

**ABSTRACT**

**Name of Institution** : De La Salle University – Dasmariñas  
**Address** : Dasmariñas, Cavite  
**Title** : The Effects of Positive Emotion on  
 Memory Retention of AB Psychology  
 1-3 of De La Salle University –  
 Dasmariñas  
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**Objectives:****General:**

To determine the effects of positive emotion on memory retention.

**Specific:**

To provide answers to the following questions:

1. What are the average memory retention scores of the control and the experimental group before the treatment?



2. What are the average memory retention scores of the control and the experimental group after the treatment?
3. Is there a significant difference between the memory retention scores of the control and experimental group before the treatment?
4. Is there a significant difference between the memory retention scores of the control and the experimental group after the treatment?

## Scope and Coverage

This study was primarily concerned about the effects of positive emotion on memory retention of AB Psychology 1-3 students of De La Salle University – Dasmariñas. The researchers randomly assigned 15 respondents for the control and experimental group considering the three intervening variables to eliminate its influence and to place the respondents into equal footing.

## Methodology

In particular, the experimental pretest-posttest research design was used. Subjects were randomly assigned to two groups with one group receiving treatment while the other group received no treatment; thus it served as the control group. The purpose of the pretest- posttest control group design was to test the effects of the independent variable, reflected in the differences between the posttest results of the control and the experimental group.

## Major Findings

1. The demographic profile of the respondents in terms of age, gender, and I.Q. level did not vary.



2. The mean scores of the control group for the memory test before the treatment was 19.73 with a standard deviation of 4.69. The mean scores of the experimental group for the memory test before the treatment was 19.53 with a standard deviation of 4.05.
3. The comparison of the mean of the control and experimental group before the treatment revealed a t-test computed value of 0.14, measured at 0.05 level of significance. The theoretical value was 2.048; this implies that the null hypothesis is accepted.
4. The obtained mean scores of the control group for the memory test after the treatment was 22.8 with a standard deviation of 2.24. The obtained mean scores of the experimental group for the memory test after the treatment was 23.27 with a standard deviation of 1.58.
5. The comparison of the mean of the control and experimental group before the treatment revealed a t-test computed value of 0.310, measured at 0.05 level of significance. The theoretical value was 2.048; this implied that the null hypothesis was accepted.

#### Conclusion

1. There was no significant difference between the memory retention scores of the control group and experimental group before the treatment.
2. There was no significant difference between the memory retention scores of the control group and experimental group after the treatment.
3. The null hypothesis was accepted.



### Recommendations

1. For the future researchers, aside from humor, they should experiment on other treatments that would elicit positive emotion. Other factors may be added such as color, pacing of the stimuli and sounds to have more intensity of the emotion. Explore other dimensions in learning and continually strive to look for factors that can affect learning.
2. The students, must do a self emotional check-up first before engaging in any cognitive activities, to maximize full concentration on their tasks.
3. The teachers, should continually inspire students to do research on relevant topics, such as learning techniques which may be applied to classroom and non-classroom setting in the academic field.
4. The administrators, should encourage students to explore the dimensions of learning, most especially in the field of research. Programs that will be most useful in improving the performance of students should be implemented. This may include empowering memory programs that will make use of past researches, studies, and also to encourage further enthusiasm from students to continue on this line.