Motivation, Positive and Negative Emotion at High School Students

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Abstract

The research aims to detect possible differences in self-perception of recent and general positive emotions to high school student, based on their profile; to detect possible differences in self-perception of recent and general negative emotions to high school students; to detect possible differences in self-perception of motivation to high school students, based on their profile. Participants in this study were 100 high school students, from the “Mihai Eminescu” high school from Călărași, 50 at real profile, 50 at human profile, aged 15-18 years (M=16.5), of these, 66 participants were female gender, and the remaining 34 were male.

Keywords: self perception, students, emotions, high school, differences

1. Introduction

The reason is a hypothetical state of the organism that triggers the behavior that pushes the individual to achieve the goal. In the specialized literature, there is a multitude of definitions and explanations regarding the reason. There will be presented the most significant. Leontiev (cited in Anitei, 2010) refers to the reasons as "necessities acknowledged" this definition being less intellectualized because it is well known that not all the reasons are acknowledged, sometimes the person acts in order to satisfy the need without necessarily being aware of the reason that triggered his behavior. The awareness of internal system of reasons is a step in the personal development of everyone. Michotte (cited in Anitei, 2010) was of the opinion that the nature and function of the reason represents an "internal cause" of the behavior. This definition refers to the moments when the subject, by

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decision and initiative, it is inflicted, more or less, to the situations that he has to overcome. Paul Diel (cited in Anitei, 2010) supports the idea of “intimate reasons”. These are desires or secrets of the individual, some unconscious, others acknowledged, valued and integrated to form the foundation of complex mental processes (Lazarus, 1991). Anitei, Chraif & Minea (2013) investigated the influence of fatigue performance motivation and frustration tolerance among young psychology students, Anitei & Chraif (2013) highlighted the effects of motor coordination error on motivational achievement tasks at psychology students, Chraif, Anitei & Marin (2013) showed statistically significant differences regarding reaction time, performances in competition and motivation from competition at psychology students, Chraif (2013) highlighted gender and age differences in time reaction and decision to multiple stimuli, Codreanu, Boglut & Chraif (2014) investigated the relationship between the pain perception and emotions at young students at psychology and Chraif & Petrovan (2014) highlighted gender differences in time and movement anticipation of visual stimuli for psychology students.

2. Objectives and Hypotheses

2.1. Objectives

The objective of this study is to studying differences between positive and negative emotions, recent and general at young students depending on their profile high school (real and human profiles).

2.2. Hypotheses

H1: Existing significant differences on recent positive emotions self-perception at youngster students depending from human and real school profile.

H2: Existing significant differences on general positive emotions self-perception at youngster students depending from human and real school profile.

H3: Existing significant differences on recent negative emotions self-perception at youngster students depending from human and real school profile.

H4: Existing significant differences on general negative emotions self-perception at youngster students depending from human and real school profile.

H5: Existing significant differences on motivation self-perception at youngster students depending from human and real school profile.

3. Method

3.1. Participants

This study was carried out on a group from 100 participants. Participants are students in a theoretical high school (“Mihai Eminescu” High School, Călărași City), 50 participants are from real profile and 50 participants are from human profile, with age between 15 and 18 (M= 16.5), 66 participants are female and 34 male.

3.2. Instruments

- Academic motivation instrument (Glavan, 2014) it is compose by 17 items with two methods of response (1-Agree; 2-Not agree). It was constructed and adapted on high-school student population, Alpha Cronbach= 0.68, confirming the test fidelity.

- Negative and Positive emotions MEST scale- it is compose by 40 items with two scales (negative scale and positive scale), the questionnaire of assessing state and trait emotions (MEST-Ro, Pitariu, Levine, Mușat,
The instrument keeps the five positive emotions and five negative emotions of the STEM questionnaire (State -Trait Emotion Measurement) as elaborated by Levine and Xu (2005): joy, anxiety, pride, sadness, vigilance, anger, affection, envy, content, guilt and shame.

3.3. Procedure

The instruments were applied in classroom. The instruments were completed in classroom, under the supervision of teacher and the psychologist. Before completing it was carried out a short instructing program. The instruments included a informed consent form.

4. Results

Table 1. Descriptive Statistics, Mean, SD, Skewness and Kurtosis

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Skewness</th>
<th>Kurtosis</th>
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<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Statistic</td>
<td>Statistic</td>
<td>Statistic</td>
<td>Statistic</td>
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<tr>
<td>Recent positive emotions</td>
<td>100</td>
<td>31.80</td>
<td>7.30</td>
<td>-.16</td>
<td>.17</td>
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<tr>
<td>General positive emotions</td>
<td>100</td>
<td>32.86</td>
<td>7.21</td>
<td>-.34</td>
<td>-.33</td>
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<tr>
<td>Recent negative emotions</td>
<td>100</td>
<td>15.45</td>
<td>7.69</td>
<td>.90</td>
<td>.19</td>
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<tr>
<td>General negative emotions</td>
<td>100</td>
<td>14.86</td>
<td>7.79</td>
<td>.85</td>
<td>.13</td>
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<tr>
<td>Motivation</td>
<td>100</td>
<td>28.34</td>
<td>2.93</td>
<td>-.45</td>
<td>.06</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>100</td>
<td></td>
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</table>

In table 1 the descriptive statistics of studied variables was analyzed, where the following can be noticed:

Recent positive emotions (M = 31.80, SD = 7.30)
Recent negative emotions (M = 15.45, SD = 7.21)
General negative emotions (M = 14.86, SD = 7.79)
General positive emotions (M = 32.86, SD = 7.21)
Motivation (M = 28.34, SD = 2.93)

Table 2. Mean, SD, T-test for independent groups

<table>
<thead>
<tr>
<th></th>
<th>highschool profile</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>T-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivation</td>
<td>real</td>
<td>28.57</td>
<td>3.20</td>
<td>.44*</td>
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<tr>
<td></td>
<td>human</td>
<td>28.12</td>
<td>2.65</td>
<td></td>
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<tr>
<td>Recent positive emotions</td>
<td>real</td>
<td>32.22</td>
<td>7.34</td>
<td>.56</td>
</tr>
<tr>
<td></td>
<td>human</td>
<td>31.38</td>
<td>7.32</td>
<td></td>
</tr>
<tr>
<td>General positive emotions</td>
<td>real</td>
<td>33.28</td>
<td>6.97</td>
<td>.56</td>
</tr>
<tr>
<td></td>
<td>human</td>
<td>32.44</td>
<td>7.48</td>
<td></td>
</tr>
<tr>
<td>Recent negative emotions</td>
<td>real</td>
<td>14.42</td>
<td>6.70</td>
<td>.18*</td>
</tr>
<tr>
<td></td>
<td>human</td>
<td>16.48</td>
<td>8.52</td>
<td></td>
</tr>
<tr>
<td>General negative emotions</td>
<td>real</td>
<td>14.20</td>
<td>7.00</td>
<td>.40*</td>
</tr>
<tr>
<td></td>
<td>human</td>
<td>15.52</td>
<td>8.52</td>
<td></td>
</tr>
</tbody>
</table>
In table 2 where the t test for independent groups was applied, there are significant differences between students for the next variables: motivation (t = .76, p< .005), recent negative emotions (t= -.98, p<.005), general negative emotions (t= -.84, p < .005). Further, notice there aren’t significant differences between students for recent positive emotions and general positive emotions.

5. Conclusion

This study aims to demonstrate that there are differences in self-perception of positive and negative emotions and motivation in young high school students based on the followed profile, human and real. The research has achieved its objectives, most hypotheses were confirmed (H3, H4 and H5), but the study conducted may represent a starting point for various similar research demonstrating differences between pupils from human profile and from real profile, regarding self-perception of positive and negative emotions and of motivation.

The study could be repeated on a larger number of participants, with an even distribution in terms of age, gender and school of origin. In addition, the results are confirmed by other authors who studied emotions in students (Kleine, Goetz, Pekrun & Hall, 2005; Schutz & L anchart, 2002; Pekrun, Goetz & Titz, 2002).

References


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