Love and the value of family seen by university students. A cognitive quantitative and qualitative case study of the UMCS students[1]

Anna Dąbrowska[a, ✉]

[a] Anna Dąbrowska, https://orcid.org/0000-0001-7170-4070,
  Department of Applied Linguistics, Institute of Linguistics and Literary Studies, Maria Curie-Skłodowska University in Lublin, Poland
✉ Corresponding author: anna.dabrowska@mail.umcs.pl

Abstract: Taking into account the fact that emotional intelligence is an important factor in the performance and development potential of young people, this article aims to investigate the world of emotions in two selected groups of students, i.e. students of Applied Linguistics at UMCS from the first and fifth year of studies. In particular, the study concerns the range of experienced emotions of love and the importance of family in young adults and the reasons why the selected two groups of students experience these feelings. The theoretical framework that best fits this quantitative and qualitative study on emotions and their causes is based on a hybrid model resulting from the combination of two important cognitively oriented theoretical models, namely: (i) Plutchik's (1980) theory of eight basic emotions; and (ii) Averill's (1980) social-constructivist model of emotions. The study was conducted using an anonymous questionnaire method without taking into account sensitive data. It included quantitative survey questions, multiple choice and matrix with one possible answer and one direct open question – all of them concerning students' emotions. The results based on the preliminary survey show that *love* received the highest percentage increase among female students of Applied Linguistics at UMCS, or more precisely, 5th-year students experience love 12% more often than the 1st-year students. In the case of men in the last year of Applied Linguistics studies, *love* increased by 17%, which ranks third among all emotions studied. In general, the emotional life of both women and men studying Applied Linguistics develops and deepens around the values of love and family.
Keywords: emotions; family; love; university students; values

1. Introduction and research aims

Recognised as "the most influential psychological conditions of human personality" (Kant, 2019, p. 441), emotions not only reveal our internal well-being and desires and often display them for the environment, but they also motivate our decisions, behaviour and reasoning, having, consequently, impact on whole human life. The role of emotions is documented as vital in various social settings by developing and enhancing interpersonal and intrapersonal communication and relationship (cf. Fischer, Manstead, 2018). Those who have learnt to understand, use, and manage their own emotions are known as being emotionally intelligent.

Importantly, this human aptitude of turning one's own and others' emotional potential into further advantage may prove extremely useful in the development of young people's values and future decisions, such as the one concerning family. Values and emotions associated with them have an important impact on young people's feeling of identity, understanding of their existence, on their personality formation, on their viewpoint of the world, their approach to problems and solutions, and their general well-being (cf. Arslan, Saruhan, Saruhan, Ulaş, 2021, p. 660). It is love and family that occupy one of the important

---

places in the life of any person, particularly the young one. In most cases, as it is commonly cited in the literature, if the family is prosperous and stable, it can provide the spiritual and moral education of the younger generation and ensures the sustainability of the successful development of society (Vishnevsky, Yachmeneva, 2018; Elkin, Malysheva, Trubnikova, 2021, p. 430).

In this light, the aim of our study is twofold, i.e. (i) to collect the data concerning emotions and values experienced and appreciated by 115 students of the 1st and 5th-year of Applied Linguistics at Maria Curie-Skłodowska University in Lublin (Poland), and (ii) to explore the range and causes of experienced emotions and values associated with them. In other words, when processing the data, we desire to extract both the list of emotions, the frequency of feeling them as well as the main reasons behind their occurrence, while focusing on the feeling of love and the value of family for young people. We hope that our investigation of students' psycho-emotional condition – with our particular emphasis put on the role of love and family values – may be a crucial step to help the chosen representatives of the contemporary young generation make their life successful, by getting to know their emotions better as well as to redirect or /and develop their values "in a particular real-world environment" (cf. Deguchi, Hirai, Matsuoka, Nakano, Oshima, Tai, Tani, 2020, p. 2; Mazurek, 2019).

The article is structured as follows: this introductory section outlines the research objectives and introduces the topics addressed in this cognitive case study. Section 2 of the article presents the basic definitions regarding emotions and values, emphasizing the importance of family in developing these human concepts. The theoretical framework chosen for the study is also revealed here. Section 3 will introduce the methodology and database of the study undertaken. Section 4 will discuss the results of the study, while the last section (Section 5) will close the article with important concluding remarks, pointing out the limitations of the conducted research.

2. Definitions of emotions and values. The theoretical framework of the study

Emotional states are most often associated with particular instances of emotion, such as, e.g., anger, disgust, fear, joy, sadness, and surprise (Barrett, Haviland-Jones, Lewis, 2016). Robert Plutchik's (1980) classification of eight basic emotions and at least three derivative states resulting from each basic emotion provides a widely-spread list of thirty two emotions, which differ in intensity and duration. Indeed, emotions can emerge as occurrences (e.g., panic) or dispositions (e.g., hostility); they can be short-lived (e.g., anger) or long-lived (e.g., grief) (*The Stanford Encyclopedia of Philosophy*, 2018), functional or dysfunctional (Graham, 2014), categorised in a different way by various cultures or appearing as the universal primitives (Glinka, 2013). Consistent with that, a psychotherapist Michael Graham claims that emotions exist on a continuum of intensity; thus, for instance, *fear* may range from extreme terror to mild concern (Graham, 2014, p. 63).

Taken from the etymological sources, the English word 'emotion' traces back to the 16th century, originating from the French word *émouvoir*, which means 'to excite', based on the Latin word *ēmōtus*, which means 'to move out, move away, remove, stir up, irritate' (*Longman Dictionary of Contemporary English*, n.d.). Yet, it was only in the 1830s that the concept of emotion in the English language received its present meaning, hence, "[n]o one felt emotions before about 1830. Instead they felt other things – 'passions', 'accidents of the soul', 'moral sentiments' – and explained them very differently from how we understand emotions today" (Smith, 2015, p. 4-7). The contemporary English dictionaries provide the following definition of emotion: "a strong human feeling such as love, hate, or anger" (*Longman Dictionary of Contemporary English*, n.d.; *Cambridge Dictionary*, n.d.); a part of a person's character (*Oxford Learner's Dictionaries*, n.d.); a spontaneous mental reaction that is experienced, "distinguished from cognitive and volitional states of consciousness," but involving "mental activity and sometimes [...] physical effects on the body" (*Collins English Dictionary*, n.d.).

In the scientific literature, there has been still no consensus on a definition of emotion, in spite of the increasing popularity of the research on emotion over the past three decades, and many fields contributing to the investigation, including psychology, neuroscience, medicine, history, sociology of emotions, cognitive linguistics, and computer science, among many others (Glinka, 2013). In the current research, emotion is far from being viewed only in terms of primitive responses, closely related to physiological arousal and separated from 'higher' thought processes. Instead, emotions are generally described, similarly to the dictionary definitions, as mental states. Even though cognitive processes, associated with 'thinking', such as reasoning and decision-making, seem to be separate from emotional processes, referred to as 'feeling', we assume, after Barrett et al. (2016), that an emotion experience entails a conceptual structure that is stored in memory, including current perceptions, cognitions, actions, and core affect. Hence, contemporary emotion researchers seem to come to understanding that the mental representation of one's emotional experience has not only a purely perceptive nature – as it used to be thought – but it includes motor and instinctual mechanisms as well as cognitive ones. In short, emotions are described as inferences about the causes of physiological arousal, or as the result of a cognitive and conscious process which occurs in response to a body system response to a trigger (Barrett, 2017).

In this light, for the purpose of our study, we accept, first, the multi-componential view of emotion, in which the term 'emotion' is defined as a mental state that comprise multiple different components, e.g. subjective experience, cognitive processes, which result from our neurophysiological changes, and which are diversely related to our thoughts, feelings, behavioural responses, as well as a degree of pleasure or displeasure (Cabral, de Almeida, 2022). Indeed, we are aware of the fact that emotions are often entangled with human mood,[2] temper, personality, character, creativity or/and intelligence (Dacko-Pikiewicz, Khan, Popp, Sahibzada, Shafait,

2021; Kalbarczyk, Tomczyk, Ślusarski, 2017; Kuška, Mana, Nikolai, Trnka, 2020; and TenHouten, 2021, p. 610; to mention but a few). In addition, "the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and actions" (cf. TenHouten, 2021, p. 610) is defined as one's 'emotional intelligence'. A person with a high rate of 'emotional intelligence' (otherwise known as emotional quotient or EQ, or EI for short) is able to diagnose both her/his own potentialities, weaknesses and exercise the knowledge into her/his personal, academic and professional life. When applying EI to university students, this ability is best defined as "appraisal and channelization of one's own and others' emotions for the sake of learning and countering problems" (Dacko-Pikiewicz et al., 2021, p. 4). In the ability-based model of EI, emotional intelligence is seen as a blend of four dynamic emotional abilities, i.e. (i) the ability of the social adaptation through perception and comprehension of emotions in self and others; (ii) the skill of advocating the goals attainment through control and adjustment of the emotional situations of self and others; (iii) the ability to argue for problem-solving through proper utilisation of one's emotions; and (iv) the capacity to delineate the emotions' regulation over the time to sustain emotional and intellectual development through the self's thoughtful ruling of emotions (cf. Dacko-Pikiewicz et al., 2021, p. 3-4).

Second, having acknowledged the fact that the ability to recognize and manage one's emotions is crucial for one's proper personality growth, we emphasize the significance of *values* in young people's successful performance and development. The concept of 'value' derives from the Latin word root of 'valere' and means "to be valuable" or "to be strong" (Izgar, 2013, p. 14). In contemporary dictionaries, the term 'value' is defined as "the beliefs people have, especially about what is right and wrong and what is most important in life, that control their behaviour" (*Cambridge Dictionary*, n.d.). In Arslan's (2021) study, it was noted that when teaching values in the

---

2   The commonly accepted psychological distinction between mood and emotions or feelings implies that moods are less intense and do not result from a singular trigger.

family, parents give greater priority to the values of love, honesty, respect, and responsibility, compared to the values of friendship and cooperation. Values, often related to the concept of family, morality, and tradition, are divided into moral, religious, social, economic, scientific, artistic, and political values. Accordingly, we adopt after Arslan et al. (2021, p. 659-660) that values constitute the sum of "material and spiritual elements that cover the social, cultural, economic and scientific values of a nation" (Arslan et al., 2021, p. 659). Even though values can change, based on time and personal or social needs, and they can vary within different nations and cultures, the importance of values in the personality growth of young generation needs to be highlighted (MEN, 2018). Indeed, values are the source of the inner drive and motivation, which helps us to resist various difficulties in life, to face obstacles and to acquire our human strengths and qualities.

Third, it is family that is the basis for upbringing the future generation and a person's socialization. If the society facilitates the formation of a person's values in relation to the family, the state as a whole benefits from it (Elkin et al., 2021, p. 430). One of the basic tasks of every family is to participate in the educational process within the family community, which primarily consists of the "ability to mutually bestow humanity upon each other" (Borutka, 2020, p. 152).[3] This process is two-sided, and therefore parents bestow their mature humanity upon the young person, who in turn gives them all his novelty and freshness (John Paul II, 1994, no. 16). In order for the educational process to be properly reliable, the family should refer to lasting values, such as respect for the dignity of the human person, honesty, responsibility and interpersonal solidarity. Otherwise, young people are doomed to moral confusion, lose their sense of security and become susceptible to all kinds of manipulations coming from the environment (Gogacz, 1993, p. 13). The relationship between emotional life, values and family can best be described by the term 'family intimacy', which refers to the emotional relationship between family members, their mutual

support and harmonious bond with each other. As observed by Wang (2016), intimacy positively affects college students' subjective well-being, as it establishes a correct view of love, higher level of self-esteem, self-love, etc. When a family lacks this mutual attachment, it often leads to depression of young people (cf. Han, Wang, 2022, p. 2807).

Fourth, the working theoretical framework that would best fit our research, based on collecting the quantitative details concerning emotions and reasons behind them, particularly two variables, i.e. love and family value, is a blend (hybrid model) of two important theoretical cognitively-oriented models, namely, (i) Robert Plutchik's theory (1980) of eight primary emotions; and (ii) Averill's (1980) social-constructionist model of emotions.

To elucidate briefly, what is offered by Plutchik is his claim of eight primary emotions, i.e. anger, fear, sadness, disgust, surprise, anticipation, trust, and joy. We, hence, adopt Plutchik's reasoning for the primacy of these emotions since each of them is a trigger of behaviour with high survival value. In effect, other emotions represent mixed or derivative states, occurring as the combinations, mixtures, or compounds of the primary emotions (ibidem). Consequently, our objective is to check the occurrence of the eight primary emotions, and their mixed states, in the students of Applied Linguistics of the University of Maria Curie-Skłodowska in Lublin (Poland).

The second element of the hybrid model is the social-constructivist theory of emotions, which emphasizes the role of individual development. The central argument in this model is that emotions are not only regulated but constituted by social expectations and rules. In other words, emotions are made meaningful through language use in the centre of social interactions. Therefore, in addition to cross-cultural variances which shape the emotional tunes in inhabitants, also societal structures (e.g. institutions, authorities, groups) may have an impact on the shape of emotional life of an individual. Indeed, emotions are socially, culturally and psychologically constructed (TenHouten, 2021, p. 610). Since discourse, as part

---

3   The original words given in Polish in all the cases of citations of Polish authors were translated into English by the author of this article.

of a language is one way of expressing one's feelings (Laskowska, 2016, p. 141), in our investigation we will try to examine the reasons of particular emotions, as provided by the students in their discourse, i.e. their statements in the survey material.

3. Methodology and database of the study

The study is to be quantitative, qualitative, and comparative in nature, with the aim to explore, process and compare the most and least experienced emotions in two groups of students, as well as to examine the main reasons behind these feelings.

The research group consists of: 115 students, out of 129 full-time students of Applied Linguistics at Maria Curie-Skłodowska University in Lublin, who belong to two survey groups, namely first-year students and fifth-year students. The total number of students of Applied Linguistics is 266, which means that 43% of the student population was surveyed as part of this study. The number of respondents is 89% of the planned measurement, which makes the study statistically significant. The first group of respondents includes 79 women and 13 men aged 19-20, who at the time of the survey were in their 6th month of studies at the university. The second research group consists of students of the last year of Applied Linguistics, i.e. 18 women and 5 men aged 23-24, who have six months left to complete their studies. In this regard, there is a noticeable numerical advantage of first-year students over final-year students, as well as a predominance of women over men participating in the study. The frequency of first-year respondents is 98%, and from the fifth year – 66% in the study.

The data on emotions was extracted from written discourse, i.e. anonymous questionnaires that do not include any sensitive personal data, i.e. name, surname, address or ID card data of the respondents. Nevertheless, the surveyed students were asked to provide information about their age, gender, year of study and answers to the questions. Therefore, for the purposes of this study, all collected data was anonymized, processed and digitized.

The questionnaire form (attached to the article as Appendix 1) was created and prepared in paper form by the author of this study. It contains: the purpose of the study and information on the use of data, a request to complete the survey and a set of two tasks. The first task is a quantitative set of questions in the form of a closed matrix with one possible answer, which were used to measure the type and frequency of occurrence of 32 specific emotions from Plutchik's list, illustrated in Table 1. The second task is a directly open question about the type of cause of the experienced emotional state.

The qualitative data were measured on weak scales (nominal and ordinal), while the quantitative data were measured on strong scales (interval and ratio). In task 1, the measurement of the type and frequency of emotions (occurrence and frequency of experienced 32 emotions) was examined by marking a given emotion and rating it on a scale from 0 to 7, where 0 means "I don't know (if I feel this way), and 7 means "I always feel this way"). Task 2 included a direct open question (for qualitative study of

Table 1. Basic emotions, their derivatives and mixtures

Basic emotion	Derivatives of basic emotions with higher intensity	Derivatives of basic emotions with lower intensity	Mixtures of two neighbouring basic emotions
joy	ecstasy	serenity	
			love
trust	admiration	acceptance	
			submission
fear	terror	apprehension	
			awe
surprise	amazement	distraction	
			disapproval
sadness	grief	pensiveness	
			remorse
disgust	loathing	boredom	
			contempt
anger	rage	annoyance	
			aggressiveness
anticipation	vigilance	interest	
			optimism
*[joy] cf. 1	ecstasy	serenity	

Own elaboration, based on Plutchik (1980).

emotions), which concerned the causes of the most common emotions in the respondents' lives, i.e. those emotions that they experience often, very often or always, i.e. were marked in task 1 on a scale of 5, 6 or 7. This task of measuring the most common triggers of emotions provided us with the qualitative data hidden in the students' discourse. Data obtained from the survey were grouped, and the paper version of the surveys was secured against access by third parties.

4. Discussion of the study results

The study has yielded a great deal of meaningful results concerning the emotional life of the first and fifth-year students of Applied Linguistics. In the open-ended question, high quality answers were obtained, expressed in an unconventional way and highly individualized.

Table 1 provides a list of 32 emotions from Plutchik's list that young people were asked to include in a survey questionnaire, with the intention of determining which of these emotions they experienced in their lives and with what intensity. As seen in Table 1, there are four main groups of emotions placed separately in the columns, with eight emotions in each. The first group refers to basic emotions, the second and third groups concern derivative states of the basic emotions, which are either more intensive than the basic emotion (group 2), or less intensive than the basic emotion (group 3). The last group is devoted to the blends of the two neighbouring basic emotions. Hence, the first task of the students was to indicate a proper number on the scale, next to the given emotion. The scale ranges from 0 to 7, where 0 stands for an answer "I don't know this emotion," and 7 stands for an answer "I always experience it."

Based on the results obtained from task 1 of the surveys – presented in the form of Table 2 – it can be observed that, when it comes to the emotions which are commonly associated as pleasant[4] by female students, *love* recorded the highest percentage increase. In other words, the 5th-year female students

experience *love* 12% more often than the examined 1st-year female students. We can also observe an increase in other pleasant emotions among female students almost graduating from their studies, such as: *acceptance* by 5%, *interest* by 4%, *awe* by 4%, ecstasy by 3%, and *admiration* by 2%. In the case of men of the last year of Applied Linguistics studies, the highest increase in pleasant emotions was recorded in the case of *acceptance* and *joy*, both of which have increased by 29%. In addition, we have been noticed a significant rise of *interest* by 20%, *ecstasy* by 20%, *optimism* by 17%, *love* by 17%, *trust* by 17%, and *serenity* by 12%, while *admiration* has grown up by 5%.

Nonetheless, some pleasant emotions have fallen, when we compare the 5th-year with the 1st-year students, as seen in Table 2. In the women, a decrease has been noticed in a much larger number of cases of pleasant emotions, such as: *distraction* by 22%, *optimism* by 17%, *joy* by 7%, *surprise* by 7%, *amazement* by 5%, *anticipation* by 5%, *trust* by 3%, and *serenity* by 1%. The examined men of the 5th-year, however, have felt less *awe* by 23%, *vigilance* by 15%, *anticipation* by 11%, *amazement* by 8%, and *distraction* by 7%.

What is more, taking *anger*, *disgust*, *sadness*, and *fear*, as well as their derivative and mixture states as emotions with a high hedonic content of displeasure, the results obtained in the study reveal that most of the unpleasant emotions have weakened in the 5th-year students in comparison to the 1st-year students under scrutiny, as illustrated in Table 3. In particular, in the case of the female students, a noticeable decrease has been noticed regarding *annoyance* by 20%, *disapproval* by 15%, *terror* by 9%, *anger* by 7%, *fear* by 5%, *rage* by 5%, *grief* by 4%, *submission* by 4%, and *loathing* by 2%. The male students have experienced less *grief* by 31%, *sadness* by 26%, *fear* by 26%, *apprehension* by 26%, *disgust* by 23%, *pensiveness* by 18%, *terror* by 8%, *loathing* by 8%, and *submission* by 8%.

On the other hand, the percentage points of some unpleasant feelings have increased in the two control groups of students, as given in Table 3. The last-year female students have experienced more *apprehension*

---

4   Due to the space limit, we are not able neither to elaborate further on the issue of pleasant and. unpleasant emotions vs. positive and. negative emotions, nor the degree of pleasure or displeasure in emotions. An interested reader is referred to Cabral and de Almeida (2022) for more detailed distinctions.

Table 2. Percentage comparison of pleasant emotions between 1ˢᵗ-year and 5ᵗʰ-year students

Year of studies at Applied Linguistics at UMCS	trust	admiration	acceptance	love	joy	ecstasy	serenity	optimism	anticipation	vigilance	interest	surprise	amazement	distraction	awe
1 year, women	36.0%	18.0%	28.0%	49.0%	46.0%	2.0%	12.0%	28.0%	22.0%	28.0%	24.0%	12.0%	5.0%	27.0%	9.0%
1 year, men	23.0%	15.0%	31.0%	23.0%	31.0%	0.0%	8.0%	23.0%	31.0%	15.0%	0.0%	0.0%	8.0%	31.0%	23.0%
5 year, women	33.0%	20.0%	33.0%	61.0%	39.0%	5.0%	11.0%	11.0%	17.0%	28.0%	28.0%	5.0%	0.0%	5.0%	13.0%
5 year, men	40.0%	20.0%	60.0%	40.0%	60.0%	20.0%	20.0%	40.0%	20.0%	0.0%	20.0%	0.0%	0.0%	20.0%	0.0%

Own elaboration.

Table 3. Percentage comparison of unpleasant emotions between 1ˢᵗ-year and 5ᵗʰ-year students

Year of studies at Applied Linguistics at UMCS	aggressiveness	anger	rage	annoyance	contempt	disgust	loathing	boredom	remorse	sadness	grief	pensiveness	disapproval	fear	terror	apprehension	submission
1 year, women	1.0%	12.0%	10.0%	33.0%	3.0%	5.0%	3.0%	24.0%	17.0%	23.0%	17.0%	17.0%	20.0%	27.0%	9.0%	39.0%	9.0%
1 year, men	8.0%	23.0%	15.0%	38.0%	31.0%	23.0%	8.0%	31.0%	15.0%	46.0%	31.0%	38.0%	15.0%	46.0%	8.0%	46.0%	8.0%
5 year, women	0.0%	5.0%	5.0%	13.0%	5.0%	13.0%	5.0%	28.0%	17.0%	39.0%	13.0%	17.0%	5.0%	22.0%	0.0%	60.0%	5.0%
5 year, men	20.0%	40.0%	20.0%	40.0%	40.0%	0.0%	0.0%	40.0%	20.0%	20.0%	0.0%	20.0%	40.0%	20.0%	0.0%	20.0%	0.0%

Own elaboration.

by 21%, *disgust* by 7%, *boredom* by 4%, *contempt* by 2%, and *sadness* by 16%, while the fifth-year male students have felt more *disapproval* by 25%, *anger* by 17%, *contempt* by 9%, *boredom* by 9%, *rage* by 5%, *remorse* by 5%, and *annoyance* by 2%.

Then, we moved on to the analysis of task 2, which required the students to provide for the reasons of the most frequent emotions in their lives, which they experience *often*, *very often* or *always*, as it was marked on the scale with the points 5, 6 or 7. Accordingly, when analysing the students' discourse concerning the reasons of their emotions in task two, we have noticed that both the female and male first-year students have seen no particular reason for their emotions. This conviction of the students may result either from their ignorance and unawareness of a given

emotion or from the inability to express themselves and their emotions. Then, the most frequent reason among the first-year female students is their concern about studies, exams, tension, and uncertainty before the exam session and new semester. The next most important cause of their emotional state refers to the women's relationships with other people and their family members. In the fourth place is their concern for the future and daily duties, such as being on time to catch the train back home. What is worrying is the fact that a very common reason of emotions that has been listed is the women's illness, their focus on failures, monotony in life, their thinking about the harmful memories of the past, about deceased people, missed opportunities, and the conflict with Russia. It is also quite frequent for them to focus

on conflicts and quarrels with their loved ones and roommates, as well as the lack of hope and faith in their own strength.

Among the triggers behind pleasant emotions, the 1st-year female students list: their curiosity about life, hobbies, music, TV series, movies, animals, nice weather, indulging in delicacies, and potential opportunities at the university, i.e. academic championships. The same reasons of emotions have appeared in the male students of the first-year; yet, with the predominance of their focus on worrying about conflicts with people. Also, challenges in their private life and difficult times in their relationships are often too overwhelming for them.

The 5th-year male students, similarly to the first-year students, most often mention the lack of a reason for their emotional states. Next, in the vast majority of cases, it is their loved ones, friends and family who are responsible for the occurrence of feelings. It is worth noting that women of the 5th-year often mention their fiancé as the source of their positive emotional states. Their concern about the future and upcoming life choices as well as worries about past events that have left an impact on their lives are the next most common reasons for emotion. Studying at the university as well as stress due to exams are not as common among the 5th-year students as they are among the first-year students. Their feeling of injustice, uncertainty and lack of self-acceptance and security are also frequent causes of their experienced emotions. However, the reasons behind pleasant feelings include reading books, travelling, working with children, which students undertake, e.g. as part of their teaching internships, and relaxation after their duties and tasks, e.g. by watching a TV series or a good movie. In the 5th-year men there are the same reasons for emotions as in their female colleagues. However, what is worth paying attention to is comparing their achievements and life to others, which seems to result from their natural male competition.

5. Concluding remarks

Undeniably, students go through different stages of their emotional life during their education (Dacko-Pikiewicz et al., 2021, p. 4). The results of the 2020 meta-analysis prove that students with higher emotional intelligence show higher academic performance at school (Bucich, Brown, Double, Jiang, MacCann, Minbashian, 2020). Being aware of one's emotional condition not only stimulates the student's attention towards the learning process, but it also encourages them to maintain their learning and retention (Ganotice, Datu, King, 2016). Provided that students' emotional life is well-directed and in progress, success may occur faster than when based only on their logical or linguistic intelligence. Indeed, the success of the student is the result of both their reasoning capacities as well as their self-awareness, self-control, emotions, intrapersonal and interpersonal skills (Kant, 2019, p. 442).

The research on emotions among the students of Applied Linguistics at UMCS presented in this article referred to the emotions experienced by 115 students of the 1st and 5th-year of Applied Linguistics. The study investigated the range and frequency of these states, checked the position of *love* among them, and examined the reasons hidden behind them, including the meaning of family for the students. In short, the obtained results reveal that the graduating men seem to become more, while the graduating women become less, *aggressive*, *angry*, *disapproving,* and *annoyed*, in comparison to the first-year students of these studies. However, in the case of the female population of respondents, the feelings of *fear*, *sadness* and *loathing* have been felt more often among the fifth-year students, when compared to their female colleagues from the first-year. *Boredom* and *contempt* have risen in both male and female students. When it comes to pleasant emotions, the results are generally comparable in both of the student groups. It has turned out that *love* has received the highest percentage increase in female students, hence, the 5th-year female students experience *love* 12% more often than the examined 1st-year female students. In the case of men of the last year of Applied Linguistics studies, *love* increased by 17%, which takes the third place of all the emotions under scrutiny. Yet, unfortunately, *optimism*, *joy*, *trust*, and *serenity* have decreased in the female students, but they have grown in the male students.

Among the reasons behind unpleasant feelings (as obtained from task 2), the respondents have indicated their ignorance of the nature of the unpleasant states, inability to deal with difficult situations relating to themselves, the academic world, family environments, and fear of new challenges, especially in the post-Covid-19 era. In addition, the results obtained from the surveys reveal that the main reasons for experiencing the particular emotion have shifted from being purely others' opinion-driven and only education-based – onto a feeling of one's personal value, getting directed into future family life and work perspective. In general, the emotional life in both female and male students of Applied Linguistics tends to develop and deepen in the values of love and family. Thus, no matter what stage of study or life university students are at, they still need to rely on the support of family and family intimacy, which provides for them a higher self-esteem and self-love (cf. Han, Wang, 2022, p. 2807).

Lastly, let us add that the conducted research has its limitations and requires further development in the future. The research conducted so far on emotions among the students of Applied Linguistics at UMCS is an initial stage. Thanks to the undertaken case study, it was possible to achieve two goals, i.e.: (i) to construct a simple questionnaire (to measure the type, frequency and intensity scale of emotions) and (ii) to determine the general causes of experiencing positive and negative psycho-emotional states by the students of linguistics.

Nevertheless, it is worth applying the results obtained now in the real world, e.g. trying to help the students become aware of their emotional states and their causes and help them deal with these states in a constructive way. The future of every person, especially a young one, depends on their upbringing, and people with authority, i.e. parents, educators, teachers or guardians, are responsible for this process. "When talking about upbringing, its integral nature should be taken into account and its religious dimension should be strongly emphasized" (Borutka, 2020, p. 165).

Finally, it is worth trying to identify "emotions responsible for achievements" that are "directly related to actions or results of achievements" (Pekrun, 2014). This would be a future opportunity to undertake further research on both activity-related emotions, such as pleasure, frustration and boredom, and on results-related emotions, including joy, hope, pride, fear, hopelessness, shame and anger.

Bibliography

Arslan, A. (2021). Determining educational needs of families for a value oriented family education program. *African Educational Research Journal, 9*(1), 205-217. https://doi.org/10.30918/AERJ.91.21.013

Arslan, A., Saruhan, U., Saruhan, Y., Ulaş, A.H. (2021). Examining the views of university students on values. *African Educational Research Journal, 9*(3), 659-664. http://doi.org/10.30918/AERJ.93.21.092

Averill, J.R. (1980). A constructivist view of emotion. (In:) R. Plutchik, H. Kellerman (eds.),. *Emotion Theory, Research, and Experience. Vol.1*, 305-339. Orlando, FL: Academic Press.

Barrett, L.F. (2017). *How Emotions Are Made: The Secret Life of the Brain*. Boston, MA: Mariner Books.

Barrett, L.F., Haviland-Jones, J.M., Lewis, M. (2016). *Handbook of Emotions*. New York: Guilford Press.

Borutka, T. (2020). Rola rodziny w procesie wychowania na przykładzie rodziny Jana Pawła II. W stulecie jego urodzin. (In:) E. Osewska, J. Stala (eds.), *Rodzina – Wychowanie – Przyszłość*, 151-167. Kraków: Wydawnictwo Naukowe UPJPII.

Bucich, M, Brown, L.E., Double, K.S., Jiang, Y, MacCann, C, Minbashian, A. (2020). Emotional intelligence predicts academic performance: A meta-analysis. *Psychological Bulletin, 146*(2), 150-186. https://doi.org/10.1037/bul0000219

Cabral, J.C.C., de Almeida, R.M.M. (2022). From social status to emotions: Asymmetric contests predict emotional responses to victory and defeat. *Emotion, 22*(4), 769-779. https://doi.org/10.1037/emo0000839

Cambridge Dictionary. (n.d.). Emotion. (In:) *Cambridge Advanced Learner's Dictionary & Thesaurus.* (From:) https://dictionary.cambridge.org/dictionary/english/emotion (access: 8.01.2025).

Cambridge Dictionary. (n.d.). Value. (In:) *Cambridge Advanced Learner's Dictionary & Thesaurus.* (From:) https://dictionary.cambridge.org/dictionary/english/value (access: 8.01.2025).

Collins English Dictionary. (n.d.). Emotion. (In:) *Dictionary.com.* (From:) https://www.dictionary.com/browse/emotion (access: 8.01.2025).

Dacko-Pikiewicz, Z., Khan, M.A., Popp, J., Sahibzada, U.F., Shafait, Z. (2021). An assessment of students' emotional intelligence, learning outcomes, and academic efficacy: A correlational study in higher education. *PLoS One, 16*(8), e0255428. https://doi.org/10.1371/journal.pone.0255428

Deguchi, A., Hirai, C., Matsuoka, H., Nakano, T. Oshima, K., Tai, M., Tani, S. (2020). What Is Society 5.0?. (In:) *Society 5.0*, 1-23. Singapore: Springer. https://doi.org/10.1007/978-981-15-2989-4_1

Elkin, S., Malysheva, A., Trubnikova, E. (2021). Attitude Of High School And University Students To Family Values. *European Proceedings of Social and Behavioural Sciences*, 429-438. http://doi.org/10.15405/epsbs.2021.07.02.51

Fischer, A.H., Manstead, A.S.R. (2018). Social functions of emotion. (In:) I.F. Barrett, J.M. Haviland-Jones, M. Lewis (eds.), *Handbook of Emotions*, 456-468. New York: Guilford Press.

Ganotice, F.A., Datu, J.A. D., King, R.B. (2016). Which emotional profiles exhibit the best learning outcomes? A person-centered analysis of students' academic emotions. *School Psychology International*, *37*(5), 498-518. https://doi.org/10.1177/0143034316660147

Glinka, Ł.A. (2013). *Theorizing Emotions: A Brief Study of Psychological, Philosophical, and Cultural Aspects of Human Emotions*. Great Abington: Cambridge International Science Publishing.

Gogacz M., (1993). *Podstawy wychowania*. Niepokalanów: Wydawnictwo Ojców Franciszkanów.

Graham, M.C. (2014). *Facts of Life: ten issues of contentment*. Parker: Outskirts Press.

Han, D., Wang, J. (2022). The Influence of Family Intimacy and Family Adaptability on College Students' Romantic Relationship. *Advances in Social Science, Education and Humanities Research, 664*, 2807-2811. http://doi.org/10.2991/assehr.k.220504.510

Izgar, G. (2013). *The effect of values education program applied to Primary School Grade 8 students on their democratic attitudes and behaviors* (unpublished doctoral thesis). Konya: Necmettin Erbakan University Institute of Educational Sciences.

John Paul II. (1981). *Familiaris consortio on the Tasks of the Christian Family in the Contemporary World*. Vatican: TUM Publishing House.

John Paul II. (1994). *Letter to Families in 1994 on the Occasion of the International Year of the Family*. Vatican: TUM Publishing House.

Kalbarczyk, E., Tomczyk, E., Ślusarski, J. (2017). Inteligencja emocjonalna studentów wojskowych i cywilnych a ich sposoby radzenia sobie ze stresem. *Annales Universitatis Mariae Curie-Skłodowska, Paedagogia-Psychologia, 30*(3), 109-124. https://doi.org/10.17951/j.2017.30.3.109

Kant, R. (2019). Emotional intelligence: A study on university students. *Journal of Education and Learning*, *13*(4), 441-446. https://doi.org/10.11591/edulearn.v13i4.13592

Kuška, M., Mana, J., Nikolai, T., Trnka, R. (2020). Emotional creativity: A meta-analysis and integrative review. *Creativity Research Journal*, *32*(2), 151-160. https://doi.org/10.1080/10400419.2020.1751541

Laskowska, E. (2016). Lingwista wobec języka uczuć. *Półrocznik Językoznawczy Tertium. Tertium Linguistic Journal, 1*(1&2), 139-148. https://doi.org/10.7592/Tertium2016.1.2.Laskowska.

Longman Dictionary of Contemporary English. (n.d.). Emotion. (In:) *Longman Dictionary of Contemporary English.* (From:) https://www.ldoceonline.com/dictionary/emotion (access: 8.01.2025).

Mazurek, G. (2019). *Transformacja cyfrowa – perspektywa marketingu*. Warszawa: PWN.

MEN. (2018). Podstawowe kierunki realizacji polityki oświatowej państwa w roku szkolnym 2018/2019. (From:) https://www.gov.pl/web/edukacja/podstawowe-kierunki-realizacji-polityki-oswiatowej-panstwa-w-roku-szkolnym-20182019 (access: 8.01.2025).

Oxford Learner's Dictionaries. (n.d.). Emotion. (In:) *Oxford Advanced Learner's Dictionary.* (From:) https://www.oxfordlearnersdictionaries.com/definition/english/emotion?q=emotion (access: 8.01.2025).

Pekrun, R. (2014). *Emotions and Learning*. Brussels: International Academy of Education.

Plutchik, R. (1980). *Emotion: Theory, Research, and Experience: Vol. 1.* New York: Academic.

Smith, T.W. (2015). *The Book of Human Emotions*. Boston: Little, Brown and Company.

TenHouten, W.D. (2021). Basic emotion theory, social constructionism, and the universal ethogram. *Social Science Information*, *60*(4), 610-630. https://doi.org/10.1177/05390184211046481

Stanford University. (2018). Emotion. *Stanford Encyclopedia of Philosophy*. (From:) https://plato.stanford.edu/entries/emotion/ (access: 8.01.2025).

Vishnevsky, Yu. R., Yachmeneva, M.V. (2018). Otnosheniye studencheskoy molodezhi k semeynym tsennostyam (na primere Cverdlovskoy oblasti). *Obrazovaniye i Nauka, 20*(5), 125-141. https://doi.org/10.17853/1994-5639-2018-5-125-141.