



**RELATIONSHIP BETWEEN POSITIVE/NEGATIVE AFFECT AND RESILIENCE
AMONG UNDER-GRADUATE AND POST-GRADUATE STUDENTS**

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ABSTRACT

The study investigates the relationship between positive/negative affect and resilience among college students. The sample consisted of 110 Indian undergraduate and post-graduate students (mean age = 21). The research utilized quantitative methods, employing the Positive and Negative Affect Schedule and Brief Resilience Scale to measure affect and resilience, respectively. Pearson correlation analysis was conducted using SPSS software to analyze the data. The findings revealed a statistically significant moderate positive relationship between positive affect (PA) and resilience (Res), indicating that as positive affect increases, resilience tends to increase as well. Similarly, a statistically significant weak negative relationship was observed between negative affect (NA) and resilience, suggesting that as negative affect

increases, resilience tends to decrease slightly. These results support the hypotheses predicting significant relationships between both positive and negative affect with resilience. The study underscores the importance of emotional well-being in cultivating psychological resilience among college students. Limitations include the sample's homogeneity and the cross-sectional design, suggesting the need for future longitudinal studies across diverse populations. Implications include the development of intervention strategies within educational institutions to enhance emotional well-being and resilience among students.

KEY WORDS: *Positive Affect, Negative Affect, Resilience*

INTRODUCTION

Affect

In psychology, affective refers to the experience of emotion, feeling, love or mood. Affect refers to experiencing a feeling or emotion. It includes many emotional states and can be positive (e.g. happiness, joy, excitement) or negative (e.g. sadness, anger, fear, disgust). Affect is an integral part of the human experience and plays a central role in many psychological theories and studies. It can be understood as a combination of three components: emotion, mood (lasting, less intense emotional states that are not necessarily related to a specific event) and affect (a general attitude or temperament of an individual that has a general positive or negative effect). In psychology, the term "affect" is often used interchangeably with several related terms and concepts, although each term may have slightly different nuances.

These terms include emotions, emotions, mood, emotional state, feelings, affective state, emotional response, affective reactivity, disposition.

The modern concept of impression was formed in the 19th century with Wilhelm Wundt. The word comes from the German word "*Gefühl*," which means "feeling".

Positive and negative affect are two dimensions of emotion that have been widely studied in psychology.

Positive affect includes emotions such as joy, happiness, excitement, satisfaction, and enthusiasm, while negative affect includes emotions such as sadness, fear, anger, disgust, and guilt (Watson, 1985).

Positive Affect

Positive affect refers to experiencing pleasant emotions such as joy, happiness, excitement, satisfaction, and enthusiasm. It is a fundamental dimension of emotion that has been widely studied in psychology. Positive affect plays a crucial role in shaping the mental and physical well-being of individuals, and it affects various areas of their lives.

Some common positive emotions that fall under positive affect are:

- **Happiness:** contentment, joy, and general well-being. Happiness can be influenced by many factors, including social relationships, achievements, and personal fulfilment.
- **Joy:** a strong feeling of pleasure or joy, often associated with certain experiences, such as spending time with loved ones or achieving a goal.
- **Gratitude:** a feeling of gratitude or appreciation for the positive aspects of one's life, including relationships, opportunities, and experiences.
- **Satisfaction:** a feeling of contentment or satisfaction that comes from achieving goals, meeting needs, or surviving. positive results.
- **Excitement:** a state of heightened happiness or excitement, often accompanied by euphoria and excitement.
- **Amusement:** The experience of finding something funny or amusing, resulting in laughter or a sense of amusement.

- **Hope:** a positive expectation or belief that the future will improve or that things will turn out well even in difficult circumstances.
- **Love:** deep love and affection for others, often associated with warmth, closeness and connection.
- **Pride:** a positive emotion that comes of gaining a feeling, competence or self-esteem.
- **Interest:** the experience of curiosity, attachment or fascination with a particular activity, subject or experience.

Negative Affect

In psychology, negative affect refers to experiencing negative emotions or feelings. These feelings are usually unpleasant and can range from mild discomfort to intense anxiety. Negative affect plays an important role in mental health because it affects mood, behaviour and general well-being. Some of the more common negative emotions that fall under negative affect are:

- **Sadness:** feelings of sadness, grief, or unhappiness, often caused by loss, disappointment, or unfulfilled expectations.
- **Anxiety:** fear, worry or apprehension about potential future threats or uncertainties. Anxiety can manifest as physical symptoms such as restlessness, muscle tension, and a rapid heart rate.
- **Anger:** a strong emotional response characterized by feelings of frustration, irritation, or hostility. Anger can emerge as a response to perceived injustice, provocation, or threats to one's well-being.
- **Fear:** a strong emotional response to perceived danger, threat, or harm. Fear triggers the body's fight-or-flight response and can lead to avoidance behaviour or increased arousal.

- **Guilt:** Feelings of regret or self-blame resulting from wrongdoing or violating moral or ethical standards. Guilt can motivate people to improve or change their behaviour.
- **Shame:** a deep feeling of embarrassment, inadequacy, or worthlessness, often triggered by perceived social judgment or failure to meet social expectations.
- **Jealousy:** a complex mix of negative emotions, including envy, resentment and insecurity, often triggered by a perceived threat to the person, a valuable relationship or possession.
- **Frustration:** a feeling of dissatisfaction or anger caused by obstacles, failures or unattainable goals. Frustration can lead to feelings of helplessness or agitation.
- **Loneliness:** a subjective feeling of isolation or lack of connection with others, often accompanied by feelings of sadness or emptiness.

The relationship between positive and negative affect is complex and multifaceted. Although often considered separate dimensions of emotion, they are not completely independent of each other and can influence each other in different ways:

Resilience

Resilience refers to the ability to adapt and recover from adversity, trauma, tragedy, danger or significant sources of stress. It is often described as the ability to recover quickly from adversity and deal effectively with challenges or setbacks.

Resilience does not mean that individuals do not experience difficulties or hardships, but rather that they have the ability to survive difficult times and difficulties. get stronger Resilient people maintain a sense of purpose, optimism and hope despite difficult circumstances.

The main components of resilience are:

- **Positive outlook:** Resilient people tend to have a positive attitude and can maintain optimism even in difficult situations.
- **Social Support:** Strong ties to friends, family and community provide an important buffer against stress and adversity
- **Solving Skills:** Resilient people are often effective problem solvers, able to find solutions and take appropriate action in difficult situations.
- **Self-regulation:** have emotional regulation skills that enable them to effectively manage their emotions during stressful times. Emotion. Having a sense of purpose and purpose in life can promote resilience, providing motivation and guidance during difficult times.
- **Self-Efficacy:** MPs believe in their ability to overcome challenges and achieve their goals, which increases their resilience

Relationship between positive/ negative affect and resilience

The relationship between positive and negative affect and resilience is complex and multidimensional. Research shows that people with higher levels of positive affect (such as happiness, joy and optimism) tend to be more resilient to adversity. On the other hand, individuals with lower levels of negative affect (such as anxiety, depression and stress) may have higher levels of resilience.

Positive emotions increase resilience, suggesting that individuals experiencing positive affect may be better equipped to cope with adversity and recover from negative emotional experiences. In addition, lack of negative affect or the ability to effectively regulate negative emotions can also promote resilience (Ong, 2006).

METHODOLOGY

Aim

To study the relationship between Positive/ Negative Affect and Resilience among college students.

Research Objective

- To investigate the relationship between Positive Affect and Resilience among college students
- To investigate the relationship between Negative Affect and Resilience among college students

Hypothesis

- There will be a significant relationship between Positive Affect and Resilience.
- There will be a significant relationship between Negative Affect and Resilience.

Variable

Independent Variable: Positive/Negative Affect

Dependent Variable: Resilience

Sample

The sample consisted of 110 Indian undergraduate and post-graduate students, ranging in age from 17 to 25 (Mean age = 21). The participants included were 55 undergraduate students and 55 post graduate students.

Inclusion Criteria: Individuals who are currently an undergraduate students or post graduate students.

Exclusion Criteria: Individuals who are not an undergraduate students or post graduate students.

Research Design

This research aims to study the to study the relationship between Positive/ Negative Affect and Resilience among college students.

The research method used is Quantitative method which involves the use of 2 scales “Positive and Negative Affect Schedule” and “Brief Resilience Scale’.’ Pearson Correlation method have been used to do statistical analysis.

Using statistical data, correlational research aims to ascertain the strength of a relationship between two or more variables

This type of research aims to determine the extent and nature of the association or connection between these variables, typically using statistical data analysis.

In correlational research, researchers do not manipulate or control the variables as they would in experimental research. Instead, they collect and analyze data to identify patterns, trends, and the strength of relationships between the variables.

Data is collected though the technique of questionnaire. The sample size selected is 110 (55 undergraduate students & 55 postgraduate students). The sampling technique used is probability sampling (sample selection is randomly selected) and snowball sampling the participants were asked to refer the questionnaire to other people).

Description of tools

Positive and Negative Affect Schedule (PANAS), a psychological measurement tool used to assess the extent of positive and negative affect experienced by an individual over a

specific period. Developed by Watson, Clark, and Tellegen in 1988, PANAS is widely used in research and clinical settings to evaluate emotional states and mood.

The PANAS questionnaire typically consists of two separate scales: one for positive affect and one for negative affect. Each scale comprises a list of adjectives or phrases that describe different emotional states. Respondents rate the extent to which they have experienced each emotion during a defined time frame, such as the past week or month, using a Likert-type scale ranging from "1 = Very Slightly or Not at All" to "5 = Extremely."

Researchers utilize PANAS to measure various dimensions of affect, including mood fluctuations, emotional well-being, and psychological distress. By analysing scores obtained from the positive and negative affect scales, researchers can gain insights into an individual's emotional state and tendencies. PANAS is valuable in studying mood disorders, stress, personality traits, and the impact of interventions aimed at improving emotional health.

The Brief Resilience Scale (BRS) is a psychological assessment tool designed to measure an individual's ability to bounce back or adapt positively to stress and adversity. Developed by Smith et al. in 2008. The BRS consists of six statements that individuals rate on a Likert-type scale, typically ranging from 1 (strongly disagree) to 5 (strongly agree). The items are designed to assess an individual's ability to recover from stress and setbacks, maintain a positive outlook, and adapt to challenges. The items on the BRS cover various aspects of resilience, including the ability to bounce back from difficulties, stay focused under pressure, and maintain a sense of purpose and direction in the face of adversity. The scale aims to capture both cognitive and emotional dimensions of resilience. The BRS is usually administered as a self-report questionnaire, with individuals responding to each item based on their own perceptions and experiences. It can be completed quickly, making it suitable for use in research studies, clinical assessments, and other settings where time is limited.

Procedure

The consent letter was developed and distributed to the participants when the research proposal was approved. The study could only include participants who had provided their consent. It was also stated to each member that their participation is voluntary, that they can withdraw from the review at any moment if they feel uncomfortable, and that no personal information will be revealed to anyone. The data was interpreted by using the SPSS Version 20. A research debriefing was conducted with adults aged 18 to 25. Respondents were asked to complete standardized questionnaires. Each participant was given two scales. Each inquiry was explained in a simpler manner to help them understand. Any misconceptions were cleared. The following instructions were given: "Here is a series of questionnaires to assess social interaction anxiety and body image concerns. Please evaluate yourself after reading the scale. The first answer that comes to mind is probably the best one for you. If any of the questions are tough for you, please ask me. They were also informed that there are no rights, and the study's confidentiality was underlined. They were advised that the data will be utilized for educational purposes.

Statistical Analysis

The Pearson Product Moment Coefficient of Correlation was used to analyse the data through the SPSS Software.

Result

After data collection, statistical analysis was employed to the raw scores. The primary objective of which was to acquire the meaning from the raw scores, test hypotheses and draw inferences. The coefficients of correlation were computed for the statistical analyses of the obtained raw scores.

Table 4.1			
<i>Descriptive Statistics</i>			
	Mean	Standard Deviation	N
Positive Affect	33.78	10.103	109
Resilience	18.35	4.762	109

Table 4.2

Correlation between variables, viz, Positive Affect, Negative Affect and Resilience

Variables	Positive Affect	Negative Affect	Resilience
Positive Affect	1		.507
Negative Affect		1	-.208
Resilience	.507	-.208	1

Table 4.3

Mean values and standard deviation scores for the 2 variables i.e., Negative affect and Resilience

	Mean	Std. Deviation	N
Negative Affect	23.38	9.066	109
Resilience	18.35	4.762	109

Discussion

Table 4.2, shows that correlation coefficient between Positive Affect (PA) and Resilience (Res) is 0.507. This positive correlation coefficient suggests a moderate positive relationship between Positive Affect and Resilience. As Positive Affect increases, Resilience tends to increase as well, and vice versa. The value of 0.507 indicates that the strength of the relationship is moderate. The significance level, also known as p-value, is provided to determine if the observed correlation coefficient is statistically significant.

For both correlations (PA with Res and Res with PA), the significance level is reported as .000. A significance level of .000 indicates that the observed correlation is statistically significant at the 0.05 level (assuming a two-tailed test). In other words, there is strong evidence to suggest that the observed correlation is not due to random chance

The hypothesis "***There will be a significant relationship between Positive Affect and Resilience***" is appropriately matched with the correlation analysis provided.

Table 4.2 shows that correlation coefficient between Negative Affect (NA) and Resilience is -0.208. This negative correlation coefficient indicates a weak negative relationship

between Negative Affect and Resilience. As Negative Affect increases, Resilience tends to decrease slightly, and vice versa. The significance level, also known as p-value, is provided to determine if the observed correlation coefficient is statistically significant.

For both correlations (NA with Res and Res with NA), the significance level is reported as .015. A significance level of .015 indicates that the observed correlation is statistically significant at the 0.05 level (assuming a one-tailed test). In other words, there is strong evidence to suggest that the observed correlation is not due to random chance.

The hypothesis "***There will be a significant relationship between Negative Affect and Resilience***" is appropriately matched with the correlation analysis provided. Therefore, the hypothesis aligns with the correlation analysis findings, which suggest a significant negative relationship between Negative Affect and Resilience.

CONCLUSION

The aim of the study was to study the relationship between Positive/ Negative Affect and Resilience among college students. The interpretation of the results obtained provide the following findings:

Positive Affect and Resilience Relationship:

- The correlation analysis revealed a statistically significant moderate positive relationship between Positive Affect (PA) and Resilience (Res), with a correlation coefficient of 0.507. This indicates that as Positive Affect increases, Resilience tends to increase as well, and vice versa.
- The significance level for this correlation was reported as .000, indicating strong evidence to suggest that the observed correlation is not due to random chance.
- Therefore, the hypothesis predicting a significant relationship between Positive Affect and Resilience was supported by the findings.

Negative Affect and Resilience Relationship:

- The correlation analysis also revealed a statistically significant weak negative relationship between Negative Affect (NA) and Resilience (Res), with a correlation coefficient of -0.208. This suggests that as Negative Affect increases, Resilience tends to decrease slightly, and vice versa.
- The significance level for this correlation was reported as .015, indicating strong evidence to suggest that the observed correlation is not due to random chance.
- Therefore, the hypothesis predicting a significant relationship between Negative Affect and Resilience was also supported by the findings.

In conclusion, the study findings suggest that both Positive Affect and Negative Affect have significant relationships with Resilience. Positive Affect shows a moderate positive relationship with Resilience, while Negative Affect demonstrates a weak negative relationship. These findings underscore the importance of emotional well-being in fostering psychological resilience.

Limitations

Because college students were the study's target population, the results can't be applied to other demographic groups. It should be the goal of future studies to confirm these results in a range of demographics.

Future Recommendation

To further understand how the relationship between resilience and positive/negative affect changes over time, future research should make use of longitudinal designs. This would give rise to a more thorough comprehension of the causal mechanisms that underlie these correlations.

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