

Text only poster

Introduction

The role of emotion in school has been greatly observed over the past decade. There has been countless research on the role of emotion. It has shown tremendous results on students' academic success. However, there are consequences when it comes to emotion. Students don't always experience positive emotion; they also experience negative emotion. This could impact their motivation in school. This is why some researches have looked at how teachers can impact students in having a positive affect.

Research question

The reason that I wanted to look at emotions and school motivation is because they are a vital part of student's success. We all have been there before, whenever we felt a bad emotion, we tend to not enjoy school as much. In contrast to when we feel a positive emotion, we tend to feel more engage in the class. This is why I wanted to look at the role emotion has on school motivation.

Background

There have been countless studies of the role emotion plays in students' academic success and motivation. They all have one thing in common, the role of feeling a positive emotion. According to Mega and De Beni (2014) They found that students positive emotion impact that way they summarize their materials and the way they are motivated to learn. Positive emotion enhances the students to want to learn more. They have also found that positive emotions have a bigger impact on self-regulated learning compared to negative emotions. Another study, Pekrun et al. (2017) conducted a longitudinal study to see whether emotion was related to achievement in a math class. He found that there was a positively relationship between

positive emotion and end of the year achievement. Students who enjoyed the class more, were more likely to have better grades than students who had negative emotions towards the class. In a final study conducted by Waugh et al. (2019), found that people were better at maintaining positive emotions compared to negative emotions. Other types of research supported emotion having an impact on school motivation. This is why its important to know the role emotion has on student's motivation. It can better enhance the students learning experience.

Method

Participants

This study will be made up of about 100 CSU Stanislaus students, from 18 and older, who are taking a psychology class during the semester. They will be recruited on SONA where every student can take if he/she is in a psychology class. This is going to be a confidential and anonymous and no one's name will be used. The student will be compensated with one credit point. The credit will be use by the students to get extra credit in any psychology class that accepts SONA points.

Materials

There will be a demographics survey given with the actually survey to see the numbers of females and males that are going to take the survey. There is going to be two different types of surveys. The first one will be the Positive and Negative Affect Schedule (PANAS) and a scale that I have created to measure school motivation. PANAS is a scale that measure how positive or negative a person is. There are going to be two 10 item scale to measure both positive and negative emotion. The items are going to be on a five-point scale. The participants are going to score the item with how they have felt throughout the week. One of the items is ashamed and the participant will indicate if they felt that emotion slightly or not at all (1) or extremely (5) felt that

specific feeling. The other scale will measure how students were motivated and I will create the scale. It will be on a five-point scale ranging from strongly disagree to strongly agree. One of the questions will be, in the past week, did you feel engaged in class? I will use SONA recruit participants and get all the results from quartics. I will also use jamovi, which is an online application, to analyze the results of the study.

Design

The study will be a correlation design to see if having a positive emotion is related with school motivation. The participants affect would be measured by using the Positive and negative affect schedule (PANAS). Then they will take a self-made survey that I constructed to see how they are motivated in school. Depending on the result of the survey, I could correlate to see if having a positive emotion is related to an increase in school motivation. PANAS has been found to be a reliable scale of measuring people affect.

Procedure

I will get my participants from SONA, then they will be redirected to quartics so they could take the survey. Then they will take the PANAS survey to see how positive or negative they are in that given moment. Then they will take the survey that I created to see how motivated they are in school. Towards the end of the study, they will read a debriefing from stating what the purpose of the study was. From the results that I get, I will analyze the results using the online application Jamovi to see if the results support or disprove my hypothesis.

Expected results

I believe that students who experience a positive emotion, either throughout the day or in the past week, will be more motivated in school. Compared to students who have experienced a negative emotion. They will be less motivated in school.

Significance

This study is important because it shows the impact that emotion has on students. These results can directly be used by teachers to help their students be more active in the classroom and have them be more engaged. This specifically targets college classroom settings and because more often than not, some students aren't aware of what is going around in the class. Which is why emotions can flip the script for students to be more attentive in class.

Reference

Mega, C., Ronconi, L., & De Beni, R. (2014). What makes a good student? How emotion, Self-regulated Learning and motivation contribute to academic achievement. *Journal of Education Psychology, 106*(1), 121-131.

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