

THE EFFECTS OF NEGATIVE MEDIA REPORTS ON
PRE-SERVICE TEACHERS' COURSE VALUE

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Abstract: Numerous studies have demonstrated the malleability of utility values. Additionally, the expectancy value theory model does include the influence of emotions. However, emotional influence on utility values has been understudied. The purpose of this study was to assess the potential effects of emotion on utility value. The population of education majors (preservice teachers) was chosen and recent teacher strikes were used as the background for salient emotional event. In an experimental design, one group read a positively valenced emotional prompt and the second group read a negatively valenced prompt both with distractor prompts. Paired t-tests were conducted for both groups and did not find significant differences in utility values of either group. Study limitations and implications of results are discussed.

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CHAPTER I

INTRODUCTION TO THE STUDY

In 2018, teachers held strikes in many states highlighting low state investment in their education systems. These strikes began in the spring of 2018 with teachers in several states including Arizona, Kentucky, West Virginia, Colorado, North Carolina, and Oklahoma going on strike (Bacon, 2018; Goldstein, 2018; Kuhn, 2018). The teachers in these states protested the lack of value their governments placed on education evidenced by these states being among the lowest rankings in teacher pay (Hess, 2018) and saying, “education is not a priority” (Andone et al., 2018, para. 29). The media coverage relayed emotional responses noting that lack of compromise between legislatures and the teachers made the teachers “angrier,” compromised their trust in the legislature (Campbell & Amaria, 2018, para. 4), and brought frustration with funding issues and their governments’ responses (Pasquantonio, 2018).

Low state investment in education created long-term problems. For example, Campbell and Amaria (2018) note the high attrition rate and emergency certifications in the metropolitan school districts in Oklahoma. School districts use emergency certification to fill open teaching positions with bachelor degree holders in non-teaching fields and without teaching certification. Also, 20% of Oklahoma schools moved to a four-day week to cut utility costs (Campbell & Amaria, 2018). Budgetary problems and

incongruent priorities between teachers and legislatures may influence students, teachers, and the community at large before, during, and after the strikes due to media coverage.

How does media messaging of these issues affect perceptions of the issues?

Media Coverage

Popular database searches for news of the 2018 teacher strikes produce mixed results. Hess and Martin (2018) writing for the online publication *Education Next* found the majority of coverage from five national papers (*New York Times*, *The Washington Post*, *Wall Street Journal*, *LA Times*, and *USA Today*) had mostly neutral headlines and included strike favorable quotes. However, readership and impact of these publications is unknown and relative to other non-national publications including online only publications and or mixed online and print news outlets. In these smaller publications there is much more variability in coverage and framing, a strategy of signaling how the reader should interpret the situation (Semetko & Valkenburg, 2000).

Semetko and Valkenburg (2000) argue that the media frames news in specific ways including shifting the level of responsibility, highlighting conflict, focusing on emotional human-interest stories, emphasizing economic consequences, and stressing morality issues. These researchers found differences in the framing strategies of what they labeled sensationalist outlets and serious news outlets in which sensationalist news outlets used human interest framing more often than serious news, and serious news used attribution of responsibility framing. Human-interest framing relies on emotionally charged words that cause feelings of outrage, empathy, sympathy, and compassion (Semetko & Valkenburg, 2000). If these words elicit the corresponding emotions, these

words can influence the content of thoughts, depth of thoughts, goal activation, and decision making (Lerner et al. 2015).

There were many instances in national media of negative news surrounding the 2018 teachers' strike, and many relied on human interest framing as well as shifting the responsibility to vilified groups. The *Investor Business Daily* editorial framed these specific strikes by stating schools have lost credibility and legitimacy due to poor test scores compared to other countries. This framing places the responsibility of the poor funding on the public school system and not the legislatures that determine funding. Additionally, the publication blamed these issues on poor quality teachers, unions, and "far left ideology" (Can We Make American Education Great Again? Not With Teacher Walkouts, 2018, para. 11). Then Oklahoma Governor Mary Fallin made headlines with the statements that teachers were like "a teenage kid that wants a better car" (Sanchez, 2018, para. 1). The governor used an emotional frame as well as economic framing to belittle the protesters. This statement made headlines in national news including CNN, *The Washington Post*, and *Forbes* (Adams, 2018; Andone, Baldacci, Smith, & Jackson, 2018; Balingit, 2018; Sanchez, 2018) as well as local Oklahoma news like KFOR and KOCO (CNN Wire, 2018; Murphy, 2018). *The Washington Post* article also noted in the same interview that Fallin linked the teacher protest with the progressive activist group Antifa, which arguably has moral framing in addition to emotional framing (Balingit, 2018). This statement provided a negative framing given Oklahoma's consistent Republican voting base.

The right wing online publication *The Federalist* had a particular passion for the teacher strikes. Their first publication of the strikes holds the title "Striking Teachers To

Parents: Nice Little School Ya Got There. Be A Shame If It Closed Indefinitely” (Benson, 2018). In *The Federalist*’s second installment, Pullman (2018) wrote an article titled, “Fire All Striking Teachers and Send Their Paychecks to Students’ Parents.” This was followed by Boyd’s (2018) “The Teacher Strikes Aren’t About Pay, They’re About Mobilizing Democrats” followed by “5 Ways Teacher Strikes Revealed Public Schools Indoctrinate Kids” (White, 2018). Each of these articles include inflaming rhetoric meant to elicit emotional responses from their readers.

What is not known is the possible effects of media coverage that elicit emotions on preservice teachers’ motivation in their studies. The research question guiding this study is: does a change in emotion change the utility value of an education course? To be more specific, does media coverage that conveys a lack of value in education result in decreased value of teacher education for preservice teachers- specifically, a teacher education course they are currently taking? This study seeks to examine the relationship between negative emotions caused by a negatively valenced prompt about education and its effect on the course utility value. The purpose of this study is to identify any potential effects of negative media on course values for preservice teachers.

When assessing course values, expectancy-value theory has proven to be an effective guide in measuring behavioral variables in educational settings (EVT; Eccles et al., 1983; Eccles & Wigfield, 1995). EVT posits that motivation and behavioral choices are made through an expectancy and value paradigm (Eccles et al., 1983; Eccles & Wigfield, 1995). These terms are used in common parlance, but they have very specific meanings when used by EVT. Expectancy has been shown to be a major influence in achievement outcomes (Eccles et al., 1983; Eccles & Wigfield, 1995; Wigfield &

Cambria, 2010). However, expectancy relies on an individual's perception and thereby subject to emotional influence (Wigfield & Eccles, 2000). Value is differentiated into four categories: intrinsic, attainment, utility, and cost. This study will focus on utility value.

Summary

In this section, the study topic was presented. This study's research questions is: Does a change in emotion affect utility values? Some education systems have been the target of conflicting perspectives and narratives with emotionally charged language. This study seeks to identify if such messages influence preservice teacher values in education courses they take. Additionally, the expectancy-value framework was introduced and is discussed more in-depth in the following section.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of the current study is to identify the effect emotion may have on task value. Expectancy Value Theory (EVT) provides a useful framework to assess any potential association. EVT is a motivational theory that argues individuals make behavioral choices by considering a task through an expectancy and value paradigm (Eccles et al., 1983). Expectancy is the belief or appraisal of possible success or failure for a specific task based on prior experiences. These expectancies are formed over time and have many influences. Values are also formed over the lifespan from many different sources. Values are task appraisals that evaluate the benefits of a specific task. Values as described in EVT have many different sources of influence and different sources have varying strength of influence on behavior. EVT was chosen as a framework for this study specifically because EVT research has shown the short-term malleability of task value with single instance interventions (e.g., Brown et al., 2015; Canning et al., 2018). The following literature review will discuss the relevant literature for EVT, the Academic Emotions Questionnaire (AEQ), and media influence on emotions.

Expectancy Value Theory

Expectancy

Expectancy is the interaction between an individual's self-concept of ability and perceived task difficulty (Eccles et al., 1983). Individuals form their self-concept of ability by remembering prior experiences of the specific task or with similar tasks. The individual must also appraise a task's difficulty. This appraisal can be either a cognitive or an automatic process meaning we can use cognitive power to think about the task or rely on automatic heuristics. For example, think about opening the front door to your home. If you went to open the door, and it was much more difficult to open than normal, what is your response? You might first see what is stuck under the door, because that has been the cause of previous obstructions. In other words, you may have formed a heuristic, a mental shortcut, from previous experience that does not require you to stop or limit other tasks and think about what might be causing the obstruction. Alternatively, a cognitive response would be to think about what could be making the door difficult to open, which might include floor obstruction but would include other options like faulty hinges that would need further assessment or investigation to determine the actual cause. With these assessments completed, you determine the potential for success of a task. It is important to note that these assessments or task evaluations are not necessarily a cognitive process. They also rely on automatic, non-cognitive processes formed through past experiences (Kahneman, 2011). Other motivational theories, such as social cognitive theory and attribution theory, include concepts similar to expectancy with some key distinctions.

Social cognitive theory uses the term self-efficacy to describe the belief in the personal ability to complete a given task (Bandura, 1977). This is differentiated from the common use of expectancy in that self-efficacy describes the appraisal of potential for success and not just the assumption of a specific outcome. While this concept shares many similarities with EVT's definition, social cognitive theory provides four explicit mechanisms for this concept's formation. The first source of self-efficacy is mastery experiences (Bandura, 1977). This source is the most similar to the EVT concept of expectancy, because it is the belief of the potential for task success based on prior successes for the same or similar tasks. The second source is vicarious experience (Bandura, 1977). Broadly, this is an increased assessment of success based on watching someone else successfully complete the task, also known as modeling. The third source is through social persuasion (Bandura, 1977). This source relies on people using verbal encouragement or coaxing to instigate task completion. The final source is emotional arousal (Bandura, 1977). Emotional arousal such as fear can impede task completion.

An example from a recent swimming trip provides a clear example. While swimming in a lake, my daughter, Emma, climbed a small ledge to jump into the water. She had jumped off pool ledges and diving boards in past swimming trips, so she had prior mastery over the task of jumping into the water. However, when she reached the ledge, she was too scared to jump into the water. Her emotional arousal, fear, stopped her from completing the task she had chosen to perform. We tried verbal persuasion by offering her encouragement and reminding her of her past successes in jumping into the water. However, she still refused to jump. After a few minutes, her twin sister climbed up the ledge and jumped. Seeing this act, Emma could build mastery through the vicarious

experience of seeing a similar other successfully make the jump, and she followed shortly after. Although social cognitive theory adds more specificity to the concept of expectancy through identifying sources of mastery, attribution theory takes a different approach by focusing on the perceptions of causality of an experience.

Attribution theory is a motivation and behavior theory that focuses on three distinct appraisals of causality: locus, stability, and controllability (Weiner, 2018). The locus of an event is the appraisal made by the individual experiencing the event whether the cause was internal or external (Weiner, 2018). For example, if a runner has a worse run time than a previous trial, they could attribute that cause to themselves if they did not try as hard, or they could attribute the time to an external cause like cold, windy weather. The next causality is the stability of the cause (Weiner, 2018). Is the cause of the outcome permanent or subject to change? The poor run time could be a stable cause like “I am older than I used to be” or unstable like the weather. The final causality for attribution theory is control (Weiner, 2018). An individual has control over how hard they try, but no control over their age or the weather. Expectancy in EVT addresses these constructs in specific domains.

According to the EVT model, expectancy is influenced by culture, socialization, stable child characteristics, previous related experiences, individual goals and identity, task value, and the individual’s affective reactions and memory (Eccles & Wigfield, 2002). Each of these areas have different loci, levels of stability, and levels of controllability. Culture and socialization influence individual’s expectancy beliefs, which influence self-concept. Much of the current literature focuses on measuring gender stereotypes and task selection (e.g., Selimbegovic et al. 2019; Wegemer & Eccles, 2019;

for meta-analysis see Parker et al., 2019; Meece, Glienke, Burg, 2006). The proposed stable characteristics are identified as gender, birth order, aptitudes of individual and siblings (Eccles & Wigfield, 2002), although only gender has been studied extensively. Previous related task experience form memories of task success or failure and the affective responses to those outcomes. However, affective memory and its effect on expectancy beliefs has been sparsely researched (Gorges & Kandler, 2012). Individual identity and task value influences on expectancy will be discussed further in the next section.

The current version of the EVT model is different from the first model in that it did not include affective reactions and memories or the interaction between task values and expectation of success, but these were included in the Eccles and Wigfield (2002) model. The current model holds that affective reactions and memories have an indirect influence on expectancy through the influence on subjective task values and influencing self-concept and goals. As stated previously, this has been understudied. Specifically, an individual's current affective state has not been measured in relation to task expectancies or values.

Value

Eccles et al. (1983) delineated value into four components: attainment value, intrinsic value, utility value, and cost. Each component is distinct, although correlations are found. These value components satisfy different types of needs to each individual and require different levels of appraisals.

First, the key feature of attainment value lies in the task's relation to the identity of the individual (Wigfield & Cambria, 2010). A task high in attainment value affirms the

individual's sense of self through the act or upon its completion. Performing a coming-of-age ritual is an example of a task with high attainment value. The task itself might be unpleasant and difficult, however, the results signal to the observers or community of a transition for that individual to something different. Since this component of value relies on identity, it is stable and develops over long periods of time with internal influences and external influences such as culture.

According to Eccles and Wigfield (1995), intrinsic value is conceptually the same as in self-determination theory (Deci & Ryan, 1985). Therefore, intrinsic value is the subjective positive worth gained from the task (Deci & Ryan, 2000). An example would be playing a game because it is fun. There is no benefit derived from the game other than pleasure. Intrinsic value is highly personal and subjective. Little to no research has been done within the EVT framework on influencing intrinsic values.

Utility value is the assessment of a task's future worth to long-term goals (Eccles et al., 1983). This is a common motivational driver in long-term goals such as college graduation, where some classes are required but not directly in the major. This value relies on the subjective worth of long-term goals and the closeness of relation to those goals. Completing a task like graduating from college could be a long-term goal, but it could also just be a means to another long-term goal such as being a banker or a teacher. Because of this subjectivity, utility value is more malleable than other types of values and has the most targeted interventions.

The final component is cost, which is defined as the perception of opportunity lost due to focusing on a specific activity over others (Wigfield & Eccles, 2000). An example would be if a student goes out with her friends, she loses reading time. This loss of

reading time could lead to lower reading scores and subject comprehension. Each of these components of value have influence on task choice and persistence (Eccles et al., 1983; Eccles & Wigfield, 1995; Wigfield & Eccles, 2000).

Value's Influence on Task Choice

As a general concept, values provide strong indicators of task choice (Wigfield & Cambria, 2010; Wigfield & Eccles, 2000). Practically, that means when an individual places a higher value on a task, they are more likely to select that task in relation to personal leisure time, course work, and employment opportunities. As previously noted, the concept of value in EVT is separated into three categories: attainment value, intrinsic value, and utility value. There are two approaches to using EVT in research. First, researchers will use a full battery of questions measuring all of the value concepts and reporting the results to support value or expectancy as a single concept. Additionally, some researchers using this theory often measure a single type of value or only find significant interactions from a single type of value. In this section, we will look at specific studies evaluating values effect on future choices.

First, Simpkins et al. (2006) analyzed longitudinal data from fifth to tenth grade students and found that prior exposure to math and science activities in fifth grade predicted students' expectancies and values in the tenth grade. Additionally, these expectancy and values were significantly correlated to number of math courses taken by the tenth grade. Meece et al. (1990), using structural modelling, found that value perceptions predicted future math enrollment in junior high school students. Although these studies show the influence of values in school choices, there is research showing effects influencing decisions beyond secondary school. One such study is Durik et al.

(2006). These researchers found that high task values and self-concept of ability in reading at fourth grade predicted future career aspirations at twelfth grade as well as time reading for pleasure. Similarly, Chow et al. (2012) found that high task values in science and math predicted career aspirations in physical and information technology sciences. Research by Lauer et al. (2017) extended the scope of value influence past secondary school, with the finding that expectancy-value beliefs in math predicted math career choices in adulthood.

Utility value interventions have been shown to influence persistence as well as task choice. Brown et al. (2015) conducted a study that expanded utility value to include two types: communal and agentic. The goal of the study was to test an intervention that increased the communal utility value of biomedical research. The researchers found that increasing communal value increased motivation long term to persist in studying science in general, as well as biomedical research specifically. Looking at persistence in low stakes testing, Cole et al. (2008) found that utility value was correlated with test taking effort and performance on a low stakes test. Finally, Canning et al. (2018) sought to measure the effectiveness of several utility value interventions on future biology course enrollment and future STEM major retention. They found that utility value interventions do increase course performance, future enrollment in subsequent biology courses, and to remain in their STEM major. The remaining in a STEM major factor in this study was only measured from the beginning to the end of a single semester, so more research is needed to know if this specific outcome is long lasting. These studies show that value has a significant effect on task choice, but there is a gap in the literature detailing how emotions influence values.

Emotion

Emotions are multifaceted, linked neurological and physiological processes that affect cognitive functioning (Pekrun, 2006). Emotion plays two major roles in the expectancy-value model. First, as previously discussed, emotion influences expectations by creating known patterns of positive task experience with successes and negative experiences with failures. Completing a goal of making ten free throws in basketball would give the individual create a positive memory for that activity (depending on the salience of the task), while failure to meet that goal would create a negative emotional pairing. Similarly, Villavicencio and Bernardo (2013) found a correlation between high self-efficacy, low negative academic emotions, and higher grades in trigonometry. In other words, students with high ability belief had lower negative academic emotions, which correlated to higher grades in trigonometry. However, there was no correlation between self-efficacy and academic performance in students with high negative emotions suggesting negative emotions play an important role in the function of self-efficacy.

The second role of emotions in EVT is through past emotions effects on current expectancies and values. Gorges and Kandler (2012) sought to find if past affective memories mediated future task expectancies and values. They found that only past negative affective memories had a small direct effect on current task expectancies and values. An example of this would be that a strong negative interaction with an instructor in an evolutionary psychology class could lead the student to have lower self-efficacy in the subject and place less value on it. This is theoretically consistent with affective memories influencing task values, and thereby influencing task choice (e.g., less likely to enroll in future evolutionary psychology classes).

Lerner et al. (2015) argues that emotions are a primary influence on decision-making. They list eight themes of emotional influence on decision-making ranging from emotions elicited from a choice to incidental emotional influence. Of particular importance for this study, Lerner (2004) found that invoking specific emotions such as disgust or sadness could change the buying and selling behaviors of participants. Similarly, Soloway et al. (2013) found that news stories about accidents referring to alcohol as a cause influenced participant policy decisions on alcohol control. They argue that the knowledge of alcohol as a factor changed participant's policy motivation from fear to concern. These studies suggest that emotional stimulation can result in a change in self-reported decision-making.

Academic Emotions

This study will use the emotional constructs for educational contexts as proposed by Pekrun (2006, 2009). While the entire control-value of achievement emotion model will not be used, it is helpful to understand the underlying constructs. First, Pekrun (2006) purposes the control-value model that combines concepts of self-efficacy, expectancy-value, and locus of control. These concepts function to define the salience of the emotion experienced. For example, an activity in which you have high amount of self-efficacy, believe your effort influences the outcome, and place high value on the task will result in highly salient and strong emotional reactions with success or failure. Conversely, a task with low value, low sense of control, and low self-efficacy will result in low emotional investment.

Wigfield and Cambria (2010) argue that Pekrun's version of expectancy is conceptually similar to Bandura's self-efficacy. Both concepts identify and measure

individual beliefs about specific task performance. This conceptualization of action related motivation differs from expectancy value theory by measuring individual task beliefs (Wigfield & Eccles, 2000). More specifically, EVT measures self-efficacy at the domain level instead of at the level of the individual task. Therefore, the concepts differ in their measurements and the broadness of application but measure similar beliefs and have similar outcomes. In the context of control-value theory, this means that self-efficacy is a mechanism of control appraisal that is oriented at task outcomes. Instead of self-efficacy being a concept of motivation, in control-value theory self-efficacy influences the power of the emotional impact of the activity. Let us remember the example provided earlier about shooting free throws on a basketball court. If you have high self-efficacy, the emotional impact of either completing or failing to meet your goal of making ten free throws is stronger than if you had low self-efficacy shooting the basketball.

For the control portion of control-value theory, Pekrun (2006) offers *subjective control*, defined as the perceived individual control over actions and outcomes. This concept incorporates self-efficacy theory (Bandura, 1977) and attributional theories of control (Weiner, 1985). The similar assumptions among the theories are that individuals will have high subjective control in situations in which they have high belief in their own ability to successfully complete the task and believe the outcome will depend on their contribution (Pekrun, 2002). *Subjective values* are the individually defined importance of these activities with perceived emotional weight or implications. Control-Value Theory adds a focus on emotional context and the individual control of an action to define the salience of that action on individual emotion.

Subjective control and subjective values affect achievement in predictable ways (Pekrun, 2009). Specifically, Pekrun (2009) argues that high control and value appraisal increases positive emotions, whereas low appraisal leads to negative emotions. Importantly, Pekrun (2006) provides a definition of emotions under the term achievement emotions, which is then broken down further. Pekrun (2006) broadly defines achievement emotions “as emotions directly related to goals and their outcomes” (p. 317). Emotions are further differentiated between activity emotions that are emotions experienced during an activity and prospective emotions that are directly related to perceived future outcomes (Pekrun, 2006).

Activity Emotions

As previously stated, the focus of activity emotions is the emotional experience during the completion of the task with the focus being on the task (Pekrun, 2006). Pekrun (2006) identifies these emotions as enjoyment, anger, frustration, and boredom. There is one positive activity emotion identified as enjoyment characterized as having positive value and subjective control. Having high control and negative value leads to the negative emotion anger. Frustration in a task can be either positively or negatively valued but with low control. Finally, boredom in a task is characterized with no value and either high or low task control. An example of an activity emotion during golf might be enjoyment or frustration while hitting the ball (depending on the level of subjective control or skill in this example), walking to the ball, or finishing a hole. In order to be considered an activity emotion, the focus would have to be on the act in that moment. Making a bad swing and thinking about how it might cause you to lose the round (and perhaps a bet) is future oriented and thus a prospective emotion.

Prospective Emotions

Prospective emotions are future oriented emotions that can be positively or negatively valenced and have differing levels of control (Pekrun, 2006). There are five different prospective emotions: anticipatory joy, anticipatory relief, hope, hopelessness, and anxiety (Pekrun, 2006). Anticipatory joy and anticipatory relief both are emotions that happen in the context of high task control with joy being positive and relief being negatively valenced emotions (Pekrun, 2006). Anticipatory joy would be experienced when an individual is sure of accomplishing an eminent task. Anticipatory joy would be the emotional experience while easily winning a football game in the fourth quarter or when a runner can see the finish line of a hard race. Note the perception of control is high for both of these tasks, the value of these tasks is high, and the focus is on successful completion of the task.

When a moment of non-failure occurs, that is successful completion of a task; when failure is the focus instead of success, anticipatory relief is experienced. An example would be your team is winning, but the opposing team is catching up on points when the time runs out and your team wins. Again, anticipatory relief requires perceived high control of the event, while the focus is on task failure and the task value is high.

Hope is the expectancy of future success when the task has positive value and a moderate amount of control (Pekrun, 2006). A good example of hope would be a team player at the beginning of a match if they were focusing on success. By contrast, when an individual focuses on failure instead of success, they experience anxiety. With hope and anxiety, task values must be high for the emotions to be experienced.

Retrospective Emotions

The final category of emotions is retrospective emotions. These are emotions experienced when reflection on a past success or failure (Pekrun, 2006). When focusing on success, a positive outcome will result in joy, while failure results in sadness.

Focusing on failure when the outcome is success evokes relief, while failure when expecting failure causes disappointment. Joy, relief, and disappointment requires high task value but may be independent of perceptions of control (Pekrun, 2006).

Retrospective emotions with high levels of control by the experiencing individual are pride and shame. Retrospective emotions with control attributed to another person results in gratitude and anger (Pekrun, 2006). Pekrun et al. (2011) used the concepts formed in the control value theory to create the Achievement Emotions Questionnaire. The AEQ measures achievement emotions in three education contexts: class-related emotions, learning related emotions, and test emotions (Pekrun et al. 2011).

Achievement Emotions

According the Pekrun et al. (2011) achievement emotions are enjoyment, hope, pride, anger, anxiety, shame, hopelessness, and boredom. These achievement emotions are measured in the AEQ in relation to specific academic areas of class-related, learning related and test-related emotions (Pekrun et al., 2011). The positive emotions were positively related to intrinsic motivation and effort, while negative emotions were negatively correlated with intrinsic motivation and effort (Pekrun et al., 2011). The purpose of this study is to measure the effects of emotionally laden stimuli on the subjective task value of a past academic activity using a prior education course as a specific target. Toward that goal, the AEQ items for class-related emotions were used.

Media Influence

Media can have direct and indirect influence on people's emotions and their behaviors (Hoog & Verboon, 2020). Media influences individuals directly when they consume the news. Szabo and Hopkinson (2007) found that watching 15 minutes of a typical newscast resulted in higher anxiety and negative mood that persisted after the viewing had stopped unless there was a relaxation intervention. Individuals experience indirect influence when they are exposed to others discussing the media topics. This type of influence is called social contagion, which can be experienced on online networks (Kramer et al., 2004). In a landmark and provocative study, Kramer et al. (2014) found that Facebook users that had been exposed to less positive and more negative content then posted similar emotional content. Part of the controversy surrounding this study was the methodology of manipulating Facebook users without their knowledge. They found that Facebook users' news feeds that had more positive and less negative content posted content that is more positive. That is, if your timeline had more positive posts, you were more likely to make positive posts. Similar findings can be found in the influential body of work produced by Amos Tversky. Johnson and Tversky (1983) found that a fictitious news report of a violent crime increased negative affect in the participants and changed the perceived incidences of fatalities. This suggests that outside influences on emotion affect our emotional states and our behaviors.

An important contribution to media effects is personal valence of the subject matter (Hoog & Verboon, 2020; McIntyre & Gibson, 2016). This means an individual not only need to be exposed to a topic, but they also have to make some personal or internalized connection to the media. If a media piece is more personally relevant, then

the individual is more likely to internalize that information, causing salient emotional effects as well as spur behavioral actions (McIntyre & Gibson, 2016). One way we internalize information is by connecting it to a recent event, personal incident, or to a subject we value (Kahneman, 2011). This caveat can explain variation in individual (and some statistical) differences in the behavioral influence of media. One of the advantages for this study using the pre-service teachers as a participant pool is that they have personal stake in current and future education policy.

Another method influencing the effects of media is framing. Framing is the practice of using value words to show the reader or viewer a particular perspective of a topic, such as highlighting a specific interpretation of events or focusing on conflict (Matthes, 2009). Framing in news stories can have significant effects. Framing news negatively elicits more fear, while positive framing elicits less fear of the same underlying traumatic incident in an informational depiction (Balzarotti & Ciceri, 2014). Similarly, Zillman et al. (2004) found that manipulating subheadings of articles to emphasize conflict or suffering increased reading times for the news articles. Semetko and Valkenburg (2000) provide a useful paradigm for framing, including the level of responsibility, conflict, emotional human interest, economic consequences, and morality. Framing is a simple tool for politicians and media sources color the news content in a specific way in order to influence their audience.

The Present Study

This study assessed prospective emotions, task value, and the effects of two emotive passages on prospective teachers. In order to obtain accurate measurements of the desired variables, it was necessary to conduct pre- and post-testing of prospective

emotions and task value. The study used a positive valence and negative valence reading prompts that are similar to news articles (e.g., Bacon, 2018; Hess, 2018; Cambridge & Amaria, 2018) and data collected from other sources. The guiding research questions is: Does a change in emotion effect utility values? The hypothesis for this study are as follows:

Hypothesis 1. Participants' utility value in an educational course will decrease after reading the paragraph with a negative valance.

Hypothesis 2. Participants' utility value in an educational course will increase after reading a paragraph with a positive valance.

Summary

This section detailed the literature relating to EVT, emotions, and media influence. Contrasting and complementary theories were discussed as related to the importance of value, emotions, and media influence. This review of the literature lead to our research question and the hypotheses for this study.

CHAPTER III

METHODOLOGY

This section discusses the method used to conduct the study. The research question upon which this method strives to answer is: Does a change in emotion effect utility values? The two hypotheses for this study are proposed: (a) Participants' utility value in an educational course will decrease after reading the paragraph with a negative valance, and (b) participants' utility value in an educational course will increase after reading a paragraph with a positive valance.

An experimental design consisting of two groups was utilized. In order to identify any effects of emotion on task value, prompts were created and several measures were given to participants. Specifically, emotions were measured pretest and posttest as a manipulation check using the AEQ. Next, participants completed a utility value measure pretest and posttest. After the pretest, the participants were randomly assigned to either the positive condition or the negative condition which read the corresponding prompt along with the same distractor for both. The following section details these procedures.

Participants

Participants for this study were university students who intended on teaching as a profession. There were no other excluding criteria. The sample was drawn from undergraduate education courses. Students were randomly assigned using the Qualtrics survey

program randomizer to either the positive media or the negative media condition. One hundred participants was the target number to participate, with a minimum of fifty participants needed for acceptable data analysis (Mitrushina et al., 2005).

Measures

Demographics were gathered using a background questionnaire. Age was collected by documenting birth year. Participants self-identified race from White, Black or African American, American Indian or Alaska Native, Asian, Hispanic, and other using a blank text box. Current academic year was collected with participants selecting their current year freshman through senior and a graduate student option. Participants identified their sex from male, female, or other. Participants took two surveys pretest and posttest after the demographic section.

Academic Emotions Questionnaire

The first measure used were items from the Academic Emotions Questionnaire (AEQ; Pekrun et al., 2011). The AEQ was developed using Pekrun's Control-Value Theory of Emotions (Pekrun et al., 2011) and has widespread use in education (Bieleke et al., 2021). These items were used as an emotion manipulation check to measure the proposed effects of the provided statements. Since the goal of this measure is limited to a manipulation check, the entire AEQ was not used. Instead, two items per emotion as found in Pekrun et al. (2011) were used. The AEQ utilizes prompts with a five-point Likert scale (strongly disagree to strongly agree) and reports reliability coefficients ranging from .78 to .90 (Pekrun et al., 2011). Example items include: "I am confident when I go to class," "thinking about this class makes me uneasy," and "I enjoy acquiring new knowledge."

Utility Value Measure

To measure task value, this study used the utility value items from Gaspard et al. (2017). The full measure covers intrinsic value, attainment value, and utility value using a five-point Likert scale (strongly disagree to strongly agree). However, for this study, only the items used to assess utility value will be collected. The scale reliability alphas for utility values ranged from .71 for utility for school to .86 for utility for job (Gaspard et al., 2017). These include items such as “knowledge in ... comes in handy” for utility value (Gaspard et al., 2017). These items were constructed to have blanks, specifically “...”, and that the participant could insert the prompted subject into the item when answering the prompt. This study will use the specific modifier “the course I am taking” with the grammatical correct preposition instead of the ellipses.

Prompt Creation

The goal of the two prompts was to create two narratives that used the same information but framed that information in a positive or negative way. In order to accomplish this, several data points were selected. The data points included: the amount of time the since last teacher raise in Oklahoma, the passage of the raise, relative teacher pay (in relation to national average for negative prompt and in relation to Oklahoma cost of living for positive prompt), funding for support and supplies, relatively high amount of alternatively certified teachers, schools moving to a four-day week, and the poverty level in Oklahoma compared to the national average.

Emotional valence was accomplished using two strategies. The first strategy employed level-of-responsibility framing and human-interest framing as described in Semetko and Valkenburg (2000). Level-of-responsibility framing is intended to move all

of the opportunity for action to a targeted group or person. In context of this study, highlighting the failures of the state legislature in passing an acceptable raise places the responsibility for action on the legislature instead of the teachers. For the positively valenced prompt, the responsibility for the successful passing of a raise was given to the teachers (e.g., teachers succeed in obtaining a raise). Level-of-responsibility framing was used by more serious news sources according to Semetko and Valkenburg (2000).

Human-interest framing is used to elicit emotions of anger or compassion and is used by sensationalist news sources (Semetko & Valkenburg, 2000). Human-interest was the first strategy for the prompts and was employed by using relative teacher pay in Oklahoma, but using different measures for relativity (e.g., relative pay to national average pay for the negative prompt versus a teacher raise in a state with relatively low cost of living). Poverty was also framed in both negative and positive ways. The positive framing of poverty was acknowledging teachers have potential for high personal influence on their students due to their roles. The negative framing of poverty highlighted the difficulties of obtaining support for academics in impoverished areas.

The second strategy was using either positively or negatively valenced words. To verify emotional valence, phrasing was evaluated by an expert rater. For the positive prompt, only positively valenced words were used to frame the salary raise the teachers' succeeded in gaining in Oklahoma. Additionally, the salary raise was specified with the dollar amount (\$6,000). The negative framing of the raise was to report that the raise obtained was a fraction of the amount that was demanded by the teachers. Another example of using positive or negative verbs or phrases was in reporting Oklahoma schools with four-day workweeks. In the negative prompt, this was a strategy to "cut

utility costs” and put “strain” on teachers and families. In the positive prompt, the four-day workweek was “beneficial” for teachers giving them extra time for activities including opportunities to “enjoy activities away from school.”

Lastly, a distractor prompt was created to prevent participants from knowing the purpose of the study. This prompt was created with a similar number of words (in between 250 and 260). However, the prompt was written about mentorships with no intentional positive or negative framing.

Procedure

This study was conducted online using the SONA system. SONA is an online program that allows university students to view current studies being conducted at their university and voluntarily participate. This system allows participants to complete the measures online at their leisure and collects the data securely. The participants on SONA are sometimes required to participate in research in their current university courses, or instructors may reward them for participating. This reward system occurs outside of the purview of the researcher.

Participants were a pretest including the Academic Emotions Questionnaire and the task value measure. Participants were instructed to think of a current education class that fulfills a requirement for their teaching degree. Then, the participants were randomly assigned to read either the positive or the negative prompt in addition to the distractor prompt. Participants read the prompt assigned to their condition and then the distractor. Immediately following the prompts, participants responded to the AEQ and the task value measures to assess any influence the prompts had on the participants’ academic emotions and the course utility value.

Two passages were used as emotional influencing prompts. There was a positive passage and a negative passage. Each passage used the same basic facts with a different emphasis of either the positive or negative aspects as described above. The two prompts were presented as follows:

Negatively-Valenced Prompt

Oklahoma teachers protested ten years without a pay raise. The protest ended without the legislature meeting the demands of the teachers. The legislature increased teacher pay a fraction of what was asked and did not pass any measure to raise the funds required to continue the raises in the future. With future revenue increases and allocation for education, this will mean a loss of the current pay rate or a reduction in teachers to maintain the current rate. Oklahoma teachers have one of the lowest average pay in the nation and the starting pay is 18% lower than the national average. Many districts have yearly turnover and are forced to emergency certify teachers in order to keep someone in the classroom.

The low investment in education is not limited to teacher pay. Support roles in education are also underfunded leaving teachers with less assistance than is needed for the size of their classrooms. Additionally, many schools have outdated textbooks and dilapidated facilities. In Oklahoma, 20% of schools were forced to have four-day school weeks in order to cut utility costs. This puts a strain on the teachers to teach content in less time, but also on families that have to provide daycare when their children would normally be at school.

There are also more families living in poverty in Oklahoma than the national average. This exacerbates problems in education with low funding with lower student and parent engagement. This adds challenge to teachers already under pressure to maintain academic standards without adequate support.

Positively-Valenced Prompt

During the teachers' strike last year, the teachers succeeded in obtaining a raise for the first time in ten years. Teachers across the state convince the legislature to raise teacher wages by \$6,000 a year. They also secured raises for support staff, which help facilitate learning and assist teachers with their classrooms. The pay raise will translate into real life benefits since the cost of living is 19% lower than the national average.

This is a good environment for new teachers looking for their first job. Additionally, since many of our great teacher have been alternatively certified, you can start teaching in many school districts without having a degree in education.

A minority of schools in Oklahoma have transitioned to a four-day school week. This can be beneficial for teachers in many ways such as more time to plan and grade, or they can enjoy activities away from school.

Oklahoma has more families living in poverty than the national average. There is a need for good teachers as stable influences in these children's lives. There is also more opportunity for improvement. This is a good opportunity for talented, committed, and energetic individuals to make significant differences in these children's lives.

There has been an increase in teacher support and crowd funding in recent years. This has been a major benefit to teachers. Sites such as teacherspayteachers.com help teachers with resources to increase their effectiveness in the classroom, and peer groups on social media can provide encouragement, guidance, and support. Education in Oklahoma is on the right track.

Distractor Prompt

First year teacher mentorships are important to the long-term success of new teachers. These mentorships help new teachers navigate the expectations and challenges of the new teaching and school environment. When this relationship is healthy and robust, it provides stability and necessary emotional support in the teaching profession. It becomes prudent to understand how successful mentor-mentee relationships form.

Depending on the school norms, forming the mentorships is the responsibility of the principal. Other systems have less formal norms of establishing mentorships. Then it falls to happenstance, dictated by grade and class assignments.

In this instance, new teachers can seek out experienced teachers with whom they have a prior relationship or good personality dynamics. A new teacher would be prudent to develop networks of relationships with the other teachers to find teachers outside their immediate team (grade level or room cluster).

A foundation for these relationships could be prior mentorships or advisor relationships experience during the university journey. Preservice teachers could use this time to seek out people with differing personalities and educational focuses to develop a preference. The preservice teacher should be cognizant of their personality and try to assess, objectively, what they need to succeed in a high stress environment.

Communication is key when forming mentor-mentee relationships. An important factor in successful relationships is open communication. In the educational context, being open about difficulties in school environmental

expectations will be necessary to benefit from the first year teacher mentorship. This can form the bedrock of a lifelong career in education.

After participants completed the last survey, they read a debriefing describing the nature of the negative media and positive media prompts and their potential influence on task values, specifically with their teacher degree satisfying coursework. This debriefing followed the general recommendations provided in Barchard and Williams (2008), which included an email debriefing option in addition to the debriefing page following the completion of the study. The participants were also able to opt into an email debriefing after the results have been completed, although no participants chose this option.

Data Analysis

This study was a pre/post test experimental design. The study's hypotheses were concerned with the difference of utility values in each experimental condition. Therefore, paired t-tests were used for each group with utility values being the independent variable. Group assignment (either positive prompt group or negative prompt group) was the dependent variable.

Summary

The purpose of this section has been to outline the methods and procedures for this study. This section detailed the participants, the measures used, the prompt creation, and how the prompts were used. The participants were randomly assigned in this experimental design study in order to assess the potential effects of task value. In the next section, the results from this study will be given.

CHAPTER IV

FINDINGS

This section details the results of this study. This includes the participant breakdown as well as the statistical analysis need to evaluate the two hypotheses. Additionally, this section reports the statistics from the AEQ, which served as a manipulation check for the emotionally valenced prompts. This studies research question is: Does a change in emotion effect utility values? The two hypotheses tested were:

Hypothesis 1: Participants' utility value in an educational course will decrease after reading the paragraph with a negative valance.

Hypothesis 2: Participants' utility value in an educational course will increase after reading a paragraph with a positive valance.

Participants

Participants volunteered from a large Midwestern university. Participants reported their race, sex, age, and university class. Reported date of births ranged from 1963 to 2002 with the majority of participants between 1997 and 2002. See table 1 for other demographic information.

Table 4.1*Demographic Characteristics of Participants*

Baseline characteristic	Total	
	<i>n</i>	%
Gender		
Female	87	79.6
Male	22	20.3
Race		
White	75	68.8
African American	4	3.6
American Indian	20	18.3
Asian	2	1.8
Latino/Latina	8	7.3
University Class		
Freshman	8	7.3
Sophomore	22	20.2
Junior	45	41.2
Senior	24	22
Post Graduate	10	9.1

Data Analysis

The total participants recruited for this study totaled 220. However, 100 participants completed the surveys and read the prompts in less than 1 minute. Those participants were removed. Additionally, four were omitted from analysis due to incomplete survey responses. Finally, seven participants were removed due to not meeting the pre-service teacher requirement. The final participant number is 109. Due to the experimental design, the participants were randomly assigned to either the positive valenced prompt group or the negatively valenced prompt group. There were 55 in the negative prompt group and 54 in the positive group. Survey data was collected from March 10, 2020 to December 4, 2020.

Emotions Manipulation Check

Due to the exploratory nature of the study, a measure for emotions was included in a pretest and posttest format. This measure was meant as a check for emotional change after reading the emotionally laden prompts. To simplify the emotional analysis, emotions were clustered together as positive emotions and negative emotions as defined in Pekrun et al. (2011). Hope, enjoyment, and pride were combined and average for each participant to give a positive emotion cluster score. Similarly, negative emotions consisting of anxiety, hopelessness, and anger were combined and averaged for each participant. Boredom was not included in either cluster in accordance with the analysis in Pekrun et al. (2011). The purpose of this grouping was to explore the potential effects of positive and negative emotions groups in addition to each individual emotion that might lead to research using the full AEQ and individual and clusters of emotion.

Using the positive emotion cluster for the negative prompt group, a paired sample t-test found the pre to posttest emotions differed significantly, $t(54) = -3.07, p = .003$. This showed that positive emotions significantly increased after reading the negative prompt. A paired sample t test for negative emotions in the negative prompt group was not significantly different, $t(54) = .76, p = .45$. The results of negative emotions not significantly increasing runs counter to this study's goal of creating a prompt with negative emotional effect.

A paired sample t-test for the positive emotion cluster in the positive prompt group found the pre to posttest differed significantly, $t(53) = -5.51, p < .001$. This shows that reading the positive prompt led to a significant increase in positive emotions. Negative emotion for the positive prompt group from pretest to posttest was also

significantly different, $t(53) = 4.16, p = .001$. These results show emotions measured in the negative emotion cluster significantly decreased for the group reading the positive prompt. For differences between pretest and posttest for individual emotions, see Table 2.

Table 4.2

Descriptives and Paired T-test Results for Individual Emotions by Prompt Group

Negative Prompt Group Emotions	Pretest		Posttest		Paired t-test	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>t</i> (54)	<i>p</i>
Anxiety	2.77	.98	2.70	1.08	.63	.529
Hopelessness	2.18	1.07	2.21	1.061	-.23	.817
Shame	2.75	1.20	2.62	1.18	1.50	.141
Anger	2.41	.92	2.34	1.06	.53	.599
Boredom	2.64	1.04	2.41	1.10	1.81	.076
Hope	3.24	.80	3.75	.78	-3.33	.002*
Enjoyment	4.18	.88	4.35	.64	-1.66	.102
Pride	4.01	.91	4.16	.73	-1.72	.091
Positive Prompt Group Emotions					<i>t</i> (53)	
Anxiety	2.76	.94	2.63	.94	1.79	.080
Hopelessness	2.21	.90	1.93	.84	3.05	.004*
Shame	3.00	1.06	2.75	1.10	3.08	.003*
Anger	2.33	.77	2.08	.894	2.80	.007*
Boredom	2.47	.949	2.26	.99	2.10	.040*
Hope	3.20	.54	3.94	.63	-5.82	.000*
Enjoyment	4.33	.59	4.42	.56	-1.09	.283
Pride	4.24	.63	4.38	.644	-2.39	.021*

It is interesting to note that hope significantly increased for both prompt groups. For the negative prompt group, hope was the only emotion to be significantly different on its own, while the other positive emotions trended higher for this group also leading to a significant positive emotion cluster score. Contrary to the goals of this study, none of the negative emotions significantly increased for the negative prompt group. For the positive prompt group, negative emotions including hopelessness, shame, and anger all decreased

significantly after reading the positive prompt. Additionally, hope and pride increased significantly after reading the positive prompt. Only enjoyment did not have significant movement after reading the positive prompt.

Utility Value Results

In order to test the first hypothesis, a paired-sample t-test was conducted using SPSS data software to assess potential significant change in the negative prompt group's utility value scores from pretest to posttest. Results showed that reading the negatively valenced prompt lowered self-reported utility value scores on the posttest ($M = 4.16$, $SD = 0.63$) compared to the pretest ($M = 4.23$, $SD = 0.58$), however the difference was not significant, $t(54) = 1.74$, $p = .08$. The first hypothesis that negative media would decrease utility value scores was not supported. To test the second hypothesis, a second paired-sample t-test was conducted using SPSS data software. Reading the positively valenced prompt did increase the average utility value scores pretest ($M = 4.205$, $SD = 0.50$) to the posttest scores ($M = 4.214$, $SD = 0.58$), but the pretest to posttest were not significantly different, $t(53) = -0.24$, $p = .40$. The second hypothesis that positive media would increase utility value scores was not supported.

Summary

In this section, participant demographics were present. The effects of the emotional influence of the prompts were reported with some interesting effects. However, the main purpose of increasing negative emotion for the negative prompt group was not found. Finally, the results from paired t-tests pre to posttest for each prompt group was reported. The results found did not support either hypothesis. The next section will discuss the implications of these results.

CHAPTER V

CONCLUSION

Discussion

The purpose of this study was to assess potential influence of reading emotional-valenced prompts on utility values. The studies research question was: Does a change in emotion affect utility values? In order to make this assessment, the emotion experienced must be salient to the participant (McIntyre & Gibson, 2016). Due to the importance of education and the deficit of research on the influence of emotion in utility values, preservice teachers were chosen as the target population for this study. In addition, recent events in education and legislation for education offered a salient example of an emotionally charged event; teacher strikes across the United States and in Oklahoma specifically. Since news media has been linked to an increase in negative emotion (Hoog & Verboon, 2020; Szabo & Hopkinson, 2007), prompts were created using framing techniques in order to increase the negative or positive emotion experienced while reading statistics and ideas related to teaching in Oklahoma. An emotion manipulation check using items from the AEQ found the prompts were not successful in changing reported emotions in the hypothesized directions. The first hypothesis that a negatively valenced prompt would decrease utility value was not supported by the data collected. The second hypothesis that reading a positively valenced prompt would increase utility

value was also not supported. Reports of positive emotions increased significantly with the positive prompt group, while there was no significant increase in negative emotions for either group.

It is worth noting that the utility value scores did approach significance with an alpha (.08) just outside the typical rejection range of .05 for the negative prompt group. Relying on the assumption that emotions were changed by the prompts, the first interpretation of this data is that emotions had a null effect on utility values. This would imply that although utility values are malleable (Brown et al., 2015; Canning et al., 2018; Cole et al., 2008), they are resilient to emotional effects. If replicated, this would be good information to know for education colleges and educator faculty meaning that emotional news that is salient to future educators would not influence at least part of their students' motivation as represented by utility values.

Another interpretation of the utility value scores trending toward significance relating to the first hypothesis is that improvements in the study could have created more profound effects. Since this was an experimental study, it is possible that the prompts that were created did not meet the requirements for personal saliences and thus emotional arousal. Without that personal salience and emotional arousal, there was no motivational connection to influence utility value of a course required for the participants' profession. Both of these interpretations require the assumptions of theory made in chapter 2 are valid, and that the experimental method was effective, and the measures used accurately measured the correct phenomena.

The data collected suggests that some, or potentially all, of the assumptions made in the design of this study were not met. The first assumption that will be addressed is

emotion variability. Emotional variability is that positive and negative emotion are susceptible to experimental manipulation. While there is past research suggesting this assumption is met (e.g., Hoog & Verboon, 2020; Szabo & Hopkinson, 2007), this data was collected during a unique period. Data for this study was collected from spring of 2020 until fall of 2020. During this data collection period, the United States and much of the world was in some type of infrastructure closure and social distancing program due to a global pandemic, including the participants that were recruited for this study. These participants were currently enrolled in a Midwestern university where all in person activities were canceled for the majority of the data collection period (from late March 2020 until December 2020). While this did not limit the practical aspects of data collection for this survey due to the collection being made online, it is possible that these circumstances have unknown effects on individual emotional registry and emotional influence of media, including more emotional resilience or susceptibility. Each of these changes from a baseline state might have significant consequences on emotional data collection.

The second assumption made was that the prompts themselves would have an emotional influence. It is possible that the negative prompt was not negative in the intended way, especially in relation to the hyperbole from the online publication *The Federalist* as mentioned in Chapter 1. After rereading of the prompts after data collection, this researcher realized that the negative prompt was not negative toward teachers. The framing was negative, but most of the negative framing was targeted at the legislature or the condition of education overall in the state of Oklahoma. None of this negativity was directed at the teachers specifically or placed responsibility for the current

situation on the teachers. It is possible that this lack of responsibility framing toward the teachers made them seem more sympathetic, which might account for the increase in reported positive emotions in the negative prompt group. More importantly, the intent of the negative prompt was to portray media that was negatively valenced against the teachers during the teacher strike. In order to elicit negative emotions for a task that was indicative of teaching as a profession (education course in which the participant was currently enrolled), the negative prompt should have focused on teachers at the individual level instead of the institutional level or governmental level.

Limitations

There are some additional limitations to this study. As previously mentioned, data collection during a pandemic has an unknown effect on emotional susceptibility of participants. In addition, since data collection occurred online through an anonymous link, this study did not control for any effects of the participants' surroundings while participating in this study. Demographic, socio-economic, and ethnic data was also not analyzed. It is possible that individuals from marginalized groups have different perceptions of teachers, the teaching profession, and the classes that lead to the teaching profession, and that those different perceptions change emotional saliences and malleability of utility values. These concerns will need to be addressed in future research.

The limited use of items from the AEQ was also a limitation for this study. While this study did not have a hypothesis concerning the emotional portion of this study, future studies could use the full AEQ or the AEQ-Short (Bieleke et al., 2021). Using the full measure or the short could provide a more accurate and comprehensive emotional picture of the participants both pretest and posttest.

Another limitation of this study was it did not include any integrity checks within the measures. Attention checks are a strategy to verify that participants are reading the questions and not making random selections during the surveys. Lastly, this survey relied on self-report of emotional states from past experiences. This assumes participants are able to accurately remember their emotional states before, during, and after class and then, participants are able to reflect and report emotions they felt before, during, and after class. This method of data collection could lead to homogenizing effects (i.e., participants trying to maintain consistency).

Future Research Direction

The data collected failed to support the hypotheses of this study. However, it is possible that strengthening the negative prompts by directing the negative framing at teachers would raise negative emotions which was significantly higher for the positive prompt group. Additional research directions could use a mixed methods approach to obtain a clearer understanding of the emotional differences felt posttest and include vital study checks including assessing whether the participants successfully contemplated their emotions during a current education course. Another research strategy to be considered is conducting the survey during an education course and having the participants refer to their emotions during that specific course or class period. This could limit generalization and homogenization of emotional states and attributions.

Conclusion

The goal of this study was to answer the question does a change in emotion influence utility values. In order to address this question in the context of education, media using emotionally charge strategies were used in order to be salient to the

participants. The results did not support the hypothesis presented. However, understanding the effects of emotion on utility values and the effects of negative media are vitally important in this age of information. Future research should try to overcome the limitations of this study and explore emotions, media, and education more broadly in order for current and future educators to understand the potential positive and negative influence of emotions on utility values.

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Appendix A

Utility value sample measures (Gaspard et al., 2017)

Utility for daily life

Knowing the content in... has many benefits in my daily life.

Knowledge in ... comes in handy in everyday life and leisure time.

What we learn in ... is directly applicable in everyday life.

Utility for job

Good grades in ... will bring many advantages for my job and career.

A good knowledge of ... will help me in my future job.

For my future working life, it will pay off to be good in ...

Knowing the contents in... will be helpful for my future career.

Utility for school

To be good at ... will help me in the remaining years at school.

Being good at... pays off because it is simply needed at school.

It is worth making an effort in... because it will save me a lot of trouble at school during the coming years.

Doing well in ... brings many advantages at school.

Social Utility

Being well versed in ... will go down well with my classmates.

If I know a lot in..., I will leave a good impression on my classmates.

Appendix B



Oklahoma State University Institutional Review Board

Date: 03/31/2020
Application Number: IRB-20-173
Proposal Title: Negative Media Reports Effects on Pre-service Teacher Course Value

Principal Investigator: Kevin Gray
Co-Investigator(s):
Faculty Adviser: Mike Yough
Project Coordinator:
Research Assistant(s):

Processed as: Expedited
Expedited Category:

Status Recommended by Reviewer(s): Approved

Approval Date: 03/30/2020

The IRB application referenced above has been approved. It is the judgment of the reviewers that the rights and welfare of individuals who may be asked to participate in this study will be respected, and that the research will be conducted in a manner consistent with the IRB requirements as outlined in section 45 CFR 46.

This study meets criteria in the Revised Common Rule, as well as, one or more of the circumstances for which continuing review is not required. As Principal Investigator of this research, you will be required to submit a status report to the IRB triennially.

The final versions of any recruitment, consent, and assent documents bearing the IRB approval stamp are available for download from IRBManager. These are the versions that must be used during the study.

As Principal Investigator, it is your responsibility to do the following:

1. Conduct this study exactly as it has been approved. Any modifications to the research protocol must be approved by the IRB. Protocol modifications requiring approval may include changes to the title, PI, adviser, other research personnel, funding status or sponsor, subject population composition or size, recruitment, inclusion/exclusion criteria, research site, research procedures and consent/assent process or forms.
2. Submit a status report to the IRB when requested
3. Promptly report to the IRB any harm experienced by a participant that is both unanticipated and related per IRB policy.
4. Maintain accurate and complete study records for evaluation by the OSU IRB and, if applicable, inspection by regulatory agencies and/or the study sponsor.
5. Notify the IRB office when your research project is complete or when you are no longer affiliated with Oklahoma State University.

If you have questions about the IRB procedures or need any assistance from the Board, please contact the IRB Office at 405-744-3377 or irb@okstate.edu.

Sincerely,
Oklahoma State University IRB

VITA

Kevin Gray

Candidate for the Degree of

Master of Science

Thesis: THE EFFECTS OF NEGATIVE MEDIA REPORTS ON PRE-SERVICE
TEACHERS' COURSE VALUE

Major Field: Educational Psychology

Biographical: I am a married father of four children, USMC Reserve combat veteran, and currently a student in Educational Psychology Doctoral Program.

Education:

Completed the requirements for the Master of Science in Educational
Psychology at Oklahoma State University, Stillwater, Oklahoma in
December, 2021.

Completed the requirements for the Bachelor of Science in Psychology at
Oklahoma State University, Stillwater, OK in 2016.

Teaching Experience:

Instructor of Record, Oklahoma State University

EPSY 3413: Child and Adolescent Development- Spring 2020-Fall 2021

EPSY 3533: Motivating Learners- Fall 2021

Other Experience:

Special Education, Teacher Assistant, Will Rogers Elementary, Stillwater, OK
2016-2017

Professional Memberships:

Motivation in Classrooms Lab, 2019-21.

American Educational Research Association, 2021.