



Academic Emotions and Performance in Psychology of College Freshman Students of the University of Eastern Philippines

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ABSTRACT

College students experience a variety of emotion-related situations. Many of these situations imply daily hassles relating to teachers, classmates, or learning at home. The emotional state of a learner has the potential to influence his/her thinking. As a subject, which deals with the human mind and its process, Psychology lessons could trigger different emotions that may affect overall performance. The study determined the level of academic emotions of the students in terms of enjoyment, pride, anger, boredom, anxiety, hope, shame and relief. It also determined the level of performance of the students in Psychology. Moreover, it looked into the significant relationship of academic emotions and performance in the subject. The study involved 387 freshman students enrolled in General Psychology in the first semester of SY 2013-2014. The respondents answered a 96-item academic emotions questionnaire. The performance of the students in Psychology was based on the grades they got in the subject. Statistical tools included frequency counts, percentages, weighted means and multiple regression analysis. The study found out that the students have a high level of enjoyment, pride, hope, and relief; low level of anger, boredom, and anxiety; and an average level of shame. The respondents had Fair to Good performance in Psychology. Test of relationship revealed that enjoyment, pride and boredom significantly related to academic performance while hope, relief, anger, anxiety and shame did not have significant relationship with performance. The study recommended the active participation in class discussions of students to enhance learning through more classroom activities and instructional strategies.

KEYWORDS: *academic emotions, psychology, academic performance, college students*

1. INTRODUCTION

College students experience a variety of emotion-related situations. As a Psychology teacher, the researcher observed emotion-filled classrooms especially before, during, and after examinations. There were also observations of emotions that occur during class discussions or emotions that manifest when students do not learn new concepts or ideas. Perhaps the lack of preparations and other related factors trigger these emotions to come up in these different situations. Academic emotions are various' emotional experiences in connection with students' academic activities in the teaching/learning process. It includes emotional experiences in such activities as classroom learning, homework fulfillment and examination taking. Academic emotions involve all kinds of emotions that students experience in classroom teaching, academic learning, and task-related situations (e.g. enjoyment of learning, pride of success, or test-related anxiety) (Goetz, 2006). Students do experience different levels of positive and negative emotions manifested on their academic performance. Negative emotions like anxiety, anger and boredom seem to be found predominantly in students with poor academic outcomes, whereas students who do well academically experience better levels of overall enjoyment and pride (Meyer and Turner, 2002). Emotions Influence a person's ability to process information and to accurately understand what s/he encounters (Pekrun, 2001). The emotional state of Psychology students has the potential to influence

their thinking. As a subject which deals with the human mind and its process. Psychology lessons could trigger different emotions that may affect overall performance. Although emotions have the potential to energize their thinking, emotional states also have the potential to interfere with learning. If students are overly excited or enthusiastic, they might work carelessly or quickly rather than work methodically or carefully. As Schutz (2002) claimed that emotion is closely integrated in virtually every aspect of the teaching and learning process, so it is important that the nature of emotions within the school context be understood. Good academic emotion is not only beneficial to the development of students' cognitive activities and the building of their attitude toward positive learning, but also conducive to the establishment of healthy teacher-student relation and to the development of student's physique and mentality.

2. Objectives of the Study

The study sought to:

1. Determine level of academic emotions of the respondents in terms of enjoyment, pride, anger, boredom, anxiety, hope, shame, and relief;
2. Determine the level of performance of students in Psychology; and

4. Results and Discussion

Level of Academic Emotions of Students

Table 1 shows the level of enjoyment of students in Psychology class. Generally, the students had a high level of enjoyment in Psychology based on the grand mean of 4.11. Enjoyment was evident on lessons like emotions, on being happy that the student understood the lessons, and on studying hard for a test.

Table 1: Academic Emotion in terms of Enjoyment

Enjoyment	Mean	INT
I look forward to my Psychology class	4.29	VHL
I enjoy the topic about emotions in my Psychology class	4.44	VHL
The topic on personality that we discuss with in Psychology is exciting that I really enjoy my class.	4.26	VHL
I enjoy my class that I am strongly motivated to participate When doing my Psychology homework, I am in a good mood.	3.99	HL
The activities in my Psychology class are so exciting.	4.04	HL
I am happy that I understand the lessons I have in Psychology.	3.99	HL
I enjoy doing my Psychology homework so much that I am motivated to do extra assignments.	4.27	VHL
Because I look forward to getting a good grade, I study hard for the test.	3.79	HL
I enjoy taking the different type of tests in Psychology I appreciate the test when there are challenging questions.	4.20	VHL
I found every question in the test interesting	4.00	HL
I look forward to my Psychology class	4.06	HL
I enjoy the topic about emotions in my Psychology class	4.00	HL
Grand Mean	4.11	HL

VHL-Very High Level; HL-High Level; AL-Average Level; LL-Low Level; VLL-Very Low Level

3. Ascertain the significant relation of academic emotions with performance of students in Psychology.

3. Methodology

Descriptive correlational research design was used in this study. The independent variables included student's academic emotions in terms of enjoyment, hope, pride, anxiety, boredom, anger and shame while the dependent variable is the performance of students in Psychology. The population in this study involved the freshman and sophomore students in the University of Eastern Philippines taking Psychology subject. A questionnaire on academic emotions was used as the primary tool in gathering data. The level of academic emotions was interpreted as; Very High (4.20- 5.00), High (4.00 - 4.19), Average (2.60 - 3.39), Low (1.80 - 2.59) and Very Low (1.0 - 1.79). The final rating of the respondents in Psychology was drawn from the official grading sheets and was categorized as: Excellent (1.0), Very Good (1.25 - 1.50), Good (1.75 - 2.25), Fair (2.50 - 2.75) and Poor (3.00 -5.00). Data gathered were treated statistically using descriptive measures like frequency counts, percentages and means. Relationships of academic emotions and Psychology performance were computed using Multiple Regression Analysis.

Table 2 shows the level of pride that the students has in Psychology. It shows that generally, the students had a high level of pride towards the subject based from the grand mean of 3.71. The data shows that pride is manifested in the knowledge in Psychology gained by students and in getting consistent high scores in examinations.

Table 2: Academic Emotion in terms of Pride

Pride	Mean	INT
I think I can be proud of my knowledge in Psychology.	4.08	HL
I tell my friends about my contributions to the Psychology class.	3.62	HL
I am proud of the learning I gain from the discussion in Psychology.	4.28	VHL
I am proud that I am able to participate in the class discussion.	3.96	HL
I am very motivated to team lessons in Psychology because I want my name to be recognized in the class.	3.29	AL
After doing my Psychology homework, I am proud of myself.	3.75	HL
I tell my friends about the new things I teamed in Psychology.	3.65	HL
I am proud that I am able to discuss the topic assigned to me.	3.70	HL
I feel great when there are difficult questions in the test.	3.03	AL
I am proud of how well I have done on the Psychology test.	3.60	HL
After taking a test in Psychology, I am proud of myself.	3.56	HL
I feel gratified when I consistently got high scores in the test.	4.04	HL
Grand Mean	3.71	HL

VHL-Very High Level; HL-High Level; AL-Average Level; LL-Low Level; VLL-Very Low Level

Table 3 shows the level of anger students manifested towards Psychology. Generally, students had a low level anger with a grand mean of 2.06. Generally, the students get angry when teachers postpone a test when they fell they are prepared for it, when they cannot memorize important terms and when teachers give difficult questions.

Table 3: Academic Emotion in terms of Anger

Anger	Mean	INT
I am annoyed during my Psychology class.	2.16	LL
I am angry during my Psychology class that I would like to leave.	1.67	VLL
I get angry because the topic on laws of learning is so difficult.	1.90	LL
My Psychology class irritates me.	1.70	VLL
My Psychology homework makes me angry	1.82	LL
I get angry because my Psychology homework occupies much of my time.	1.85	LL
I am so angry that I would like to throw my homework into the trash.	1.66	VLL
I get angry if I cannot memorize the different terms in the topic about personality.	2.51	LL
I am annoyed that my teacher asks such difficult questions.	2.42	LL
I am angry when my teacher gives examination papers that I would like to tear them into pieces.	1.89	LL
I always hate being pressured by the time when taking the test.	2.33	LL
I am angry when my teacher postpones the test when I prepared for it.	2.84	AL
Grand Mean	2.06	LL

VHL-Very High Level; HL-High Level; AL-Average Level; LL-Low Level; VLL-Very Low Level

Table 4 shows the level of boredom the students had in Psychology. Generally, students had a low level of boredom noting that the grand mean was only 1.84. Students show manifestations of low level of boredom as evidenced by their being energetic in their class activities and their concentration in the lessons.

Table 4: Academic Emotion in terms of Boredom

Boredom	Mean	INT
I can't concentrate because I am so bored in my Psychology class.	1.86	LL
I think the topic on sensation is boring.	1.81	LL
I am bored and feel sleepy during class discussion.	1.83	LL
I have no energy in doing class activities.	1.75	VLL
Just thinking of my Psychology homework makes me feel bored.	2.03	LL
I'm so bored that I don't feel like studying anymore.	1.92	LL
I get so bored with Psychology homework.	1.81	LL
I am bored of reading text on our topic about intelligence	1.69	VLL
Mean	1.84	LL

VHL-Very High Level; HL-High Level; AL-Average Level; LL-Low Level; VLL-Very Low Level

Table 5 presents the anxiety level of students in psychology. The table shows that in general, anxiety level of students in psychology was at a low level with a grand mean of 2.56. It can be gleaned that students appeared to be not scared of their Psychology class, not worried if the lesson was difficult and do get uneasy with lessons. However, students really worry if they get low test scores.

Table 5: Academic Emotion in terms of Anxiety

Anxiety	Mean	INT
When thinking about my Psychology class. I get nervous.	2.52	LL
When thinking of our topic on teaming and laws of learning. I get uneasy.	2.46	LL
Psychology scares me that I would rather not attend school.	1.76	VLL
I worry if our lesson is too much difficult for me.	2.36	LL
I'm so scared of my Psychology assignments that I would rather not start them.	2.44	LL
I start sweating because I am worried I cannot complete my assignments on time.	2.64	AL
I am tense and nervous in the class.	2.36	LL
I worry if I can completely understand the lesson.	2.77	AL
I am anxious that I rather not take the Psychology test.	2.54	LL
When taking the exam in Psychology. I am tense and nervous.	2.89	AL
When I have an upcoming exam, my stomach is upset.	2.50	LL
When taking the Psychology exam, I worry if I get low scores.	3.43	HL
Mean	2.56	LL

VHL-Very High Level; HL-High Level; AL-Average Level; LL-Low Level; VLL-Very Low Level

Table 6 shows the students' level of hope in Psychology. The table presents a grand mean of 4.19, described as high level. This indicates that students were hopeful that they learned from the class discussion and that this will be useful in their other classes, that they will get good grades and that they will be able to understand their teacher's difficult questions in the test.

Table 6: Academic Emotion in terms of Hope

Hope	Mean	INT
I keep thinking that I will be able to understand the lesson.	4.10	HL
I keep thinking that I will get good grade in Psychology.	4.22	VHL
I look forward to comprehend my teacher's difficult question	3.77	HL
I hope that what I have learned from the discussion in Psychology will be useful too in my other subjects.	4.30	VHL
I know that I will be able to do my homework.	4.17	HL
I think it is not difficult to learn Psychology lessons if I try to study them	4.45	VHL
I believe I will have a better future if I will not give up in doing my best to understand the lessons in the class.	4.59	VHL
I hope that what I will gain in my Psychology class will be the foundation of my other learnings.	4.38	VHL

During the exam in Psychology. I feel that I can pass it.	3.90	HL
When I found the test difficult, I don't give up.	4.16	HL
I know that if I have the right attitude towards taking test, my score won't be a failure.	4.00	HL
I am hopeful I will get better scores in the future tests in Psychology.	4.21	VHL
Mean	4.19	HL

VHL-Very High Level; HL-High Level; AL-Average Level; LL-Low Level; VLL-Very Low Level

Table 7 presents the grand mean of 2.38 described as average level of academic emotion in terms of shame. This indicates that the students could have shame manifestations depending on the situation confronted with.

Table 7: Academic Emotion in terms of Shame

Shame	Mean	INT
I blush when I discuss about the laws of learning in my Psychology class.	2.86	AL
When I say about something on the topic about law I feel like embarrassing myself.	2.55	LL
It humiliates me if I could not answer the easy question.	3.10	AL
I feel ashamed if ever I am asked to discuss in front of the class	2.99	AL
When I discuss the homework/assignments with my classmates, I avoid eye contact.	2.72	AL
When I don't understand something in my Psychology homework, I don't want to tell anybody.	2.48	LL
I am embarrassed about my lack of knowledge in Psychology.	2.71	AL
I won't ask my teacher to repeat his/her statement when in case I am not able to get it.	2.67	AL
I start sweating when I feel my performance on the Psychology exam seemed embarrassing.	2.96	AL
After taking the exam in Psychology, I feel ashamed to submit my paper.	2.60	AL
I am ashamed that I cannot answer my teacher's question well.	3.07	AL
I feel embarrassed if I got low scores while everybody is expecting me to get higher scores.	3.28	AL
Mean	2.83	AL

VHL-Very High Level; HL-High Level; AL-Average Level; LL-Low Level; VLL-Very Low Level

Table 8 presents the data about academic emotions in terms of relief. The grand mean of 3.87 is described high level. Manifestations of relief was manifested in being able to do something commendable in class and be able to finish tasks ahead of time.

Table 8: Academic Emotion in terms of Relief

Relief	Mean	INT
I am thankful every after class discussion in Psychology.	4.00	HL
I feel gratified when my teacher gives me the opportunity to share my ideas in the class.	4.00	HL
I feel relaxed when I have done something commendable in the class.	4.22	VHL
I am relieved after I have performed oral exam in Psychology.	3.94	HL
I am thankful of the opportunity that I have studied Psychology.	4.36	VHL
I feel comfortable if I finish my homework/assignments ahead of time.	4.36	VHL
I am contented of the lessons learned from the topics discussed in class.	4.01	HL
I am relieved that I am able to memorize well the structure of the human brain.	3.78	HL
I am satisfied of my scores in the test.	3.45	HL
I feel contented that my performance in the class was tested.	3.65	HL
Failed or not. I am happy that I have taken the test.	3.59	HL
I am relieved when the teacher postpones the test	3.03	AL
Grand Mean	3.87	HL

Students' Performance in Psychology

Table 9 shows the students' performance in Psychology. It shows that 119 or 30.75 percent performed fairly, 118 or 30.49 percent performed good, 58 or 14.99 percent performed very good, and 3 or 0.78 percent performed excellently in Psychology. There were only 89 or 23 percent of students who got the lowest passing grade. Generally, Psychology students were average achievers. Considering that the student-respondents were mostly first year students their grades can already be considered as good enough to benchmark for other challenging subjects for the next year level.

Table 9: Performance of Students in Psychology

PERFORMANCE LEVEL	Frequency	Percent
Excellent	3	0.78
Very Good	58	14.99
Good	118	30.49
Fair	119	30.75
Poor	89	23.00
Total	387	100.00

Relationship of Academic Emotions and Performance in Psychology

To test the influence of academic emotions to performance in Psychology, the multiple regression analysis was employed. Overall relationship shown in Table 10 resulted to an R-value of 0.527 which is considered moderate relationship. The R-square value of 0.278 means that 27.8 percent of the variance of Psychology performance could be attributed to the academic emotions of the respondents. Result of the Analysis of Variance (ANOVA) showed an F-value of 8.976 with a significance value of 0.045 which is less than the 0.05 margin of error level. The null hypothesis therefore is rejected which means that there is a statistically significant relations between emotions and Psychology performance. Looking however at coefficients, only enjoyment ($\beta=0.359$, $a=0.39$), pride ($\beta = 0.254$, $a= 0.049$), and boredom ($\beta = -0.281$, $a= 0.39$) significantly predicted Psychology performance of the students. Anger, anxiety, hope, shame, and relief did not significantly predict the dependent variable having significant values all greater than the 0.05 margin. Findings on enjoyment significantly predicting performance in Psychology show the importance of this particular emotion in the learning process. Academic emotions influence the academic performance of the students, which means that a positive attitude towards the subject contributes well to (he learners' performance (Schutz and Pekrun, 2007).

The positive magnitude of the beta means that students with high manifestation of this emotion generally resulted to higher performance in the subject. On the other hand, lower manifestation on this emotion generally resulted to lower performance in the subject. Similarly, pride significantly predicting Psychology performance shows that students who were proud or took pride in learning the subject had higher grades compared to students who had low manifestations on this emotion. Perhaps, students with high self-esteem were the ones who have shown high degree of pride resulting to better performance in the subject. On the other hand, boredom significantly predicting Psychology performance means that a significant number of students manifest this type of emotion. The effect however of this emotion is negative which means that students with higher manifestation on this had lower performance in the subject. On the contrary, students who manifested low in boredom had higher grades. Other emotions not showing significant relationship with performance in Psychology mean that the students did not feel these emotions toward the subject. If ever some have manifested these emotions, it was to a lower degree resulting to a lesser effect on their performance in the subject.

Table 10: Stepwise Multiple Regression Analysis between Academic Emotions and Performance in Psychology

Academic Emotions	Beta	Sig.	Interpretation
ENJOYMENT	0.359	0.024	Significant
PRIDE	0.254	0.049	Significant
ANGER	-0.077	0.274	Not Significant
BOREDOM	-0.281	0.039	Significant
ANXIETY	0.055	0.362	Not Significant
HOPE	-0.011	0.864	Not Significant
SHAME	0.039	0.486	Not Significant
RELIEF	0.086	0.192	Not Significant

R-Square	0.278
Adjusted R-Square	0.132
F-Ratio	8976*
p-value	0.045

* = Significant at .05 level ($p < .05$)

** - Significant at .01 level ($p < .01$)

ns = Not Significant at .05 level ($p > .05$)

5. Conclusions

The study concludes that academic emotion is a significant factor in the achievement of students in school. Academic emotions are high in terms of enjoyment, pride, hope and relief. Anger, boredom and anxiety are at a low level while shame was felt moderately. The respondents enjoy their classroom activities and are contented and satisfied with their lessons introduced by their professors. While the students' average performance could be acceptable, there is still a wide room for the students to achieve more. This will be made possible only if teachers are to improve their teaching methodologies, strategies and techniques. It is noted that anything novel is shown or brought to class by the teacher brings forth a new impetus for the learners. Above all, it is not to be forgotten that the teacher is the best teaching aid. Learning has always to be with a "human touch." This necessarily that teachers have to be presentable and must exude an aura, which could get the learners motivated and interested. If and when teachers are presentable and exude aura, they are able to command some amount of respect, command and cooperation among the learners.

6. Recommendations

Based on the conclusions drawn, the following recommendations were arrived at:

1. Psychology teachers should use strategies, which will enhance the enjoyment of students in teaming the subject.

2. It is recommended that teachers should design teaching-learning tasks, which will challenge learners. These challenges would usually bring about what are yet to be discovered from them. This would lessen boredom in the class, at best.
3. Further research should be conducted along academic emotions linking to student personalities

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