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AFFECT AND MEMORY:  
AN INVESTIGATION OF A LEARNING TASK THAT UTILIZES AFFECT AS  
AN AID TO MEMORY

A thesis presented in partial fulfilment of the requirements  
for the degree of Doctor of Philosophy in Education at  
Massey University.

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1985

## ABSTRACT

This thesis explored through experimental and correlational conditions the relationship of affect and memory. Some of the individual and situational factors that were associated with the variance in performance were identified. One hundred and twenty children between nine and twelve years of age in three widely separated schools participated in the study. The children were provided with lists of words to learn by using five learning tasks. A learning task that involved affect achieved memory performances that were quantitatively greater than the results achieved after other learning tasks.

The empathic ability of the children was measured through an analogue. The children responded how individuals felt in certain video excerpts. The empathic ability of the children was related significantly to memory performances achieved after the learning task that involved affect.

A questionnaire was answered by the children that gave their perceptions of their mother's and their father's behaviours and feelings. Various statements appeared that were consistently and significantly related to the empathic ability of the children. These items indicated that the factors of support, anger-anxiety, and demand were differentially related to the empathic ability of the children.

A model of relationships that included the child's perceptions of the parents, the empathic ability of the child, and memory performances achieved after the learning task that involved affect was presented. Some implications for classroom implementation were advanced.

## ACKNOWLEDGEMENTS

This project would never have reached its present stage without the wisdom and practical assistance of many people. The resources of Massey University, both in terms of equipment and personnel, were readily available and contributed immensely to the author's ability to manage the responsibilities of conducting research. Many of these personnel are nameless here. My sense of appreciation to them is real. To several outstanding individuals I wish to make public my appreciation.

Dr. Alan Webster and Eric Archer were constant in their abilities and in their personal concern for the project and the researcher.

The computer consultants and operating staff shared their expertise and cooperated beyond the expected boundaries of their jobs.

The principals, teachers, and students in the three schools warmly participated in the data gathering part of the study. Several teachers also offered valuable insights as to the nature of classroom life and methods of utilizing the findings from this study. Unfortunately, these individuals will remain unnamed.

My family each contributed their special gifts that were appropriate at the time. Erik drew a maze in the beginning stages of the project that accurately pictured many of the stages that were encountered. Kevin offered his wit and steady competencies. Lis knew what was happening throughout the project's many stages and kept two things in clear perspective: where we were at the present moment and where we were going.

## Table of Contents

Chapter One: AFFECT AND MEMORY: THE GENERAL RESEARCH PROBLEM	
A. General Psychological Theory and Research into the Relationship of Affect and Memory	1
1. The Quality of Affect and Memory	1
2. The Intensity of Affect and Memory	4
3. The Individual as Active in Memory Processes	6
B. The Anatomy and Physiology of the Brain and Its Relation to Affect and Memory	7
1. The Limbic System and Memory	7
2. The Triune Brain	8
3. Related Studies	11
C. Physiological Measurement of Affect	13
1. Lack of Reliable Relationships	13
2. Task Difficulty and Physiological Measures	14
3. Pupil Size and Affect	15
D. Cognition and Affect in Schools	17
1. The Utilization of Affect for Educational Purposes	17
2. Affect in the Curricula and Teaching Models	19
3. Affect for Educational not Therapeutic Aims	21
4. Piaget and the Relationship of Affect and Cognition	23
5. Other Studies	25
E. Summary	27
Chapter Two: THE EFFECTS OF LEARNING TASKS ON RECALL	
A. Research Associated with the Levels of Processing Metaphor	28
1. The Levels of Processing Model	28
2. Pleasantness Rating and Memory	32

3. Initial Propositions to Explain the Effectiveness of the Pleasantness Rating Learning Task	37
B. Problems for Research	42
1. Problem Development	42
2. Research Questions	44
Chapter Three: PILOT STUDY	
A. Operationalization	46
1. Material to be Learned	46
2. Learning Tasks	49
3. Memory Tests	51
B. Procedure	51
C. Data Analysis	53
D. Results	55
1. Free Recall and Recognition by List	55
2. Free Recall and Recognition by Task	57
E. Conclusions and Further Directions	59
Chapter Four: SOCIAL SENSITIVITY AND ITS RELATIONSHIP TO THE PLEASANTNESS RATING	
A. Characteristics of Subjects and Their Relation to Recall and Recognition	61
1. Intelligence	61
2. Developmental Processes	63
B. Egocentricity or Role Taking in Young Children?	67
C. Summary	73
Chapter Five: EMPATHY AS A SOURCE VARIABLE FOR THE PLEASANTNESS RATING LEARNING TASK	
A. The Definition and Operationalization of Empathy	75
1. Empathy as Matched Feelings Between two People	75

2. Empathy as Knowing How a Person Feels	77
B. Summary and Conclusions as to a Definition of Empathy	79
C. The Choice of an Instrument to Measure Empathy	80
D. Antecedent Conditions Associated with the Development of Empathy	85
Chapter Six: EXPERIMENTAL DESIGN AND RESEARCH PROCEDURES	
A. Summary and Research Questions	91
B. Hypotheses	94
C. Sample	103
D. Procedures	105
Chapter Seven: RESULTS	
A. Demographic Analyses	106
B. The Influence of Learning Tasks on Memory Performances -Hypothesis 1	108
1. Task Variance -Recall	108
2. Level Variance -Recall	109
3. Sex Variance -Recall	109
4. Interaction Effects -Recall	109
5. Task Variance -Recognition	111
6. Sex Variance -Recognition	112
7. Conclusions for Hypotheses 1 a,b,c	116
8. Relation of Quality and Intensity of Affect to Memory -Hypotheses 1d and 1e	116
C. The Relationship of Empathic Ability and Memory Performances -Hypothesis 2	117
1. Recall and Unique Feeling Words	118
2. Recall and Accuracy of Empathy	118
3. Recognition and Unique Feeling Words	118

4. Recognition and Accuracy of Empathy	118
5. Conclusions for Hypothesis 2a	119
6. Relationship of Empathic Ability to Five Learning Tasks -Hypothesis 2b	119
D. The Relationship of Perceived Parenting Behaviours and the Child's Empathic Ability -Hypothesis 3	121
1. Level 1. The Relationship of Theoretical Parental Factors to Empathy and Performance on Memory Tasks	123
2. Level 2. The Relationship of Derived Parental Behaviour Factors to Empathy and Performance on Memory Tasks	123
a. Factor Analysis of Perceived Parental Behaviours	123
b. Correlation of Derived Parental Factors with Child Outcomes	128
3. Level 3. The Relationship of Perceived Parental Behaviours to Empathy and Performance on Memory Tasks	128
4. Level 4. The Relationship of Empathically Skilled Children's Perceptions of Parental Behaviours and Feelings to Empathic Ability	130
5. Conclusions for Hypothesis 3 and Hypothesis 4	131
 Chapter Eight: DISCUSSION	
A. The Influence of Learning Tasks on Memory Outcomes	133
1. Main Effects	133
2. Interaction Effects -Recall	139
B. The Relationship of Empathic Ability and Memory Outcomes	140
C. The Relationship of Perceived Parenting Behaviours and the Child's Empathic Ability	143
D. The Relationship Between Children's Memory Outcomes and Perceived Parenting Behaviours	153
E. Summary of Findings Related to Model	154
1. The Pleasantness Rating Learning Task and Memory	154
2. The Pleasantness Rating Learning Task and Empathy	155
3. Parental Behaviours and the Child's Empathy and	



Memory Performance	155
F. Implications for Education	157
1. Useful Learning Tasks	157
2. The Utilization of Affect for Educational Purposes	157
3. Possible Procedures in the Classroom	159
G. Further Suggestions for Study	160
1. Generalizability	160
2. Classroom Implementation	161
H. Limitations of the Study	162
Bibliography	165

## TABLES

1. The Relationship between several learning tasks and performance on a recall test (Hyde and Jenkins, 1969)	33
2. The amount of recall and recognition under different learning tasks (Battig, 1979)	35
3. Correlations between dimensions for 2,854 words (Toglia and Battig, 1978)	36
4. The recognition of faces as a function of three learning tasks (Bower and Kurlin, 1974)	37
5. Learning tasks and repetition: an inferential study (Postman and Kruesi, 1977)	38
6. The range of imagery, concreteness, and meaningfulness for five lists of words	49
7. ANOVA by list for recall and recognition	56
8. ANOVA by learning task for recall and recognition	58
9. Mean unique emotions identified by children at different ages	83
10. Total Memory Performance by all Schools at Level One	107
11. Memory by school after five learning tasks	108
12. Analysis of variance by recall - repeated measures	110
13. Analysis of variance by recognition -repeated measures	111
14. Relation of affect quality and intensity to memory	117
15. Correlation of empathy with memory after pleasantness rating	119
16. Canonical correlation of empathy with memory after pleasantness rating learning task	120
17. Canonical correlation of empathy with learning tasks recall	121
18. Factor analysis of perceived mother behaviours	125
19. Factor analysis of perceived father behaviours	126
20. Comparison of parental behaviour factors perceived by adolescents and children	127

21. Correlation of derived parental factors with child outcomes	128
22. Canonical correlation of parental behaviours with empathy	129
23. Canonical correlation of parental behaviours with child's recall memory after five learning tasks	130
24. Canonical correlation of parental behaviours with child's recall memory after pleasantness rating learning task	130
25. Correlation of perceived parenting behaviours and feelings with empathic ability of selected students	131
26. Correlation of pupil sex with memory after a learning task	139
27. Correlation of empathy with memory after the pleasantness rating learning task for the entire sample and two sub-groups	153

## Figures

1. The triune brain after MacLean, 1978	9
2. Hypothetical relationships between the variables: the model, definitions, and operationalizations	93
3. Memory by learning tasks	113
4. Memory by grade level	114
5. Free recall with grade level by learning tasks	115
6. Summary findings of relationships between the variables	156

APPENDICES

Word Lists	176
Recognition Word List	177
Family Life Questionnaire	178