong positive emotions to proponents.

Achievement as Prestige

According to Vigneron and Johnson (1999), prestige objects should fulfill following aspects: (1) viewed as symbol of status or wealth, (2) not everyone can own the source of prestige, (3) perceived social value of the source can be instrumental in the decision to get them, (4) the objects contain high perceived hedonic value that satisfies emotional desire, (5) prestige is derived partly from complexity of technical aspects of objects.

Veblen (1889) has opened the discussion about it in the theory of conspicuous consumption. As cited by Patsiaouras and Fitchett (2012), this theory posits that people can exhibit their social status through consumption of high price goods or choosing the place for leisure. Noted by Schiffman and Kanuk (2012), status is imaginative social score through which a person can be put in social hierarchy.

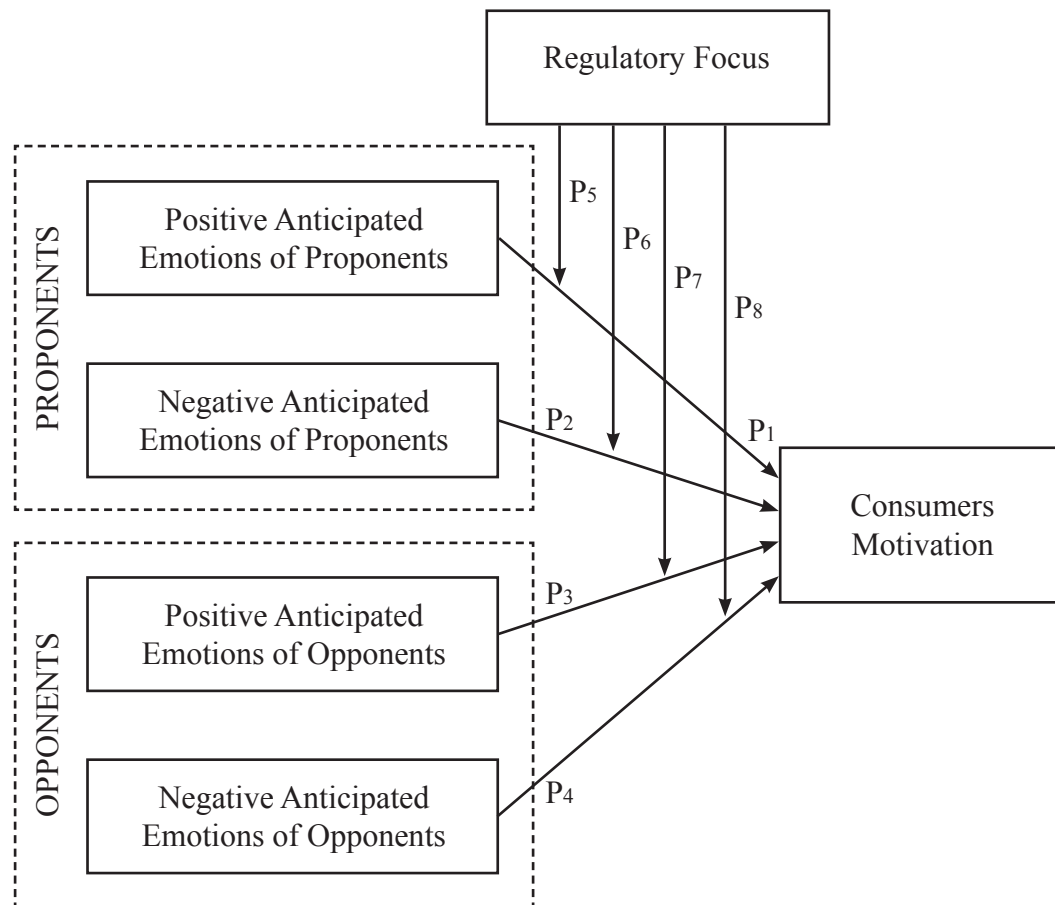


Figure 1. Conceptual Model

Social status can be obtained from many sources, including the consumption of high price product (Veblen, 1889) or prestige-products (Vigneron & Johnson, 1999). Actually, there's no consensus for the definition of prestige product. But, as a general rule, Vigneron and Johnson stated that prestige products should be the one for which extreme-end high-involvement decision making is made. Such products is presumed as infrequently purchased, require a higher level of interest and knowledge, and strongly relate to the person self-concept.

Achievement as prestige is also an understudied research domain. Researchers (e.g. ; Henrich & Gil-White 2001; Veblen, 1889; Vigneron & Johnson, 1999) are more attracted to study products as the source of prestige. In its evolution, Henrich and Gil-White (2001) stated that skill and knowledge are sources of prestige as long as they can help people to set up social status. More specifically, Czellar (2002) stated that personal achievement is one of the source of prestige.

Czellar (2002) also stated that the influence of prestige product, skill, knowledge and

achievement to social status can be explained by symbolic interactionism. According to Dutta-Bergman and Wells (2002), this theory posits that people attach symbolic meaning to objects, behaviors, the self, and others and transmit that meaning to others through social interaction. So, achievement can be the one to which consumers attach meaning to symbolized their status .

Conceptual Model

Conceptual model is based on feedback system theory proposed by Baumeister et al. (2007). As have mentioned above, this theory posits that individuals are able to predict emotional consequences of success or failure to achieve goals. Then, they can manage their behavior to achieve goals to experience positive anticipated emotions (PAE) or to avoid negative anticipated emotions (NAE). This notion is expanded by injecting idea from Theory of Reasoned Action (TRA) model that behavioral intention is partly influenced by subjective norm (SN), i.e. a perceived social pressure

from significant others (called proponents in this study) for an individual to perform or not to perform a behavior (Ajzen, 1991).

Based on Chen et al. (2009) this study holds that the outcomes of the behavior will be followed by emotional responses of the proponents. This study also holds that the outcomes of the behavior are also responded emotionally by the opponents. So, the main premise of this study is: Anticipated emotions of proponents and opponents influence consumers' achievement motivation. This premise is explored more specific in the next section.

Methods

Preliminary Research

Before conducting conclusive research, in this study, preliminary research should be conducted first. The purpose of this study is to choose the relevant participants, to ensure the items of anticipated emotion of proponents and opponents, and self-efficacy measurement.

The influence of anticipated emotions of proponents should be investigated in the context of achievement as gift. The participants in this context should be those that consider achievement as gift. We can ensure that with selective question as follow: "Do you think that your achievement is a gift for your family or the beloved ones". Those who answer yes can be chosen as participants.

The influence of anticipated emotion of proponents is investigated when achievement could be considered by participants as prestige. To ensure this we can use following investigative question: "Your success or failure to achieve goal can influence your dignity in front of others, especially those with whom you compete". Participant should those that answer 'yes' to this question.

Anticipated emotions of others conceptualized in Table 4 should be confirmed first in preliminary research. Positive anticipated emotion of proponents and opponents are selected from following emotion items: pride, like, pleased, surprised, happy, joyful, flow, satisfied, confident, win, success, released, inspired, thankful. Negative anticipated emotions of proponents and opponent are taken from

following emotion items: sad, disappointed, angry, hopeless, burdened, ashamed, cynical, frustrate, anxiety, dislike, disgusted, despicable. For both categories, the author suggests the use of numerical scale ranging from 0 (not at all) to 10 (very high) (see Appendix 1, Appendix 2, Appendix 3, and Appendix 4). To ensure the items used for instrument in further experiment, confirmatory factor analysis can be utilized. The items that bypassed this elimination process will be used in priming and framing technic (see next section) utilized as treatment in the experiment.

Self-efficacy is used as proxy for self-regulatory focus. Instrument developed by Prinrich, Smith, Garcia, and McKeachie (1991) is adapted to measure self-efficacy (see Appendix 5). Median split can be used to group respondent into low or high self-efficacy categories

Experiment

Model of research depicted in Figure 1 is not structural but graphical in nature. It means that, as Malhotra (2012) said, the model is used to isolate variables and to suggest directions of the relationships but are not designed to provide coefficient of each relationship. For this reason, experiment is considered as the most appropriate method to explore that model.

Design: To study the influence of anticipated emotion of proponents, the experiment can use post-test only control group design (Malhotra, 2012). To study the influence on anticipated emotion of proponents on consumers' motivation, the researchers can use 6 groups that consist of 2 control group or CG (self-efficacy: high, low) and 4 experimental groups (EG): 2 (anticipated emotion: positive vs. negative) X 2 (self-efficacy: high vs. low), between group design. This design can also be used to study the influence of anticipated emotions of opponents on consumers' motivation (Table 5).

Population and Sample: Population for this study can be any group in which customers success is based on their capability to fulfill predetermined standard or to exceed the achievement of other participants, such as students of educational institution, participants of singing competition, participants of

Table 5. Suggested Experimental Group Design

SELF-EFFICACY	CONTROL GROUP (Cont)	ANTICIPATED EMOTION			
		Proponents (P)		Opponents (O)	
		Positive (B)	Negative (C)	Positive (D)	Negative (E)
High (HSE)	MCONT-HSE	MPB-HSE	MPC-HSE	MOD-HSE	MOE-HSE
Low (LSE)	MCONT-LSE	MPB-LSE	MPC-LSE	MOD-LSE	MOE-LSE
Average	MCONT	MPB	MPC	MOD	MOE

competitive-training of program, etc. Since would be populations are commonly infinite, judgment sampling is suggested as sampling technic. There’s no exact rule about the size of sample in each group of experimentation. Researcher commonly used several of sample sizes. For example, Argo, Dahl, and Morales (2006) used 18-21 participants per each experimentation group. Zhou and Pham (2004) used 198 participants for 2 x 3 between subject designs. We can conclude that the researcher can use various size samples as long as it can’t reject null hypothesis of *Levene test of error variance/covariance* to make sure that the size of sample is satisfied.

Experimentation Scenario: Following scenario is suggested to be used in this study. First, experiment are undertaken in the class. The treatment in each class uses the combination of priming and framing. Based on Scheufel and Tewksbur (2007) the author describes priming as the process of focusing the audience attention on specific issue. In this research that specific issue is anticipated emotion of others. It means that we should intentionally direct the audiences’ attention on proponents or opponents future emotions if they are success or failure to achieve achievement.

Based on Scheufel and Tewksbur (2007), the author defines framing as the way the communication is undertaken to get expected response of the audience. In other word, while priming focuses on the content of the message, framing focuses on the presentation of the message. The relevant message, i.e. anticipated emotion of proponents or opponents, will be presented to each experimental group in a way that can create expected emotions. Control groups receive no treatment.

Motivation Measurement: Achievement motivation consists of approach motivation and avoidance motivation (Eliot, 1999; Foster, et al., 2001). Based on Eliot (1999), participants with high self-efficacy should be confronted with approach motivation instrument (Appendix 6), while those who have low self-efficacy should receive avoidance motivation instrument (Appendix 7). Each relationship in research model can be verified by using analysis of variance (ANOVA). Ratios to be compared are exhibited in Appendix 8.

Results and Discussion

The Influence of Anticipated Emotion of Proponents on Consumers’ Achievement Motivation

Helliwell and Putnam (2004) stated that persons who care on individual’s goal-achievement are not only the individual itself, but also significant others around him or her, especially if that achievement is considered as gift to significant others. Chen, et al. (2009) posited that such mechanism is especially occurred in collective societies, in which individuals has significant roles in their social group. They also stated that individual’s effort may be purposed to achieve personal goals as well as vertical goals. Based on an observation in Taiwan, they stated:

“They (or people) may pursue two types of goals: The pursuit of personally constructed goals involves maintenance of positive self-regard, whereas striving for socially constructed goals involves identification with role obligations at work

.... Personal goals are defined as those constructed on individuals' autonomous interests. Individuals may choose and define the content and criteria for their goals from a wide variety of domains. Such goals may not have high social value and are not necessarily subject to consistent expectations from significant others such as parents or teachers. On the contrary, vertical goals are generally accorded with expectations from significant others and high social value. The content and criteria for these goals are usually defined and chosen by society in general" (page 180-181).

The pursuit of vertical goals can be influenced by the nature of the goals as obligation or gift to the proponents. For example, Chen et al. (2009) noted that for students who come from Asian families view the achievement as obligation. Their motivation for success is mostly triggered by willingness to please the family.

Baskin et al. (2014) stated that the focus of givers in gift-giving behavior are the recipients not the givers. Basic purpose of givers is to deliver happiness (Belk, 1977; Goodman & Lim, 2015) or positive surprise (Vanhamme & de Bont, 2008; Ruffle, 1999), especially if the givers and the recipients have close relationship (Ruffle, 1999). The higher is the surprise element, the higher is the effort and cost incurred by the consumers to achieve success. This notion enables the formulation of following proposition:

P1: The stronger the positive anticipated emotions of the proponent, the higher the consumers' achievement motivation, especially when the achievement is devoted as gift to proponents.

When achievement is gift or obligation (Chen et al. 2009), motivation to get success or to avoid failure can also be stimulated by willingness to hinder the proponents from negative emotions (Ruffle, 1999; Chen et al. 2009). This is because individuals do not only care for their own well-being, but also for social well-being. Following proposition is based on this notion.

P2: The stronger the negative anticipated emotion of the proponent, the higher the consumers' motivation to prevent failure, especially when the failure is considered as individuals' debt to proponents.

The Influence of Anticipated Emotion of Opponents on Consumers' Achievement Motivation

Besides proponents, the author argues that there are also opponents who oversees individuals. Contrary to proponents that expect individuals' good fortune, as mentioned above, opponents are jealous of and envious to individuals' achievement (Douglas & Isherwood, 1979; Foster, 1972; Smith & Kim, 2007). In this study, with sirik behavior mentioned above, it is presumed that they expect bad fortune for individual.

The envieds are aware of the existence of the enviers (Foster, 1972). Behavior of the envied can be motivated by willingness to envy the enviers (Douglas & Isherwood, 1979; Smith & Kim, 2007). In prestige seeking behavior, Malhotra (2009) noted that motivation to get prestige can be derived from desire to win or to worst competitors. From those studies we can state that people are satisfied when they feel they are envied or win over the opponents. In other word, people can intentionally dissatisfy opponents by achieving success. This argument is stated in following propositions.

P3: The stronger the negative anticipated emotions of the opponents, the higher the consumers' achievement motivation, especially when the achievement is considered as the source of prestige.

In psychology, self-protection and self-enhancement concept (Alicke & Sedikides, 2009) talks about how people protect themselves from negative self-views. Based on this concept we can say that people can motivate to success to protect themselves from feeling of being denigrated by others. This study widening this notion that people not only care for self-protection as stated by that concept, but also wish to prevent opponent from feeling happy for their failure.

In other word, people can be motivated to achieve success by willingness to prevent the opponent's pleasure. This notion is formally formulated in following proposition:

P4: The stronger the positive anticipated emotions of the opponents, the higher the consumers' motivation to prevent failure, especially when the failure is considered as threat to individuals' social status.

The Moderation of Self-Regulatory Focus

The author tries to specify anticipated emotion of proponents and opponents in a given situation. Like experienced emotion, each category of emotion can be occurred simultaneously (Brown, Crown, & Slocum, 1997; Oliver, 1993). Many researchers (e.g. Bagozzi & Dholakia, 2002; Bagozzi, Dholakia & Basuroy, 2003; Perugini & Bagozzi, 2001; Taylor et al. 2006) used this principle.

In this concept, the effect of anticipated emotion of proponents and opponents toward individual's competence-based motivation are moderated by self-regulatory focus. This concept refers to self-regulated learning, in which feelings and actions are planned and systematically adapted to affect motivation in performing task (Kadhirayan & Suresh, 2008; Pintrich, 2004).

Self-regulatory focus theory distinguishes between promotion focus concerns with nurturance or a prevention focus concerns with security (Crowe & Higgins, 1997; Higgins, 2002). People with promotion focus will concern with their hopes and aspirations (ideals). Success and failure are experienced as the presence of positive outcomes (a gain) and the absence of positive outcomes (a non-gain). This positive outcome focus leads to the strategic inclination as approach in a state of eagerness (see Crowe & Higgins, 1997).

As mentioned before, success is interpreted by people with promotion focus as the presence of positive outcomes (a gain) or the absence of positive outcomes (a non-gain). In other word, those people have less attention on risk of failure. They are driven mostly by positive motivation, i.e. positive end-result they predict will be occurred (see Schiffman & Kanuk, 2012; Solomon, 2006). The author formalize this arguments in following proposition:

P5: Achievement motivation of consumers that focus on promotion is more influenced by positive anticipated emotions than negative anticipated emotions of proponents. In other word, in achieving goals, consumers with promotion focus are more motivated to create positive anticipated emotion with their achievement rather than to avoid proponents from negative anticipated emotions.

People with prevention focus try to avoid mistakes in order to achieve desired end- states. Success is viewed as the absence of negative outcomes (a non-loss) and the presence of negative outcomes is viewed as failure. In other word, they focus on negative outcome focus, so the strategic inclination is *avoidance* in a state of *vigilance* (Crowe & Higgins, 1997; Forster, Grand, Idson, & Higgins, 2001; Higgins, 2002).

According to Idson, Liberman, and Higgins (2000), the eagerness in attaining a promotion focus goal is maintained following success and is reduced following failure. On the other hand, vigilance in attaining prevention focus goals is maintained following failure and is reduced following success.

As described before, success is interpreted by people with promotion focus as the presence of positive outcomes (a gain). In other word, people in this category pay their attention for positive outcome and have less attention on risk of failure. In other word, they are driven mostly by positive motivation, i.e. driving force within them stimulated by willingness to get positive end-result they predict will be experienced (Schifman & Kanuk, 2012; Solomon, 2006). The author formalizes this arguments in following proposition:

P6: Achievement motivation of consumers that focus on prevention is more influenced by negative anticipated emotions than positive anticipated emotions of proponents. In other word, in avoiding failure, Consumers of this type will be motivated more by willingness to hinder the proponents from negative anticipated emotions than to create positive anticipated emotions of proponents.

As quoted earlier, Douglas and Isherwood (1979) said that desire can be derived from willingness to envy others or need to be envied. People with high opportunity to achieve good achievement have high opportunity to envy others. Douglas and Isherwood also stated that in anti-social relationships, dissatisfaction or any kind of bad fortune of others are good news for the actors. In this situation, achievement motivation can be stimulated by willingness create others' ill feel. This argument is formalized in following proposition:

P7: Achievement motivation of consumers that focus on promotion is more influenced by negative anticipated emotion than positive anticipated emotion of proponents. In other word, consumers with promotion focus tend to create negative anticipated emotions with their achievement rather than to prevent positive anticipate emotion of opponents.

People that focus prevention, as mentioned before, tend to concentrate their thoughts, feelings, and actions toward the effort of avoiding mistakes that potentially cause failure (Schunck, et al., 2000). They also tend to avoid risk of failure rather than to fight for achievement (Crowe & Higgins, 1997). It means that people with low self-efficacy, that focus on prevention, are more motivated to avoid positive anticipated emotion of proponents.

As we know, in anti-social relationships, individual failure is good news that make the opponents feel happy. Of course, individuals hate their opponents' feel of joy. Individuals are aware of that and they are able to predict such opponents' emotions. They could also be motivated to avoid failure as part of effort to block opponents' feel of joy, as formalized in following proposition:

P8: Achievement motivation of consumers that focus on prevention is more influenced by positive anticipated emotions than negative anticipated emotions of proponents. This means that consumer with prevention focus tend to prevent failure to hinder opponents from positive anticipated emotions rather than to create negative anticipate emotions of opponents.

Direction for Further Research

There are three issues arisen when turning anticipated emotion of others concept into a research. The first, what kind of behaviors that are relevant? In this study, we perceive that competence-based motivation is derived from achievement motivation and according to Graham and Weiner (1996) the latter is rooted in expectancy-value theory. This theory is stated differently by Bagozzi and Dholakia (1999) as goal-directed behavior. In this category of behavior, according to Perugini and Bagozi (2001) anticipated emotion works as factor that influences behavior. When people predict the results (success or failure) of their planned behavior, they also anticipate the emotions effected raised by those results. It doesn't happen in everyday behaviors that use no high portion of resources. So, the study of anticipated emotion of others is not relevant in unplanned behavior.

The prerequisite that behavior should be goal-directed is not enough. Let us back to the notion proposed by Graham and Weiner (1996). They stated that outcome can be produced by skill-related factors or chance-related factors. The relevant behavior this study focused on should be the one that the outcome is produced by skill-related factors and the outcome is called achievement. In this kind of behavior, motivation of individuals is influenced by their perceived self-efficacy or competence (Eliot, 1999).

According to expectancy-value theory, one of the factors of motivation is incentive value of success (Is), as stated by Atkinson (1957, 1964) in Graham and Weiner (1996). This factor is the importance of the achievement for the individuals, including emotional content of the outcomes. In this study, the value of the achievement should be high to be considered as gift to proponents. In other word, the outcomes should be vertical goals (Chen et al., 2009), i.e. goals upon which individual's and family's resources are incurred substantially.

The achievement should also be worth to be envied by the opponents. Actually, people can envy everything (Foster, 1972), but envying will be in high intensity when the envious recognize something of value in the envied person. Douglas and Isherwood (1997) stated that the object that raises envying behavior is the important one to build a person self-image.

Cultural dimension is another consideration. One of the cultural dimensions identified by Hofstede (1984) is individualism versus collectivism. This dimension conceptualizes how people define themselves and their relationship with others. People with individualism focus on their self-interest and less concerned with other people's business. In goals setting, consideration of individuals on groups' interest is minimum. According to Chen et al. (2009), in collectivist cultural, individuals are submissive to the interest of people around them. People have strong relationship with each other in their social group. Groups are taken into account in a goal setting and as a consequence, they also pay their attention to goal striving and achievement.

In individualistic society we believe that an individual has less consideration about emotion of others upon their achievement. Otherwise, in collective society, we believe that a group has high concern on individual fate and this concern has emotional ingredients. We want to say that this study is likely more relevant in collectivist society.

The last consideration is the use of self-efficacy as a proxy to self-regulatory focus. According to its creator Bandura (1977), self-efficacy is a person's belief about his or her ability to perform a task and reach goals. He proposed that self-efficacy determines how people feel, think, motivate themselves and behave. People with strong self-efficacy are more confident in performing tasks. They also tend to set up higher goals and have higher motivation. They are more receptive toward difficult task because they perceive it as to be mastered rather as threats to be avoided. On the other hand, according to Bandura (1977), people with low self-efficacy view difficult tasks as threats. They have low motivation and weak commitment to the goals they want to achieve. When they face difficult task, they tend to focus on their deficiencies and look for the reasons to get out rather than to find the way to perform successfully.

There are many studies that confirm self-efficacy influence on various behaviors and its outputs. In online trading, self-efficacy in online system positively influences an individual online consumer's purchase intention (Kim & Kim, 2009). In service, McKee, Simmers, and Licata (2006) found that consumers with high self-efficacy tend to participate in positive word-of-mouth communication and to stay in

the company. Rhodes and Courneya (2003) found that among three predictors of behavioral intention, self-efficacy is the most powerful one.

Self-efficacy can be reflected by perceived-difficulty in performing tasks (Kraft et al. 2005). High perceived difficulty indicates low self-efficacy and low-perceived difficulty reflects high self-efficacy. Perceived difficulty can be derived from the outcomes of performing task.

Schunck and Ertmer (2000) suggested that the effectiveness of self-regulation depends on individual's self-efficacy. People with high self-efficacy are more likely to engage in activities, work hardest, persist longer when they face difficulties and demonstrate higher effectiveness in their performance. These characteristics are compatible with characteristics of people that have promotion focus. Therefore we conclude that promotion focus is expressed by people that are also high self-efficacy.

Conclusion

The influence of anticipated emotion of others on individual behaviors is an ordinary thing in daily life. A concept this phenomena are still not fully explored yet. We said 'partially' in the above paragraph to stress that the idea about anticipated emotion of others has not fully explored yet. Opportunity to exploit the source of emotion and to understand the regulatory focus of the subject, in order to stimulate consumer motivation, as conceptualized in this study, is still open for business practices.

Although both account the influence of others on individuals' behavior, AEO concept explored in this study is expected to be more expanded than the concept of SN in TRA model with two reasons. First, SN only considers the influence of significant persons with whom individuals have close relationship, while AEO regards that type of people (called proponents) and those who have anti-social relationship with individuals (called opponents). Second, SN considers the motivation of the individuals to follow the suggestion of significant persons but there's no explained where that motivation comes from. In this study, motivation of individuals is influenced by AEO.

This study offers two insights. First, people that are focus on promotion are more effective if stimulated by positive anticipated emotion of proponents and negative anticipated

emotion of opponents. Second, people that are focus on prevention are more sensitive to negative anticipated emotion of proponents and positive anticipated emotion of opponents. These insights can be used as guidance in the implementation of anticipated emotion of others in business. This is the practical contribution of this study.

Academic contributions of this study appear in this view points. First, anticipated emotion of others concept is still new to the academic world.

The author perceives this as major

contribution of this study. Second, according to Babin et al. (2005), studies of consumer emotions have focused so far on western culture. This study enriches studies of consumer emotions in a way that it is focused on communal society.

AEO concept is about emotional reaction of others on individual's fortune. So, the study of this concept is likely more relevant in collective society in which individuals' well-being are not only the individuals' business but also others' business (Hofstede, 1984).

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Appendix

Appendix 1. Instrument to Determine Items of Positive Anticipated Emotion of Proponents

If you are finally succeed to pass you program (mentioned its name), people with whom you have close relationship will feel:

Pride	0	1	2	3	4	5	6	7	8	9	10
Like	0	1	2	3	4	5	6	7	8	9	10
Pleased	0	1	2	3	4	5	6	7	8	9	10
Surprised	0	1	2	3	4	5	6	7	8	9	10
Joyful	0	1	2	3	4	5	6	7	8	9	10
Happy	0	1	2	3	4	5	6	7	8	9	10
Satisfied	0	1	2	3	4	5	6	7	8	9	10
Confident	0	1	2	3	4	5	6	7	8	9	10
Win	0	1	2	3	4	5	6	7	8	9	10
Success	0	1	2	3	4	5	6	7	8	9	10
Released	0	1	2	3	4	5	6	7	8	9	10
Inspired	0	1	2	3	4	5	6	7	8	9	10
Thankful	0	1	2	3	4	5	6	7	8	9	10

Source: Table 4

Note: 0 = There's no the feeling at all, 10 = the feeling is strongest

Appendix 2. Instrument to Determine Items of Negative Anticipated Emotion of Proponents

If you are finally failure to pass you program (mentioned its name), people with whom you have close relationship will feel:

Sad	0	1	2	3	4	5	6	7	8	9	10
Disappointed	0	1	2	3	4	5	6	7	8	9	10
Angry	0	1	2	3	4	5	6	7	8	9	10
Hopeless	0	1	2	3	4	5	6	7	8	9	10
Burdened	0	1	2	3	4	5	6	7	8	9	10
Ashamed	0	1	2	3	4	5	6	7	8	9	10
Cynical	0	1	2	3	4	5	6	7	8	9	10
Frustration	0	1	2	3	4	5	6	7	8	9	10
Anxiety	0	1	2	3	4	5	6	7	8	9	10
Dislike	0	1	2	3	4	5	6	7	8	9	10
Disgusted	0	1	2	3	4	5	6	7	8	9	10
Despicable	0	1	2	3	4	5	6	7	8	9	10

Source: Table 4

Note: 0 = There's no the feeling at all, 10 = the feeling is strongest

Appendix 3. Instrument to Determine Items of Negative Anticipated Emotion of Opponents

If you are finally succeed to pass you program (mentioned its name), people that envy, compete with, or sirik to you will feel:

Dislike	0	1	2	3	4	5	6	7	8	9	10
Unhappy	0	1	2	3	4	5	6	7	8	9	10
Uncomfortable	0	1	2	3	4	5	6	7	8	9	10
Scornful	0	1	2	3	4	5	6	7	8	9	10
Jittery	0	1	2	3	4	5	6	7	8	9	10
Cynical	0	1	2	3	4	5	6	7	8	9	10
Sad	0	1	2	3	4	5	6	7	8	9	10
Despicable	0	1	2	3	4	5	6	7	8	9	10

Source: Table 4

Note: 0 = There's no the feeling at all, 10 = the feeling is strongest

Appendix 4. Instrument to Determine Items of Positive Anticipated Emotion of Opponents

If you are finally failure to pass you program (mentioned its name), people that envy you, compete with you, or sirik to you will feel:

Like	0	1	2	3	4	5	6	7	8	9	10
Pleased	0	1	2	3	4	5	6	7	8	9	10
Surprised	0	1	2	3	4	5	6	7	8	9	10
Happy	0	1	2	3	4	5	6	7	8	9	10
Joyful	0	1	2	3	4	5	6	7	8	9	10
Satisfied	0	1	2	3	4	5	6	7	8	9	10
Released	0	1	2	3	4	5	6	7	8	9	10
Satisfied	0	1	2	3	4	5	6	7	8	9	10
Win	0	1	2	3	4	5	6	7	8	9	10
Exited	0	1	2	3	4	5	6	7	8	9	10
Pleased	0	1	2	3	4	5	6	7	8	9	10
Thankful	0	1	2	3	4	5	6	7	8	9	10

Source: Table 4

Note: 0 = There's no the feeling at all, 10 = the feeling is strongest

Appendix 5. Items of Question to Measure Self-Efficacy

NO.	ITEMS
1	I believe I will receive excellent grade performance average (GPA) in my study
2	I'm certain I can understand the most difficult course material presented in the readings in my study
3	I'm confident I can understand the basic concepts taught in my study
4	I'm confident I can understand the most complex material presented by the instructor in my study
5	I'm confident I can do an excellent job on any assignments and tests in my study
6	I expect to do well in any class
7	I'm certain I can master the skills being taught in any class
8	Considering the difficulty of my major and my skills, I think I will do well in my study

Source: Adapted from Prinrich, Smith, Garcia, and McKeachie 1991.

Noted: Each statement can use Likert-type Scale

Appendix 6. Items of Question to Measure Approach Motivation

NO.	ITEMS
1	It is important to me to do better than the other participant in program
2	My goals in this program is to get better grade than most of the participant
3	I am striving to demonstrate my ability relative to others in every class where I am enrolled
4	I am motivated to be thought of outperforming my peers in my batch
5	It is important to me to do well compared to others student during my study
6	I want to do well in my study to show my ability to my family, friends, advisors, etc.

Source: Adapted from Eliot, 1999

Noted: Each statement can use Likert-type Scale

Appendix 7. Instrument to Measure Avoidance Motivation

NO.	ITEMS
1	I often think to myself: "What if I do badly in my study?"
2	I worry about the possibility of getting a bad grade in my study
3	My fear of performing poorly in my study is often motivates me
4	I just want to avoid doing poorly in my study
5	I am afraid that if I ask my instructor a bad question, they might not think I am stupid
6	My goal in my study is to avoid performing badly

Source: Adapted from Eliot, 1999

Noted: Each statement can use Likert-type Scale

Appendix 8. Ratios Compared in Hypotheses Testing

NO.	PROPOSITIONS	RATIO TO BE COMPARED	H_0	H_a
1	P1	MPB and MCONT	$MPB = MCONT$	$MPB > MCONT$
2	P2	MPC and MCONT	$MPC = MCONT$	$MPC > MCONT$
3	P3	MOD and MCONT	$MOD = MCONT$	$MOD > MCONT$
4	P4	MOE and MCONT	$MOE = MCONT$	$MOE > MCONT$
5	P5	MPB-HSE and MPC-HSE	$MPB-HSE = MPC-HSE$	$MPB-HSE > MPC-HSE$
6	P6	MPB-LSE and MPC-LSE	$MPB-LSE = MPC-LSE$	$MPB-LSE < MPC-LSE$
7	P7	MOD-HSE and MOE-HSE	$MOD-HSE = MOE-HSE$	$MOD-HSE < MOE-HSE$
8	P8	MOD-LSE and MOE-LSE	$MOD-LSE = MOE-LSE$	$MOD-LSE > MOE-LSE$

Note: Ratios are taken from Table 5