

Research OF University Students' Academic Emotions Regarding Some Variables: Selçuk University Faculty OF Education Sample

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Abstract

In this research researchers tried to figure out university students' academic emotions regarding some variables. Researchers thought that academic emotions play an important role during university education. After conducting the questionnaire some statistical procedures were made and there were some interesting results. Such as; differences in university students' academic emotions according to their class levels were significant in anxiety factor about learning and hopelessness factor about learning but there is no significant difference in other factors (anger, shame, joy, hope, pride, boredom) about learning. There were significant differences between two genders in relation to university students' academic emotions in anger factor about learning, anxiety factor about learning, hope factor about learning and pride factor about learning but there is no significant difference in other factors (hopelessness, shame, joy, boredom) about learning. Differences in university students' academic emotions according to their fathers' educational situation were not significant in academic emotion factors about learning but there is only one significant difference in hope factor about learning according to their mothers' educational situation.

Keywords: Emotions, academic emotions, university students, Turkey's higher education.

Introduction

The question of "What is emotion?" has taken a critical place in the interest of philosophers for centuries and nowadays in the interest of psychologists, anthropologists and sociologists. Emotions have always struggle with reason. Large number of philosophers could not ignore emotions while they were chasing reason. Philosophers used master-slave metaphor in order to describe the relation between reason and emotion at the end of the struggle between both (Schutz and DeCuir, 2002). This approach made emotions inferior whereas made reason in a contemporary manner. The merciless relation between reason and emotion arose several approaches on emotions nowadays. Arising of such approaches started to make important some processes during education.

Learning, one of above mentioned the processes, is constituted of cognitive, affective and psycho-motor experiences. Lots of emotions are embedded within the affective dimension of learning. The social environment and university arise undeniable emotional diversity experiences at university students in the processes of learning, class and test. These experiences directly affect university students' academic achievements. According to Kelly (2004) emotions are affected by individual's thoughts and behavior besides they have the feature that affects them. Emotions play a critical role with complement effect during education process. As mentioned above emotions affect university students' academic achievements and also determine the processes that students experience before, during and after learning, class and test. It is important to perceive this situation within education itself. Approving the existence of emotions in academic achievement and the teachers' endeavor of providing positive emotions for students are mostly welcome (Kelly, 2004). Researchers (Pekrun, 1992a, 1992b, 2000; Pekrun and Frese, 1992; Spangler, 1997; Pekrun and Hofmann, 1999) stated that academic achievement was not only related to test anxiety but also was related to several emotions in researches made by them in order to determine the emotions in which university students were experienced at university. In regard of these researches' findings Pekrun et al. (2002) described nine different emotions which affected university students' academic

achievements, physical and psychological situations and their thoughts. As a result they called these emotions as “academic emotions”. While four of these emotions were being described as positive emotions, five of them were described as negative emotions.

Positive Emotions	Negative Emotions
1. Joy	1. Anger
2. Hope	2. Anxiety
3. Pride	3. Shame
4. Relief	4. Hopelessness
	5. Boredom

Positive and negative emotions were constituted of complex process at education environment. Kelly (2004) stated that positive and negative emotions affected university students’ attention, motivation, limit and performance in optimal way. Negative emotions decrease the academic achievements of students by affecting their focusing on the subject, understanding and all intellectual functions in a negative way. This interaction takes an important place during education process. It is crucial for teachers to know the positive and negative emotions. It is obvious that this situation affect students’ motivation and academic achievement in a positive way. Moreover this situation will also change their negative point of view into positive against learning situations, classes, tests and teachers (Kelly, 2004).

As mentioned above if positive and negative academic emotions affect behavioral and cognitive processes related to motivation which increase academic achievement of students, it is crucial that positive emotions should be increased whereas, negative emotions should be decreased in order to increase academic achievement.

For instance, four different emotion groups were found in a research in which focused on the relation between different emotions (Roseman, Antoniou and Jose, 1996). These emotions were: a-joy, hope and pride; b-relief; c-anxiety, shame and hopelessness; d-anger and boredom. These emotion groups showed that academic emotions could be arranged according to emotions comes before while they were made groups. While first group emotions were formed by positive situations, relief in the second group however it is a positive emotion, was formed when a negative situation disappears. Third group emotions had negative feature when subjective control is off; whereas, last group emotions characterized high level control.

After these researches academic emotions are formed. Finding in which fields these emotions are active is researchers’ burden. Thus, it is interesting to find what kind of emotions they are and what they cause.

This feature was noticed because of its crucial role during education and individual’s life. Researchers (Kelly, 2004; Pekrun et al., 2004; Meinhardt and Pekrun, 2003) paid attention to relations between emotions, motivation, learning and self-regulation by taking Pekrun et al., (2002) into the core of their studies. While academic emotions phenomenon consists of lots of discourses in it, this situation is activated by learning, motivation and emotions. However there are a lot of obstacles to make a research about academic emotions. For example, emotions are hard to be measured because they are abstract entities. They can change easily and rapidly. Moreover, academic emotions might not be measured by traditional methods in education context. Although there are such obstacles, studying this subject becomes more interesting. There are some researches (Pekrun et al., 2002) which were made about university students’ emotions except from anxiety; because, the emotions which are experienced by students can not only be described by anxiety variable. When literature review was made, it was seen that the researches about university students’ emotions intensified on anxiety, hopelessness and burn-out (Pekrun ve ark., 2002; Kelly, 2004; Pekrun et al., 2004; Hess et al. 2004; Buss, 2004; Strahan, 2002; Lackritz, 2004).

When teachers learn about emotions at academic achievement, university students’ motivation and achievement will be at optimal level. Moreover, this has students’ point of view against learning, classes, tests and teachers changed in a positive way (Kelly, 2004).

For that reason, academic emotions became phenomena which have to be researched in higher education especially in Turkey, because higher education has a critical role in this country. However, the subject of Turkish university students' academic emotions was not paid much attention. After a literature review although there are a lot of researches about what academic emotions are and what kind of functions they have, there is not even a unique research about university students' academic emotions regarding some variables such as; class level, gender, residence and educational situation of parents. This research is important because it investigated academic emotions according to the essential characteristics of university students. Starting from this point, researchers made this research in order to find out Turkish university students' academic emotions level and to inform what they found out. It is obvious that a research like that is necessary. This research and its findings are important not only in Turkey but also in international context; because, findings of this research have quality of filling a gap in Turkish higher education.

Research Method

Researchers used quantitative method in this study; because this method provided opportunity of spending less time less money. This approach gave possibility to reach to large number of respondents. Quantitative data helped researchers to see the significant relations between independent variables (class level, gender, residence, educational situation of parents) and dependent variables (academic emotions of university students). It is aimed to reach conclusions which can be generalized by research findings and to describe the relationships between variables directly in this research. For that reason it was important to determine the quantitative data for this research.

The scope of this study was Selçuk University Faculty of Education students in 2004-2005 education years. Research sample consisted of randomly selected 481 1st and 4th year students in the same faculty. AEQ (Pekrun et al., 2002) was conducted to the students in order to gain data.

While 275 (%57.2) of 481 students were female, 206 (%42.8) of 481 students were male. Moreover, 218 (%45.3) of them were 1st year students and 263 (%54.7) of them were 4th year students.

In this research Academic Emotions Questionnaire (AEQ) developed by Pekrun et al. (2002) was used in order to gain data. The original questionnaire consisted of eight factors (anger, anxiety, hopelessness, shame, joy, hope, pride, boredom) related to learning and class and eight factors (anger, anxiety, hopelessness, shame, joy, hope, pride, relief) related to test. AEQ is a Likert type questionnaire and has 5 degree changing from (1) Strongly Agree and (5) Strongly Disagree. Evaluation of scores is made by factor based and all of the scores taken from the questionnaire are used. 77 items of the questionnaire measure academic emotions about learning, 84 items of the questionnaire measure academic emotions about test and 81 items of the questionnaire measure academic emotions about class. The higher score taken from each factor shows that the student has the academic emotion related to that factor.

Analysis of Data

The data collected in this research were analyzed by using t test and ANOVA. The differentiation situation of university students' academic emotions according to class level and gender was analyzed by t test (see. Table 1 and 2), whereas the differentiation situation of university students' academic emotions according to residence (village/town, county, province, metropolitan) and educational situation of parents (illiterate, primary school, elementary school, high school, university) were analyzed by ANOVA (see. Table 3, 4 and 5).

Table 1: The t Test Results related to Comparison of Academic Emotion Level Score Means according to Class Level of University Students

Factor	1stYear(N=218)		4thYear(N=263)		t	p	
	Mean	Sd.	Mean	Sd.			
Learning	Anger	25,08	6,58	25,32	6,62	0,393	0,695
	Anxiety	33,93	7,04	35,21	6,40	2,090*	0,037
	Hopelessness	29,25	6,54	30,55	5,92	2,283*	0,023
	Shame	29,60	6,84	30,64	6,78	1,663	0,097
	Joy	36,27	5,75	36,95	5,25	1,345	0,179
	Hope	22,70	3,59	22,12	3,72	1,738	0,083
	Pride	30,00	5,10	29,84	4,61	0,362	0,718
	Boredom	33,52	7,13	34,08	7,17	0,856	0,392
Test	Anger	29,20	7,13	28,34	6,44	1,385	0,167
	Anxiety	45,18	10,49	46,73	10,56	1,604	0,109
	Hopelessness	25,75	7,47	26,60	7,87	1,209	0,227
	Shame	22,50	6,72	23,52	6,57	1,679	0,094
	Joy	32,50	6,31	31,40	6,38	1,899	0,058
	Hope	28,26	5,63	27,55	4,90	1,486	0,138
	Pride	34,02	6,94	32,42	6,37	2,625*	0,009
	Relief	29,63	4,69	29,53	4,18	0,249	0,804
Class	Anger	24,25	5,91	24,41	5,48	0,312	0,756
	Anxiety	30,08	7,74	31,60	7,00	2,267*	0,024
	Hopelessness	30,08	7,74	31,60	6,81	2,297*	0,022
	Shame	26,71	7,39	27,71	7,04	1,516	0,130
	Joy	33,66	6,14	32,78	6,90	1,471	0,142
	Hope	27,74	4,68	26,52	5,14	2,700*	0,007
	Pride	31,48	6,12	30,51	6,01	1,736	0,083
	Boredom	31,94	8,31	33,38	7,94	1,926	0,055

Table 2: The t Test Results related to Comparison of Academic Emotion Level Score Means according to Gender of University Students

Factor	Female(N=275)		Male(N=206)		t	p	
	Mean	Sd.	Mean	Sd.			
Learning	Anger	25,81	7,03	24,41	5,89	2,312*	0,021
	Anxiety	35,86	6,50	32,99	6,67	4,740*	0,000
	Hopelessness	30,25	6,52	29,58	5,82	1,157	0,248
	Shame	30,45	7,11	29,79	6,41	1,049	0,295
	Joy	36,98	5,64	36,19	5,26	1,561	0,119
	Hope	22,08	3,74	22,79	3,54	2,118*	0,035
	Pride	30,31	4,74	29,39	4,92	2,061*	0,040
	Boredom	34,19	7,52	33,34	6,62	1,288	0,198
Test	Anger	29,05	6,75	28,29	6,79	1,223	0,222
	Anxiety	48,16	10,37	43,17	10,11	5,279*	0,000
	Hopelessness	26,89	7,94	25,32	7,28	2,222*	0,027
	Shame	23,53	6,60	22,42	6,68	1,806	0,072
	Joy	31,49	6,47	32,44	6,19	1,630	0,104
	Hope	27,53	5,35	28,33	5,09	1,644	0,101
	Pride	33,32	6,60	32,91	6,78	,604	0,500
	Relief	30,28	4,15	28,64	4,58	4,095*	0,000
Class	Anger	24,21	5,73	24,51	5,60	,564	0,573
	Anxiety	31,35	7,07	30,33	7,75	1,487	0,138
	Hopelessness	31,35	6,90	30,33	7,75	1,507	0,132
	Shame	27,48	7,08	26,96	7,39	,782	0,435
	Joy	33,12	6,77	33,26	6,31	,232	0,816
	Hope	27,22	5,06	26,88	4,86	,730	0,466
	Pride	31,40	6,07	30,35	6,03	1,882	0,061
	Boredom	33,27	8,14	32,00	8,08	1,690	0,092

Table 3: The ANOVA Results related to Comparison of Academic Emotion Level Score Means according to Residence of University Students

	Factor	Village/town (N=71)		County (N=179)		Province (N=149)		Metropolitan (N=82)		f	p
		Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd		
Learning	Anger	23,80	5,91	26,28	6,57	24,64	6,49	25,11	7,13	3,079*	0,027
	Anxiety	33,04	6,58	35,85	6,40	34,26	6,77	33,99	7,07	3,763*	0,011
	Hopelessness	28,61	6,25	30,65	6,30	29,77	6,15	29,98	6,12	1,909	0,127
	Shame	29,72	6,87	31,16	6,69	29,76	6,98	29,13	6,62	2,190	0,088
	Joy	37,35	5,22	36,92	4,87	36,20	6,29	36,21	5,39	1,042	0,374
	Hope	23,00	3,03	22,14	3,85	22,40	3,61	22,35	3,89	,930	0,426
	Pride	29,83	5,05	30,45	4,44	29,77	4,83	29,09	5,39	1,596	0,189
	Boredom	32,94	7,40	34,99	6,87	33,48	7,24	32,68	7,15	2,779*	0,041
Test	Anger	28,54	5,92	29,60	6,77	28,36	7,12	27,66	6,72	1,838	0,139
	Anxiety	44,55	9,86	47,49	10,38	45,19	11,30	45,63	9,84	1,970	0,118
	Hopelessness	26,37	6,76	26,60	7,84	25,66	8,07	26,27	7,51	,410	0,746
	Shame	23,37	6,26	23,86	6,72	22,33	6,92	22,34	6,19	1,841	0,139
	Joy	32,13	5,48	31,99	6,29	32,52	6,90	30,35	6,06	2,137	0,095
	Hope	27,32	5,06	27,73	5,35	28,47	5,18	27,56	5,31	1,039	0,375
	Pride	31,76	6,90	33,75	6,40	33,77	6,57	31,89	7,01	2,941*	0,033
	Relief	29,27	4,37	30,20	4,05	29,12	4,92	29,33	4,15	1,915	0,126
Class	Anger	24,21	4,65	25,11	5,69	23,65	5,87	24,04	5,98	1,919	0,126
	Anxiety	30,65	6,88	32,03	7,48	30,08	7,28	30,21	7,56	2,304	0,076
	Hopelessness	30,51	6,85	32,21	7,36	29,97	7,11	30,16	7,50	3,126*	0,026
	Shame	26,80	6,91	28,21	6,96	26,61	7,48	26,73	7,41	1,678	0,171
	Joy	33,37	6,02	32,94	6,37	34,00	7,09	32,02	6,39	1,720	0,162
	Hope	26,70	4,77	27,13	4,77	27,66	5,47	26,20	4,52	1,700	0,166
	Pride	29,58	6,11	31,56	5,67	31,26	6,47	30,26	5,98	2,308	0,076
	Boredom	32,69	7,84	33,92	8,23	31,23	7,93	32,88	8,22	2,992*	0,031

Table 4: The ANOVA Results related to Comparison of Academic Emotion Level Score Means according to Educational Situation of Father of University Students

	Factor	Illiterate (N=80)		Primary school (N=138)		Elementary school (N=89)		High school (N=96)		University (N=78)		f	p
		Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd		
Learning	Anger	23,91	5,85	24,74	7,07	25,24	6,80	25,90	6,72	26,40	5,86	1,817	0,124
	Anxiety	33,10	6,21	35,20	7,19	34,61	6,96	34,34	6,56	35,53	6,12	1,652	0,160
	Hopelessness	29,20	5,91	30,01	6,34	30,17	7,24	30,34	5,75	29,95	5,78	,413	0,799
	Shame	29,39	6,00	30,17	6,79	30,18	7,99	30,11	6,85	31,03	6,25	,569	0,685
	Joy	37,40	5,88	37,18	5,47	36,33	6,09	35,76	5,12	36,35	4,70	1,468	0,211
	Hope	22,93	3,44	22,21	4,09	22,42	3,81	21,96	3,61	22,62	2,98	,910	0,458
	Pride	30,90	5,75	29,93	4,89	29,57	4,38	29,55	4,46	29,72	4,62	1,109	0,352
	Boredom	32,54	6,82	33,78	7,74	33,47	7,56	34,86	6,89	34,36	6,11	1,321	0,261
Test	Anger	27,60	5,90	28,43	7,64	29,44	6,70	28,98	6,08	29,29	6,84	1,036	0,388
	Anxiety	43,80	8,97	45,25	11,31	46,94	11,83	47,17	10,55	47,22	8,69	1,785	0,131
	Hopelessness	25,00	6,28	25,75	8,15	26,38	8,56	27,77	8,28	26,19	6,09	1,620	0,168
	Shame	22,00	5,96	22,56	6,68	24,40	7,49	23,49	6,40	22,94	6,43	1,729	0,142
	Joy	32,39	6,95	32,72	6,44	32,54	6,12	30,26	5,99	31,21	6,02	2,785*	0,026
	Hope	28,64	5,59	28,01	5,70	28,15	5,40	26,81	4,50	27,83	4,62	1,492	0,203
	Pride	33,51	6,27	33,51	7,16	33,44	6,83	32,78	5,93	32,23	6,93	,644	0,632
	Relief	29,00	5,12	30,13	4,26	29,57	4,72	28,92	4,22	30,01	3,62	1,619	0,168
Class	Anger	23,06	5,06	24,08	6,37	24,85	5,64	24,79	5,62	24,97	4,92	1,672	0,155
	Anxiety	29,78	6,64	30,09	7,42	31,94	7,74	32,74	7,95	30,10	6,42	3,090*	0,016
	Hopelessness	29,65	6,60	30,28	7,28	31,87	7,76	32,73	7,824	30,01	6,24	3,086*	0,016
	Shame	25,63	6,15	27,32	7,59	28,08	7,69	27,91	7,71	27,06	6,15	1,529	0,193
	Joy	34,11	7,27	33,17	6,31	34,25	6,36	32,02	6,58	32,42	6,33	2,009	0,092
	Hope	28,19	4,66	27,70	5,22	26,81	4,91	26,08	5,08	26,36	4,47	3,009*	0,018
	Pride	31,83	6,24	31,12	6,20	30,17	5,84	30,82	5,95	30,79	6,10	,833	0,505
	Boredom	31,38	8,082	31,91	8,272	32,74	8,235	34,36	8,344	33,53	7,304	2,077	0,083

Table 5: The ANOVA Results related to Comparison of Academic Emotion Level Score Means according to Educational Situation of Mother of University Students

	Factor	Illiterate (N=78)		Primary school (N=206)		Elementary school (N=52)		High school (N=81)		University (N=64)		f	p
		Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd	Mean	Sd		
Learning	Anger	24,10	6,21	25,13	6,75	26,71	6,48	26,04	7,40	24,55	5,28	1,721	0,144
	Anxiety	34,14	6,13	34,47	6,95	35,92	6,48	34,91	7,01	34,31	6,51	,683	0,604
	Hopelessness	29,14	6,10	29,91	6,45	31,17	5,53	29,90	6,54	30,22	5,83	,859	0,489
	Shame	29,87	6,72	30,00	6,84	31,27	6,49	30,16	7,37	30,20	6,54	,407	0,804
	Joy	37,13	5,98	36,58	5,53	37,15	4,29	36,07	6,15	36,53	4,72	,493	0,741
	Hope	22,71	3,93	22,73	3,55	21,25	3,14	21,75	4,06	22,58	3,44	2,522*	0,040
	Pride	30,31	4,89	29,99	5,02	29,19	4,58	29,78	5,07	29,97	4,08	,447	0,775
	Boredom	33,62	6,65	33,55	7,18	35,54	7,35	33,26	7,29	34,30	7,34	1,034	0,389
Test	Anger	28,33	6,54	28,45	6,96	30,38	6,68	29,11	7,19	28,28	5,90	1,067	0,372
	Anxiety	43,29	9,78	44,95	10,85	48,92	9,58	47,47	11,68	48,63	8,39	4,286*	0,002
	Hopelessness	24,72	7,53	25,55	7,49	27,00	7,38	27,91	8,86	27,41	6,76	2,657*	0,032
	Shame	22,15	5,53	22,36	7,08	24,40	6,12	23,85	7,13	24,28	5,93	2,314	0,057
	Joy	32,15	6,61	32,59	6,52	31,35	5,81	30,42	6,13	31,66	6,07	1,870	0,115
	Hope	28,44	4,72	28,39	5,55	27,37	4,83	26,65	5,52	27,47	4,62	2,043	0,087
	Pride	33,40	6,98	33,79	6,84	32,92	5,39	31,63	7,00	32,86	6,12	1,604	0,172
	Relief	29,06	4,41	29,57	4,65	30,04	3,75	29,58	4,52	29,86	4,03	,469	0,759
Class	Anger	24,10	5,34	23,72	5,83	25,90	5,92	24,93	5,98	24,61	4,71	1,894	0,110
	Anxiety	29,32	6,72	30,60	7,87	32,87	5,89	31,26	7,39	31,83	7,28	2,220	0,066
	Hopelessness	29,46	6,58	30,64	7,85	32,60	5,51	31,37	7,38	31,61	7,15	1,776	0,132
	Shame	26,14	6,56	26,99	7,31	28,08	6,77	27,98	8,11	27,88	6,77	1,023	0,395
	Joy	33,87	6,52	33,75	6,36	32,10	7,22	32,12	7,01	32,69	6,05	1,579	0,179
	Hope	28,14	5,11	27,33	5,00	26,25	4,09	26,21	5,24	26,70	4,81	2,116	0,078
	Pride	31,62	5,29	31,01	6,48	30,50	5,65	30,79	6,47	30,50	5,47	,411	0,801
	Boredom	30,82	7,03	31,79	7,90	37,04	8,51	34,26	8,58	32,64	7,89	6,407*	0,000

Results

Class level and academic emotions

Differences in university students' academic emotions according to their class levels were significant in anxiety factor ($t=2.090$; $p>0.05$) about learning and hopelessness factor ($t=2.283$; $p<0.05$) about learning but there is no significant difference in other factors (anger, shame, joy, hope, pride, boredom) about learning (see. Table 1). In addition, differences in university students' academic emotions according to their class levels were significant only in pride factor ($t=2.625$; $p<0.05$) about test but there is no significant difference in other factors (anger, anxiety, hopelessness, shame, joy, relief) about test (see. Table 1). Lastly, differences in university students' academic emotions according to their class levels were significant in anxiety factor ($t=2.267$; $p<0.05$) about class, hopelessness factor ($t=2.297$; $p<0.05$) about class and hope factor ($t=2.700$; $p<0.05$) about class; however there is no significant difference in other factors (anger, shame, joy, pride, boredom) about class (see. Table 1).

Gender and academic emotions

There were significant differences between two genders in relation to university students' academic emotions in anger factor ($t=2.312$; $p<0.05$) about learning, anxiety factor ($t=4.740$; $p<0.05$) about learning, hope factor ($t=2.118$; $p<0.05$) about learning and pride factor ($t=2.061$; $p<0.05$) about learning but there is no significant difference in other factors (hopelessness, shame, joy, boredom) about learning (see. Table 2). Moreover, there were significant differences between two genders in relation to university students' academic emotions in anxiety factor ($t=5.279$; $p<0.05$) about test, hopelessness factor ($t=2.222$; $p<0.05$) about test and relief factor ($t=2.625$; $p<0.05$) about test but there is no significant difference in other factors (anger, shame, joy, hope, pride) about test (see. Table 2). Lastly, there is no significant difference between two genders even in one single factor about class (see. Table 2).

Residence and academic emotions

In terms of residence and academic emotions of university students indicated significant difference in anger factor ($f=3.079$; $p<0.05$) about learning, anxiety factor ($t=3.763$; $p<0.05$) about learning and boredom factor ($t=2.779$; $p<0.05$) about learning but there is no significant difference in terms of residence and academic emotions of university students in other factors (hopelessness, shame, joy, hope, pride) about learning (see. Table 3). In terms of residence and academic emotions of university students indicated significant difference in only pride factor ($f=2.941$; $p<0.05$) about test however there is no significant difference in other factors (anger, anxiety, hopelessness, shame, hope, relief) about test according to residence of university students (see. Table 3). Lastly, In terms of residence and academic emotions of university students indicated significant difference in hopelessness factor ($f=3.126$; $p<0.05$) about class and boredom factor ($f=2.992$; $p<0.05$) about class but there is no significant difference in other factors (anger, anxiety, shame, joy, hope, pride) about class (see. Table 3).

Educational situation of parents and academic emotions

Differences in university students' academic emotions according to their fathers' educational situation were not significant in academic emotion factors about learning but there is only one significant difference in hope factor ($f=2.522$; $p<0.05$) about learning according to their mothers' educational situation (see. Table 4, 5). In addition, in terms of fathers' educational situation and academic emotions indicated significant difference only in joy factor ($f=2.785$; $p<0.05$) about test but in terms of mothers' educational situation and academic emotions indicated significant difference in anxiety factor ($f=4.286$; $p<0.05$) about test and hopelessness factor ($f=2.657$; $p<0.05$) about test (see. Table 4, 5). Lastly, there were significant differences in anxiety factor ($f=3.090$; $p<0.05$) about class, hopelessness factor ($f=3.086$; $p<0.05$) about class and hope factor ($f=3.009$; $p<0.05$) about class according to educational situation of fathers but there is only one significant difference in boredom factor ($f=6.407$; $p<0.05$) about class according to educational situation of mothers (see. Table 4, 5).

Discussion

Researchers tried to find out whether university students' academic emotion levels differ or not according to their class levels at the field. As a result of this situation there was a significant difference at anxiety and hopelessness factors during learning process in the favour of 4th year students. It was seen that emotions took the core in previous studies about anxiety; hence, the focus was to find out the structure of anxiety situation (Lazarus, 1999; Punch, 1998; Scherer, 2000; Pekrun et al., 2002). Anxiety takes a crucial role at learning process in Selçuk University sample and it leads 4th year students to feel hopelessness emotion. That's why 4th year students are a bit pessimistic about finding job after graduation. When researchers focused on whether university students' academic emotion levels differ or not according to their class levels during test process, there was significant difference only at pride factor in the favour of 1st year students; because 1st year students have still been at the beginning of their academic life and they have been proud of their academic achievement yet. In other words, 1st year students think that the only way having academic achievement depends on test. When researchers focused on whether university students' academic emotion levels differ or not during class process, there was a significant difference at anxiety and hopelessness factor in the favour of 4th year students; whereas there was a significant difference at hope factor in the favour of 1st year students. There was not a surprise result at these factors; because it was mentioned that anxiety leads hopelessness. The same result occurred in the favour of 4th year students because of the same reasons mentioned above. Moreover 1st year students had more optimistic point of view than 4th year students at hope factor by being hopeful. Abela & Seligman (2000) stated that anxiety and hopelessness were related each other with cognitive basis. Specifically, students' anxiety and hopelessness have critical place at negative personal concepts and hope towards achievement levels (Hembree, 1988).

Secondly, we tried to make clear that whether university students' academic emotion levels differ or not according to their genders. There were significant differences at anger, anxiety and pride factors during learning process in the favour of female students; whereas there was significant difference at hope factor during learning process in the favour of male students. It can be assumed that anger and anxiety decrease distinctive motivation; because negative emotions differ from positive ones structurally. However these emotions can provide powerful motivation in order to eliminate prelude negative situations of these emotions. For instance, learning based anger provides motivation to eliminate obstacles (Bandura & Cervone, 1983). In the light of these data, female students provide motivation to eliminate obstacles in the societies which have gender discrimination at social context by feeling more anger and anxiety emotions than male students do. A similar result is seen during test process. Female students are subjected to significant differences at anxiety, hopelessness and relief factors during test process than male students. It is obvious that test anxiety influence studying in a negative way and as a result it leads failure in complex and hard tasks. Hence, anxiety and hopelessness have negative correlation with academic achievement (Hembree, 1988; Zeidner, 1998). However, there is no significant difference at none of the factors during class process according to gender variable.

Thirdly, we tried to make clear that whether university students' academic emotion levels differ or not according to residence. There were significant differences at anger, anxiety and boredom factors during learning process. These differences were in the favour of students who were from counties. Emotions are shaped by events and objects which occur according to positive or negative values (Pekrun et al., 2004). In this context, the residence influenced the emotions of university students with the help of positive or negative values during learning process; because residence naturally leads university students to have some value judgments. According to these results, academic boredom emotion occurred at some researches (Pekrun et al., 2002). Respondents of these researches told that they started to get bored when their self evaluation talents were high and teaching demands were low. However, lots of the respondents also stated that they got bored when they could not fulfill the demands. It is obvious that boredom emotion occurs when sufficient stimuli are not provided and functions are not fulfilled as behavioral and mental (Pekrun et al., 2002). Meanwhile there was significant difference only at pride factor during test process in the favour of students from provinces. Moreover, during class process there were significant differences at hopelessness and boredom factors in the favour of students from counties.

Fourthly, we tried to make clear that whether university students' academic emotion levels differ or not according to their parents educational situation. There was no significant difference in none of the factors according to educational situation of fathers during learning process. However, there was a significant difference at hope factor during learning process according to educational situation of mothers in the favour of students whose mothers were graduated from primary school. On the contrary to theoretical expectations, while correlations between parents and teachers were supporting anxiety during learning process on the one hand, they did not have any affect on the other. Some researches reached the same results like in our study during learning process (Hembree, 1988; Pekrun et al., 2002). There was a significant difference only at joy factor during test process in the favour of students whose fathers were graduated from primary school. However, there were significant differences at anxiety factor in the favour of students whose mothers were graduated from elementary school and at hopelessness factor in the favour of students whose mothers were graduated from high school during test process. Pekrun et al. (2002) tried to eliminate possible confusions by developing several scales in order to make clear differences according to processes at joy factor subject. By eliminating such confusions, it was easy to reach a certain result about joy factor in our study as Pekrun et al. (2002) did. Lastly, there were significant differences at anxiety and hopelessness factors in the favour of students whose fathers were graduated from high school and at hope factor in the favour of students whose fathers were graduated from primary school during class process. However, there was only one significant difference at boredom factor during class process in the favour of students whose mothers were graduated from elementary school.

Conclusion

University students who have several emotions start to determine the relation between affective and cognitive situations by interesting theoretical questions. The daily life affective situations effect individuals' judgments and attitudes (Olafson ve Ferraro, 2001). For instance, sorrow individuals always have pessimistic point of view (Halberstadt, Niedenthal, & Kushner, 1995). Social networks which were built after this situation become more affective and as Niedenthal & Setterlund (1994) stated: "emotions should increase the efficiency of perception of emotion-congruent stimuli in the visual field; individuals should be able to detect, identify or classify emotion-congruent words faster or more accurately than other words" (p. 402) (Olafson ve Ferraro, 2001).

University students experience miscellaneous emotion situations during their education life. Most of these situations are affected by speeches made with teachers, peer groups and families. However, university students' education life helps them to gain life experiences (Boekaerts, 1999). Coming from different social environments, gender, class level and educational situation of parents lead new social networks to be built up at the university. If we observe the sample of our study, it can easily be seen that educational situations of the parents are not relatively high. The significance here is: 1786963 (YÖK, 2004) students were enrolled to university exam in 2004, but the students, whose parents' educational situations were relatively high, were enrolled to universities which were in 1% of this number. Faculty of Education which is our scope takes place in this 1% of the universities. As mentioned above our sample's educational situation of parents variable did not come to exist as it was expected; because there is a different point of view to university education in Turkey. In other words, it can be said that enrolling to a university is a life time guarantee in Turkey. The students make a great endeavor in order to enroll to a university. Especially graduation from Faculty of Education means to be assigned to a education institution and to become a teacher.

As a result, specific emotions play miscellaneous roles during university life of the students. Existence and intensity of emotions do not only depend on context but also depend on physiological reaction. Affective situations directly affect biological systems and their content as well (Spangler et al., 2002). In this situation emotions play crucial role during university life and decision making processes of university students. In this research while academic emotions were studied, the types of emotions were also considered. Specific physiological processes can be considered by using this research's findings and a further study can be made on the basis of these physiological processes.

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