

Achievement Emotions Among Graduate Students During the COVID-19 Pandemic

Faqryza Ab Latif, M.A.

PIs: Elizabeth Pope, Ph.D., Monica Erbacher, Ph.D., & Marla Franco, Ph.D.

Educational Psychology

University of Arizona

April 29, 2023



Award #2033389



THE UNIVERSITY
OF ARIZONA

Achievement Emotions Among Graduate Students During the COVID-19 Pandemic

Introduction and Literature Review

- Graduate students
 - Emotional exhaustion and attrition

Achievement Emotions Among Graduate Students During the COVID-19 Pandemic

Introduction and Literature Review

- Graduate students
- Control-value theory (Pekrun, 2006)
 - Achievement emotions: Directly connected to achievement activities or achievement outcomes

Achievement Emotions Among Graduate Students During the COVID-19 Pandemic

Introduction and Literature Review

- Graduate students
- Control-value theory (Pekrun, 2006)
 - Achievement emotions
 - Positive achievement emotions: enjoyment, hope, pride
 - Negative achievement emotions: anger, anxiety, shame, hopelessness, and boredom

Achievement Emotions Among Graduate Students During the COVID-19 Pandemic

Introduction and Literature Review

- Graduate students
- Control-value theory (Pekrun, 2006)
 - Achievement emotions
 - Impacts of positive & negative emotions on learning & health
 - Negative correlation (non-pandemic times)

Achievement Emotions Among Graduate Students During the COVID-19 Pandemic

Introduction and Literature Review

- Graduate students
- Control-value theory (Pekrun, 2006)
 - Achievement emotions
 - Impacts of positive & negative emotions on learning & health
 - Negative correlation (non-pandemic times)
- COVID-19

Achievement Emotions Among Graduate Students During the COVID-19 Pandemic

Introduction and Literature Review

- RQ: During the COVID-19 pandemic, are positive achievement emotions (i.e., enjoyment, hope, and pride) and negative achievement emotions (i.e., anger, anxiety, shame, helplessness, and boredom) correlated? If so, how are they related?
- Hypothesis: Positive and negative emotions are negatively correlated.

Achievement Emotions Among Graduate Students During the COVID-19 Pandemic

Methods

National Science Foundation (NSF) RAPID study

- Participants (1st wave: Summer 2020)
 - $N = 57$
- Instrument
 - Achievement Emotions Questionnaire (AEQ) (Pekrun et al., 2011)
 - "I enjoyed the challenge of learning the material."
 - "Studying made me irritated."

Achievement Emotions Among Graduate Students During the COVID-19 Pandemic

Methods

National Science Foundation (NSF) RAPID study

- Participants (1st wave: Summer 2020)
 - $N = 57$
- Instrument
 - Achievement Emotions Questionnaire (AEQ) (Pekrun et al., 2011)
- Analysis
 - Canonical correlation

Achievement Emotions Among Graduate Students During the COVID-19 Pandemic

Results

First pair of weighted sums

Correlation (CanR) = 0.706, $p < .001$

Effect size (CanRSQ) = 0.498

Achievement Emotions Among Graduate Students During the COVID-19 Pandemic

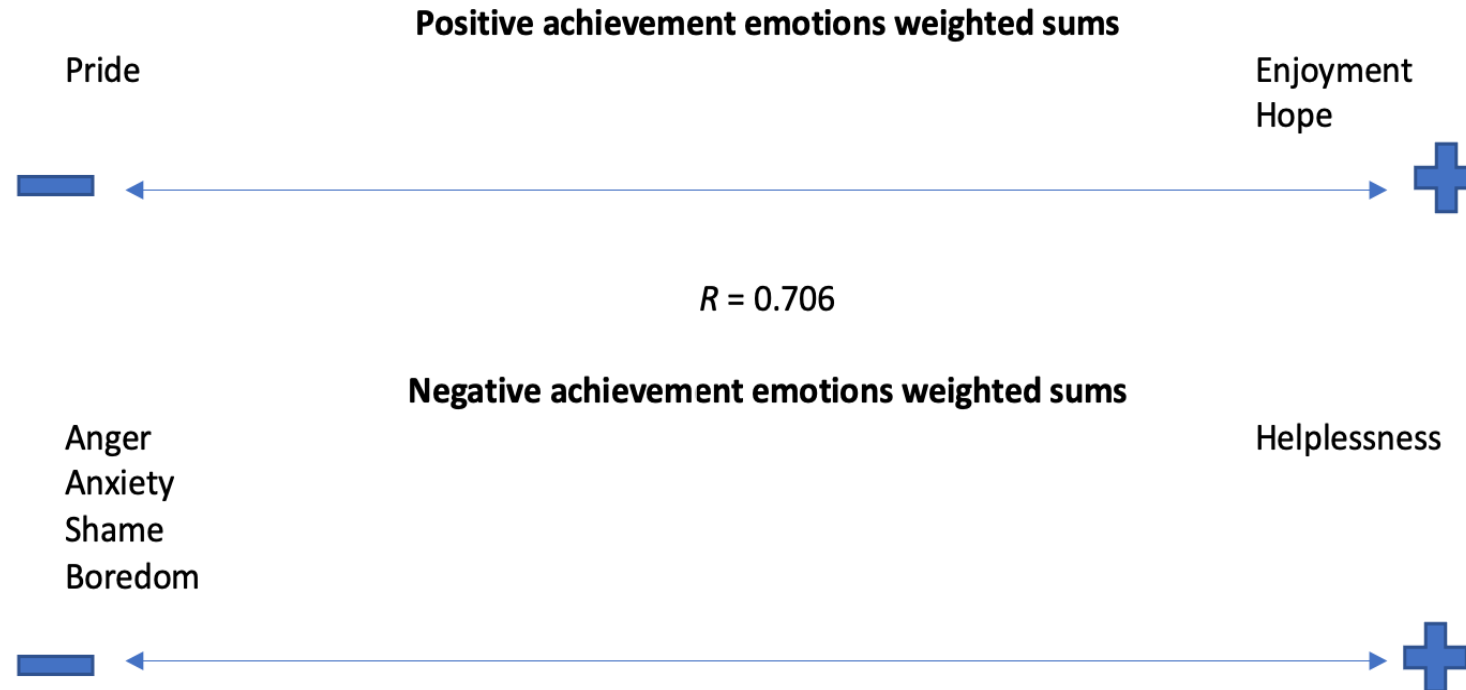
Results

Equation for first weighted sum of positive emotions =
 $0.152 * \text{Enjoyment} + 0.239 * \text{Hope} - 0.041 * \text{Pride}$

Equation for first weighted sum of negative emotions =
 $-0.090 * \text{Anger} - 0.049 * \text{Anxiety} - 0.012 * \text{Shame} + 0.076 * \text{Helplessness}$
 $- 0.115 * \text{Boredom}$

Achievement Emotions Among Graduate Students During the COVID-19 Pandemic

Results



Achievement Emotions Among Graduate Students During the COVID-19 Pandemic

Discussion

Positive emotions and negative emotions are positively correlated among graduate students.

COVID-19 pandemic?

Achievement Emotions Among Graduate Students During the COVID-19 Pandemic

Discussion

Limitations

- 1) Correlational analysis
- 2) Generalizability

Future directions

- 1) Mediating variables (e.g., demographic variables)

Achievement Emotions Among Graduate Students During the COVID-19 Pandemic

Discussion

Implications for:

- Control-value theory
 - Achievement emotions and pandemic
- Educational practice
 - Emotion regulation
 - Emotional support through social connection



Thank you.

faqryzaablatif@arizona.edu

