



# PSYCH 321 CLASS PROJECT RESEARCH REPORT

**Presented by:**

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# INTRODUCTIONS

In this report we will explain:

- What we did
- Why we did it
- How we carried out the research
- What we found
- What we think it means



## Research Questions

Concha: *“Questioning the Validity of the Panas-X Scale of Positive and Negative affect”*

Nathana: *“Exploratory Research On Life Satisfaction with the Influence of Positive Psychology Education”*

Lesley: *“Looking at the Effect of Hostile Behavior on Negative Affect”*

Sarah: *“A Qualitative Examination of Changes in Specific Students’ Reporting of Positive and Negative Affect as a Result of Positive Psychology Class.”*

Christian: *“Does Exercise Impact Self-Esteem?”*



# Statements of Purpose

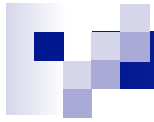
**Concha:** *“The purpose of this research was to look at a specific positive and negative affect scale for validity.”*

**Christian:** *“The purpose of this research was to examine how exercising affects self-esteem in those individuals. I was also assigned to determine whether eating breakfast in the morning leads to a better more energy-filled day.”*

**Lesley:** *“I was interested in examining which negative affect (feelings) correlated with reported feelings of hostility.”*

**Nathana:** *“The purpose of the research was to look at the levels of life satisfaction of 77 college students in three different groups.”*

**Sarah:** *“In doing this experiment I wanted to show whether or not taking positive psychology can help alter the level of positive affect.”*

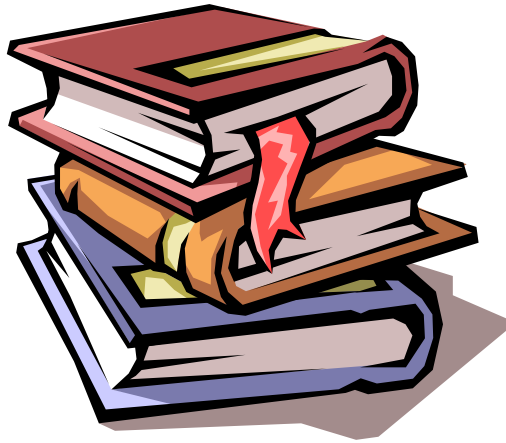


# THEORY

Our theory was that positive psychology class would create more positive affect than practice, and that practice would have more positive affect than sociology class.

Our theory is based on the principles of positive psychology, and on the evidence that exercise decreases depression.

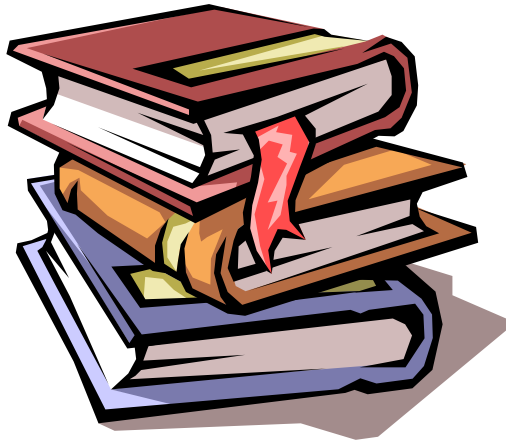
# What is Already known?



**Watson and Tellegin (1985) in their research on structure of affect consistently encountered the same two major bipolar dimensions (ranging from high to low): positive and negative affect. Positive affect reflects a combination of high energy and positive evaluation characterized in such emotions as elation. Negative affect comprises feelings of upset and distress. Nonetheless, the choice of words to reflect each octant was based on a substantial body of research on self-report measures of experienced emotion.**

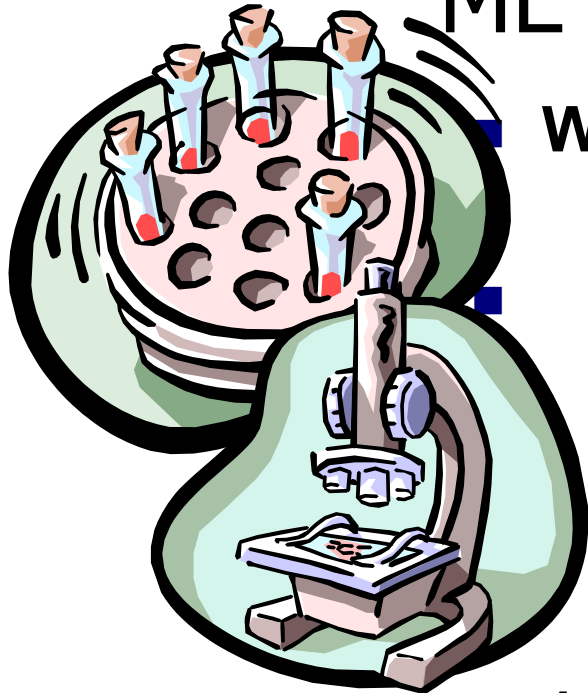
# LITERATURE REVIEW, Cont.:

**The theory was that positive psychology class will show a higher level of life satisfaction than the other two groups in the study.**



**According to Seligman, Ernst, Gillham, Reivich and Linkins teaching education surrounded by well-being is more likely to produce increases in learning, which is the traditional goal of education. Positive moods produce broader attention, more creative thinking, and more holistic thinking compare to a student with a negative mood, which produces narrower attention, more critical and analytic thinking.**

# DATA COLLECTION AND METHODS



**We selected three samples for our study:**

- 1. positive psychology class**
- 2. practice**
- 3. sociology class**

**We researched and adapted three scales into our self-administered survey:**

- 1. Positive & Negative Affect (Panas-X)**
- 2. Life Satisfaction**
- 3. Attitudes towards Exercise**





# Ethical Considerations

- We were careful about administering the self-administered surveys to groups that we did not belong to...to be nonparticipant in order to reduce interviewer effect
- All information was confidential and anonymous



# Research Design

- Because it was not possible to use a random sample, we used a purposive sample: sociology class was the comparative group with a neutral stimulus
- We used a pretest, post-test research design, where the pretest and the post-test were the surveys and the stimuli were:
  - Mindfulness exercise for positive psychology
  - Practice for practice
  - Regular classwork for sociology



# Hypotheses

We expected that there would be:

Higher affect for the post-test in positive psychology than for the pretest

Higher positive affect for positive psychology class than for practice, and higher positive affect for practice than for sociology class

That the positive and negative affect would be polar opposites

That life satisfaction would be positively influenced by positive affect



# Item composition of the PANAS-X Scales

## General Dimension Scales:

- Negative affect=afraid, scared, nervous, jittery, irritable, hostile, guilty, ashamed, upset, distressed
- Positive affect=active, alert, attentive, determined, enthusiastic, excited, inspired, interested, proud, strong



# Basic Emotions Thought to be reflected in the General Dimension PANAS-X Scales

Basic Emotions:

- Negative Basic Emotions=Hostility (angry, hostile, irritable, scornful, disgusted, loathing)
- Positive Basic Emotions=Attentiveness (alert, attentive, concentrating, determined)


# RESULTS: Is Positive Affect Higher in the Post-test in Positive Psychology class?

Affect Item:	Pretest Avg Rating	Post-test Avg Rating	Increased?
Active	4.10	3.88	No
Alert	3.90	4.00	Yes
Attentive	4.20	4.25	Yes
Determined	4.10	4.25	Yes
Enthusiastic	3.90	4.25	Yes
Excited	4.20	4.13	Yes
Inspired	4.10	4.50	Yes
Interested	4.10	4.38	Yes
Proud	3.90	4.00	Yes
Strong	4.40	4.50	Yes
Hypothesis supported?			9 out of 10

# Results:

Overall, is Positive Affect Higher for Positive Psychology than for Practice, and for Practice than Sociology Class?

Affect item	Positive Avg rating	Higher?	Practice Avg rating	Higher?	Sociology Avg rating
Active	4.00	N	4.32	Y	3.67
Alert	3.94	Y	3.86	Y	3.33
Attentive	4.22	N	3.82	Y	3.22
Determined	4.17	N	4.31	N	3.93
Enthusiastic	4.06	Y	3.47	Y	2.96
Excited	4.17	Y	3.97	Y	3.04
Inspired	4.20	Y	3.79	Y	3.52
Interested	4.22	Y	3.47	Y	3.26
Proud	3.94	N	4.17	Y	3.26
Strong	4.44	Y	4.14	Y	3.70
Hypothesis supported?		6 of 10		9 of 10	



# RESULTS: what validity issues exist in the Panas-X items?

- Contributions of positive affect items to overall positive affect were as expected:
  - Excited (Pearson's  $r=.798^{**}$ )
  - Enthusiastic (Pearsons  $r=.786^{**}$ )
  - Proud (Pearson's  $r=.733^{**}$ )
  - Interested (Pearsons  $r=.674^{**}$ )
  - Alert ( $.665^{**}$ )
- Note: All ten items were significant at the  $p<.01$  level \*\*



# RESULTS: what validity issues exist in the Panas-X items?

- However, contributions of the basic negative emotion item “hostility” to other negative affect items were not as expected:

	afraid	scared	nervous	jittery	irritable	guilty	ashamed	upset	distressed	Negative Affect	Positive Affect
R	.323	.310	.020	-.029	.342	.362	.278	.312	.403	.630	-.087
Sig	.006	.008	.868	.807	.003	.002	.018	.008	.000	.000	.472

**Results:** is life satisfaction correlated more highly with positive affect for positive psychology than for practice, and for practice than sociology class (at both times tested)?

Sample	Life Satisfaction and Positive Affect	Life Satisfaction and Negative Affect	T-Tests	Significance
Positive Psychology Class (N=10)	.66	.42	0.00	Y
Sociology Class (N=22)	.21	.21	0.15	N
Practice (N=18)	.47	.54	0.15	N
Hypothesis supported?	yes	no		Yes

# RESULTS: Do Attitudes Towards Exercise Create Positive Affect?

Correlations:	Negative Affect	Positive Affect
Breakfast Yes	.339	-.220
My health depends on being active.	-.167	-.237*
I need physical activity often.	.034	-.091
I do not get as much physical exercise as I ought to.	.104	.167
I need to play sports/get exercise in order to feel good about myself.	-.002	.016
Playing sports/getting exercise improves my self-esteem	.089	-.025
I feel less stressed after physical activity	-.097	.103
Hypotheses not supported.		



# Findings:

- The hypothesis that positive psychology class would have higher positive affect than the other two sample conditions is supported.
- The hypothesis that practice would have higher positive affect than sociology class is supported.
- The hypothesis that positive psychology will have higher life satisfaction than the other two groups is supported.
- The hypothesis that positive and negative affect are bi-dimensional is not supported.
- The hypothesis that attitudes towards exercise is a significant contribution to positive affect is not supported.



# Limitations of the Data

- Non-Random sample
- Validity
- Measurement
- Sample size
- Qualitative versus quantitative
- Wholistic versus empirical



# REFERENCES

Seligman, M.E.P., Ernst, R.M., Gillham, J., Reivich, K., and Linkins, M. June 2009. Oxford Review of Education, Vol. 35, No. 3. Pp: 293-311.

# Q&A

Any  
Questions?

