Positive and negative affect as predictors of family life satisfaction

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Abstract

This study was conducted to predict the levels family life satisfaction by the positive and negative affect variables on high school students. Sample group consists of 456 students of various types of high schools in Uşak city center. In the study "Positive and Negative Affect Scale (PANAS)" and "Family Life Satisfaction Scale" were used as data collection tools. In order to predict the levels of Family Life Satisfaction by Positive and Negative Affect, Stepwise Multiple Regression Analysis was performed. When the findings of the study were analyzed, the first predicator of the family life satisfaction was determined as the negative affect and the latter positive affect.

Keywords: Negative Affect; Positive Affect; Family; Life Satisfaction; Family Life Satisfaction

Introduction

Emotions are short-term experiences which lead to coordinated changes in thought; action and physiological reactions of people   (Fredrickson & Branigan, 2005). At the every beginning, the concept of emotion was discussed as a single-dimension concept. However, research conducted in recent years has revealed that the structure of emotion consists of two different dimensions being positive and negative. The concept of positive emotion is defined as pleasure and joy while the negative emotion is defined as the outcome of disturbing emotions such as stress, fear and anger   (Gençöz, 2000). According to Watson, Clark & Tellegen (1988), the presence of positive emotions refers to the active, awake and enthusiastic condition of a person. However, negative emotions generally show that the person is sad and malcontent. The research conducted abroad attracted attention to the relationship between positive or negative emotion and many variables. These variables include perfectionism (Cumming & Duda, 2012; Damian, Stoeber, Negru &

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Băban, 2014; Gaudreau & Thompson, 2010; life satisfaction, awareness, perceived social support, depression (Fredrickson, Cohn, Coffey, Pek & Finkel, 2008). On the other hand, having positive emotion affects a person's frame of mind in various ways (Fredrickson & Branigan, 2005; Isen, 2001). According to Kahn & Isen (1993), positive emotions guide to the skill of merging broader scope of cognitive organization and various materials. Accordingly, a person having positive emotion can assess the situation she/he experiences in a broader sense. For example, these people have higher level of decision making and problem solving skills when they are exposed to complex situations compared to other people. (Isen, 2001). This is also the case for stress experiences. As a matter of fact, it was found that positive emotion has a negative and significant relationship with negative reactions against stress and the duration of these reactions (Fredrickson & Branigan, 2005). In addition to this, the presence of positive emotions contributes to stress coping process (Aspinwall & Taylor, 1997). This is because of the fact that the presence of positive emotions enables the person to be more controlled and to evaluate the situation with a different perspective in case of a stress issue (Isen, 2001).

Positive and Negative Affect Schedule-PANAS developed by Watson, Clark & Tellegen (1988) was adopted into Turkish by Gençöz (2000) in order to assess positive and negative affects in Turkey and this study pioneers the related research in this field. For example, in a study conducted by Uğurlu (2013) with university students, a significant relationship was found between optimism and positive/negative affect. In a research conducted by Yılmaz & Arslan (2013), it was found that there is a positive and significant relationship between positive affect and subjective well-being; yet a negative and significant relationship between negative affect and subjective well-being. Moreover, in a study conducted by Eryılmaz & Ercan (2010) with university students, a positive and significant relationship was found between perceived control and positive affect; a negative significant relationship was found between perceived control and negative affect. Thus, it is thought that positive or negative emotions are in relation with the individual's family life satisfaction.

Family life satisfaction is defined as the degree of being satisfied from family structure of the person and the relationships (parents-children; siblings) taking place in this structure in general (Carver & Jones, 1992; Sharaievska, 2012). The communication pattern in family affects the process of establishing intimacy and love not only between parents and children but also with other persons (Barbato, Graham & Perse, 2009). The family system in which a person lives, affects every field of the personal development and well-being status during a lifetime. This is because of the fact that parents who have the sense of competency on bringing contribution to

the development of their children contribute to their social relation, academic development, career development and preference and also emotional lives in positive way (Bandura, Caprara, Barbaranelli, Regalia & Scabini, 2011). In addition, it was found that adolescents who have a strong self-competency on the management of their relationships with parents have higher family life satisfaction compared to others (Caprara, 2005). Furthermore, in the modeling study conducted by Hesse, Rauscher, Roberts & Ortega (2014), the variable of injurious family environment was found to be full mediating variable in the relationship between establishing affectionate communication and family life satisfaction. Children having high family life satisfaction develop their social lives positively thanks to their high self-esteem. On the contrary, lack of family life satisfaction brings along some social and emotional problems (Gilman, 2001). According to Bowen (1988), if a person can obtain certain acquisitions at the end of interactions between family members, this situation leads to feel positive emotions. However, if the losses are more than the acquisitions at the end of such interaction, this situation leads to negative emotions (Bowen, 1988). On the other hand the young in puberty period are highly affected by their environment (Demir, Baran & Ulusoy, 2005; Siyez & Aysan, 2007). For example; the disturbed young's depression rate was found significantly higher than the others. In addition to this, loneliness and stress are often felt as well. That is, it was presented in the study conducted by Charles, Reynolds & Gatz (2001), on four generations that negative affects are decreasing as getting older while there is no change in positive feelings. Also, it was found that adolescents who have depressive symptoms, have weak relationship with their parents (Field, Diego & Sanders, 2001). In the study conducted by Demir, Baran & Ulusoy (2005) it was determined that from the young's social environment factors friends are more effective than family. Because, youth begin to experience greater autonomy from their parents and spend more nonadult-supervised time with peers (Sullivan & Evans, 2006).

2. Purpose

To sum up, although family life satisfaction is effective in individual's emotional life, it is thought that under the effect of social environment the young's emotional life can affect their family life satisfaction in various ways. The present research seeks answer to the question "Is positive/negative emotion significant predictor of family life satisfaction in high school sample?". It is believed that this study will contribute to the studies of psychological counselors working with families or adolescents in various institutions and further research to be conducted in this field.

3. Method and material

3.1. Sample

Participants include 456 students 9.,10.,11. And 12.grades of five different types of state high schools in Uşak. 241 of these students are female (52,9%) and 215 of them are male (47,1%).

3.2. Data collection
3.2.1. Data collection tools

Positive Negative Affect Scale (The PANAS) *:* It was developed by Watson and his friends (1988) and it was adapted to Turkish by Gençöz (2000). The scale includes 10 positive and 10 negative emotion items and it is evaluated by 5 point likert. While adapting the scale, the Cronbach's alpha internal coherence for negative emotion was found as .83, for positive emotion .86.

Family Life Satisfaction Scale (The FLSS) The scale was developed by Barraca, Yarto and Olea (2000). The scales validity and reliability analysis was conducted with 274 participants (126 male and 148 female, age average 25,23). The analysis which was applied in order to define factor form of Family Life Satisfaction Scale showed that the scale is one dimension formed. Items' factor loading value is between 0,68-0,89; item total correlation changes between 0,66-0,87. One factor's explanation rate of total variance is 62,3%. The Cronbach's alpha internal coherence coefficient is 0,98 and test re-test reliability coefficient is 0,76.

The scale was adapted to Turkish by Taşdelen-Karçkay (2015). FLSS was evaluated via three independent samples. The sample of the Study 1 (n=441) consists of three types of groups from Uşak city, Turkey (high school students, university students and young adults & adults). Study 1 determined the construct validity of the FLSS with exploratory factor analysis (EFA) and supported the unidimensionality of the FLSS. In Study 2 (n=506), the results of the confirmatory factor analysis confirmed the single factor model of the scale. Study 1 and Study 2 analysis supported the single dimension structure of the original scale. In Study 3 the results of the analysis conducted on 436 high school students in order to test convergent validity yielded significant correlations between "life satisfaction" and the scores from the scale. Both the internal consistency reliability and the composite reliability of the scale is .95. The corrected item-total correlations ranged from .48 to .75. All studies of the analysis indicated that family life satisfaction scale was a valid and reliable for Turkish sample.

4. **Results**

In the study stepwise multiple regression analysis was performed in order to find whether positive and negative emotion predict family satisfaction or not, if do, in order to compute the prediction level. Correlation analysis was performed before regression analysis in order to observe the relation between adolescents' family satisfaction and predictive variables. Correlation analysis results presenting the relation between family satisfaction and positive and negative affect scores are presented in Table 1. According to Table 1 there is a positive and significant relation between family life satisfaction and positive affect (r=,355, p<,01) but there is a negative nd significant relation between family life satisfaction and negative affect (r=,-411, p<,01).

Table1. *Correlations between participants' family life satisfaction total scores and predictive variables*

Variables	1	2	3
1. Famil Life Satisfaction	-		
2. Negative Affect	-,411**		
3. Positive Affect	,355(**)	-,280(**)	-

** p< 0.01.

The relation between the predicted variable family life satisfaction and predicator variables (positive and negative affect) is presented in Table2. As it is seen in Table2, the stepwise multiple regression analysis for predicting adolescents family life satisfaction was completed in two steps. ANOVA table of the stepwise regression analysis presented that observed variance or the regression model of this relation is statistically significant. As a result of the analysis, it was observed that both negative affect and positive affect variables are significant variables.

Table2. *Results of the stepwise regression analysis of positive and negative affect variables as a family life satisfaction's predicators*

Model/ Variable	B	Std. error	Beta	t	P	Zero r	Partial R	R	R²
1. Constant	153,23	3,170		48,331	,000				
Negative Affect	-1,289	,134	-,411	-9,596	,000	-,411	-,411	,411(a)	,169
2.Constant	122,70	5,88		20,870	,000				
Negative Affect	-1,060	,135	-,338	-7,872	,000	-,411	-,347	,481(b)	,231
Positive Affect	,805	,132	,261	6,077	,000	,355	,275		

Dependent Variable: Family Life Satisfaction
For Model 1: F=92,082 p=, 000; For Model 2 : F=68,151 p=,000.

In the first step of stepwise regression analysis, negative affect variable which explains best the adolescents' family life satisfaction with 17%, was performed. The first model in which there is an independent variable was observed statistically significant. The correlation between negative affect and family life satisfaction is negative and significant ($R=0,411$, $R^2=0,169$, $F=92,082$, $p<,001$).

In the second step positive affect variable which brought significant contribution after negative affect variable was added. This variable singly explains 6% of the variance in dependent variable. Negative and positive affect variables together explain 23% ($R=0,481$, $R^2=0,231$, $F=92,082$, $p<,001$) of family life satisfaction. The second model including two independent variables was observed statistically significant. Paired correlation between family life satisfaction variable and positive affect is observed in positive way and significant.

5. Discussion

In this study, it is aimed to search to what extent positive and negative affect in adolescents predict family life satisfaction. Negative affect was observed as the most significant predicator when the findings were analyzed. In puberty, individuals try to cope with different emotions (Duy & Yıldız, 2014). Especially negative emotions are intensely experienced (Charles, Reynolds & Gatz, 2001). For example, loneliness, depression, stress are negative emotions frequently felt (Eryılmaz, 2009; Sabuncuoğlu and et.al., 2006; Williams, 1983 cited in Eskin, 2001). This situation can also affect adolescents' relations with their parents negatively. There are some research findings verifying this situation as well (Demir, Baran & Ulusoy, 2005; Eskin, 2001; Field, Diego & Sanders, 2001). After all, the reflection of affects on family life satisfaction is an inevitable finding. In this study it was observed that the second predicator of family life satisfaction was positive affect. The reason of this finding may be negative emotions are more experienced during adolescence.

In this study positive and negative affect variables' predicting the level of high school students' family life satisfaction and explaining 23% of family life satisfaction scores shows that 77% of family life satisfaction is still required to explain. For this reason, it is thought that there should be some other researches which examine the relation between family life satisfaction and various variables. Also, if it is thought that studying family life satisfaction concept with different sample groups will contribute to literature and applications of the family counselors. Additionally to

investigate the prediction level of positive and negative affect by family life satisfaction can bring a different perspective to this issue.

6. References

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