

Relationship Between Positive Orientation and Experienced Emotions (Internal Acts of Valuation) Among Pedagogy Students

Zależność między orientacją pozytywną a przeżywanymi uczuciami (wewnętrzными aktami wartościowania) studentów pedagogiki

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Abstract: Since the trend of positive psychology has gained importance in both scientific research and everyday life, increasing attention has been given to identifying the predictors of a happy life and how these can be strengthened. One key concept that has emerged here is that of positive orientation, which assumes that an individual can cope with life's adversities and perceive their life as valuable and meaningful. The aim of the presented research was to search for the relationship between positive orientation and emotional experiences among pedagogy students. It was hypothesised that students with a high level of positive orientation would more often experience emotions associated with self-enhancement, maintaining interpersonal contact and union, focusing on positive experiences and, at the same time, less frequently focus on negative ones. The research employed a correlational research model. Two standardized psychological tools were used: the Hermans' 24-Emotions Scale and the P Scale by Caprara et al., in its Polish adaptation by Łaguna, Oleś, Filipiuk. A total of 114 pedagogy students from various specialisations participated in the study, aged between 19 and 34 (with 8 respondents aged 35 or older). The average age of the respondents was 21.39 years. The survey was conducted online, and participants were selected both purposefully and randomly – the surveys were addressed to pedagogy students at a selected university. Analysis of the collected empirical data revealed a statistically significant positive correlation between the level of the surveyed pedagogy students' positive orientation and their experienced emotions. The identified correlations were found to be statistically significant. These research findings may support strengthening skills that lead to effective human functioning – an especially important factor from the perspective of pedagogy students preparing to work with individuals in different stages of development.

Keywords: positive orientation, self-esteem, life satisfaction, emotions, valuation, students, pedagogy



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Abstrakt: Od kiedy nurt psychologii pozytywnej przybrał na znaczeniu w świecie refleksji naukowych, a także w codziennych doświadczeniach życiowych, zaczęto się zastanawiać, jakie są predyktory szczęśliwego życia oraz jak ten proces można wzmacniać. Nie bez znaczenia okazała się tu koncepcja orientacji pozytywnej zakładająca, że człowiek jest w stanie radzić sobie z przeciwnościami losu i postrzegać swoje życie jako wartościowe i pełne sensu. Celem przedstawionych w tekście badań było poszukiwanie zależności pomiędzy orientacją pozytywną a przeżywanymi uczuciami studentów pedagogiki. Założono, że studenci o wysokim poziomie orientacji pozytywnej częściej przeżywają uczucia odnoszące

się do umacniania siebie, kontaktu i jedności z innymi, pozytywnych doświadczeń, natomiast rzadziej odnoszą się do negatywnych doświadczeń. W badaniach zastosowano model korelacyjny. Wykorzystano dwa standaryzowane narzędzia psychologiczne: Skalę 24 uczuć Hermansa oraz Skalę P autorstwa Caprara i in., polska adaptacja: Łaguna, Oleś, Filipiuk. Łącznie przebadano 114 studentów pedagogiki różnych specjalności w wieku od 19 do 34 lat (8 osób zadeklarowało wiek w przedziale 35 i więcej lat). Średnia wieku respondentów wyniosła 21,39 lat. Badanie przeprowadzono z wykorzystaniem narzędzi online. Dobór badanych miał charakter celowo-losowy – ankiety skierowano do respondentów wybranej uczelni wyższej studiujących kierunek pedagogiczny. Z analizy zebranego materiału empirycznego wynika, że istnieje statystycznie istotny dodatni związek pomiędzy orientacją pozytywną badanych studentów pedagogiki a przeżywanymi przez nich uczuciami. Przeprowadzone korelacje okazały się istotne statystycznie. Wyniki badań mogą przyczynić się do wzmacniania umiejętności prowadzących do dobrego funkcjonowania człowieka, co wydaje się ważne z perspektywy studentów pedagogiki przygotowujących się do pracy z ludźmi w różnym okresie rozwojowym.

Słowa kluczowe: orientacja pozytywna, samoocena, satysfakcja z życia, uczucia, wartościowanie, studenci, pedagogika

INTRODUCTION

Positive orientation refers to a basic tendency to notice, focus on, and give weight to the positive aspects of human life (Caprara 2009). It plays a key role in adaptive functioning and contributes to perceiving one's life as satisfying. Moreover, it also enhances the likelihood of achieving life goals, thus improving the individual's subjective assessment of their quality of life (Caprara 2009). According to Caprara (2010, 318), personality is a "complex system of psychological cognitive, emotional, and behavioural structures whose functioning depends on synergistic interactions between many subsystems." While personality is a relatively stable structure, it also changes throughout life. It seems, therefore, that the emotions we experience and the meaning we assign to them can influence our perception of life quality.

The theory of positive orientation developed by Caprara et al. (2009) is based on the basic assumption that individuals possess an innate predisposition to view themselves, their lives and their futures in a positive light. Such a perspective supports people's ability to cope with challenging or new situations, despite sometimes tragic adversities, failures, personal loss, and finally the vision of aging and death. The concept of positive orientation has been confirmed in empirical studies, and it is recognized as a predictor of optimal human functioning, and a protective factor against mental health conditions, especially depression (Caprara, Alessandri and Barbaranelli 2010).

Beck's cognitive models include the belief that dysfunctional and negative thinking affects the mood, emotions and behaviour of individuals struggling with mental health disorders (Beck 2012). Therefore, nurturing a more positive outlook and focusing on the constructive aspects of life, may increase the probability of experiencing pleasant emotions.

1. THE CONCEPT OF POSITIVE ORIENTATION

Classical theories of personality often focused on an individual's developmental potential, health, life satisfaction, and a sense of happiness. Fromm (1996), for example, wrote about the syndrome of a person flourishing through love for life, a positive attitude towards others, and a sense of freedom and independence. It turns out that in recent years, psychology has increasingly returned to themes already signalled by the classics, largely due to the emergence of positive psychology by Seligman (Seligman et al. 2005), who has been promoting a new approach since the early 2000s. This concept shifted attention towards a person's internal resources and strengths. Positive psychology seeks to understand how to evoke positive emotions in a person, how to use their advantages and virtues in order to increase their sense of overall happiness and make this state of happiness as lasting as possible.

Positive psychology has given rise to the concept of positive orientation (POS), developed by Gian Vittorio Caprara – an Italian psychologist from the Sapienza University of Rome (Caprara 2009; 2010). According to Caprara, positive orientation is a stable personality trait, reflecting a general tendency to perceive all life experiences with a positive attitude (Caprara et al. 2010; Caprara et al. 2012). Moreover, positive orientation plays a major role in adaptive functioning, as it encourages favourable self-evaluation, high life satisfaction and confidence in one's ability to achieve goals. This, in turn, translates directly into greater commitment to life aspirations and a high assessment of the quality of one's life (Caprara 2009; Caprara et al. 2012).

Research has demonstrated that positive orientation may be understood as a "syndrome of good functioning". It has also been found that there is a relationship between positive orientation and perception of health, belief in self-efficacy, and both cognitive and emotional aspects of subjective well-being (Łaguna, Oleś and Filipiuk 2011, 48). Therefore, the basis of the assumptions of positive orientation is the belief that a positive perception of oneself as well as of present and future life circumstances is a key predisposition that plays an important biological function. The aim here is to cultivate a state in which individuals remain motivated to cope with life's challenges despite failures, adversities and the awareness of mortality (Sobol-Kwapińska 2015).

2. THEORETICAL FOUNDATIONS OF THE AFFECTIVE COMPONENT OF VALUATION

Over the past four decades, researchers have become increasingly interested in the concept of the valuation process. This term refers to the act of making a free choice among various alternatives, after considering their potential consequences. Such a choice is typically viewed positively by the individual and is also accepted by others. Acting consistently with this choice, along with the reinforcement of a behavioural pattern, is also regarded as important (Raths, Harmin and Simon 1978, 27-28).

As Oleś points out, the notion of valuation may be understood more broadly – as a process of assigning meaning. For example, by analysing how general values are interpreted, we can compare the personal significance attached to them by different people and explore how various social groups understand specific values (Oleś 2002, 65).

Valuation is a specific category of meaning corresponding to the interpretation of some part of personal experience. (Chmielnicka-Kuter, Oleś, and Puchalska-Wasył 2009, 8). Such a reflective and conscious interpretation of experience has been termed as *valuation* by a Dutch psychologist, Hubert Hermans. The researcher drew attention to a thoughtful and careful approach to “that aspect of the situation that the individual feels is currently important in his or her life” (Hermans as cited in: Oleś 1992, 8). Hermans emphasizes that each person possesses a system of personal meanings, consisting of individual experiences that hold significance within a particular temporal and spatial context.

To sum up – valuation represents a unit of meaning – a narrative that contributes to the construction of a person’s life story (Hermans and Oleś 1996; Hermans and Hermans-Jansen 2000). Importantly, the content of each unit of meaning (narrative) is subjectively meaningful, shaped by the individual’s personal significance grounded in specific time and place (Błaszczak and Oleś 2002, 56). The significance of valuation lies in the fact that each act of valuation has an affective connotation. This means that each unit of meaning is emotionally charged. In general, two categories of emotions can be distinguished: positive emotions (P) and negative emotions (N). Analysis of these emotions (experiences) allows to understand their interrelations. The emotional component of valuation helps to identify the most characteristic affects associated with a particular experience, which in turn give that valuation its distinctive emotional tone. This emotional configuration should be interpreted and understood (Hermans and Hermans-Jansen 2000, 27), and the balance of positive and negative emotions within it should be characterised (Oleś 1992, 10). Through this process, we can construct an emotional profile that reveals underlying personal motives. These may be implicit, constantly active, or even unconscious aspects of human experience. Two such motives are especially relevant: the motive of self-enhancement (S), which involves self-expression and personal autonomy and the motive of contact and union with others (O), reflecting the need for closeness with people and with the surrounding world (Hermans and Hermans-Jansen 2000, 31-33, 57-58). Hermans argues that each valuation implies a specific emotional pattern “that is characteristic of that specific valuation. When we know what kind of emotions follow a specific valuation, we know something about that valuation itself” (Hermans and Hermans-Jansen 2000, 31). The experienced feelings and emotions demonstrate an individual’s capacity for self-awareness and reflection and are also seen as components of a broader system of information processing (Clore, Schwarz and Conway 1994). Therefore, valuation can be understood as a specific process of constructing meaning based on interconnected actions and events, each referencing and influencing the other (Hermans and Hermans-Jansen 2000, 34).

3. RELATIONSHIP BETWEEN POSITIVE ORIENTATION AND EXPERIENCED EMOTIONS (INTERNAL ACTS OF VALUATION) – RESEARCH REVIEW

The concept of positive orientation has been gaining importance in recent years. Numerous studies have explored its relationships with various psychological variables. Researchers, apart from analysing the structure of positive orientation, have also sought to examine its correlations with other personality traits and aspects of psychological functioning. In 2010, Caprara – the originator of the concept – and his research team, investigated the shared underlying dimension of self-esteem, life satisfaction and optimism (Caprara 2010). In subsequent studies, Caprara et al. (2012) examined the relationship between the results of the Positive Orientation Scale and the Big Five personality traits. Across all study groups, they identified significant positive relationships between positive orientation and the Big Five traits. Further research explored correlations between positive orientation and organisational behaviours (Alessandri, Caprara and Tisak 2012), self-enhancement motivation (Caprara et al. 2013), and sense of self-efficacy (Caprara, Alessandri and Barbaranelli 2010). Findings indicated that individuals who believe that they can control their emotions also tend to feel more capable in managing interpersonal relationships, which means that their positive orientation is more stable and resilient (Caprara, Alessandri and Barbaranelli 2010).

Valuable contributions have also come from Polish psychology. Łaguna, Oleś and Filipiuk (2011) drawing on their research, demonstrated that positive orientation is negatively correlated with emotions of hopelessness and positively correlated with basic hope as defined in Trzebiński's approach.

Other Polish studies found that positive orientation correlates with a sense of efficacy and positive affect, as well as with the sense of meaning in life. Conversely, negative correlations were observed with neuroticism, and positive correlations with extraversion and conscientiousness (Zawadzki et al. 1998).

Bieniek (2013) examined the extent to which youth engagement in religious practices influences the level of positive orientation. The findings indicated that participation in spiritual retreats increased the level of positive orientation among girls, although this relationship was not observed among boys.

In numerous studies to date, however, correlations between positive orientation and emotional experiences – or internal acts of valuation – have not been examined. Therefore, this article aims to address this gap by investigating the potential relationships between these two variables.

4. METHODOLOGICAL ASSUMPTIONS

The main objective of the present research was to examine the relationship between positive orientation and the experienced emotions (understood as internal acts of valuation) among pedagogy students. In line with this objective, the following research questions were formulated.

Main research question:

Is there a relationship between positive orientation and the experienced emotions (internal acts of valuation) of pedagogy students?

Detailed problems:

1. Is there a relationship between positive orientation and emotions related with the motive of self-enhancement?
2. Is there a relationship between positive orientation and emotions related to the motive of contact and union with others?
3. Is there a relationship between positive orientation and emotions related to positive experiences?
4. Is there a relationship between positive orientation and emotions related to negative experiences?

A review of literature on positive orientation and internal acts of valuation provides the basis to formulate the following hypotheses. They present proposed answers to the aforementioned research questions and concern the existence and strength of the correlation between the variables.

Main hypothesis:

There is a relationship between positive orientation and the experienced emotions (internal acts of valuation) of pedagogy students.

Specific hypotheses:

1. Pedagogy students with a high level of positive orientation are more likely to experience emotions related to the motive of self-enhancement.
2. Pedagogy students with a high level of positive orientation are more likely to experience emotions related to the motive of contact and union with others.
3. Pedagogy students with a high level of positive orientation are more likely to experience emotions related to positive experiences.
4. Pedagogy students with a high level of positive orientation less likely to experience emotions related to negative experiences.

The research used a correlational research model. Two tools were used:

- Hermans' 24-Emotions
- ScaleP-scale

To examine the emotional component of pedagogy students, **Hermans' 24 Emotions Scale** was employed. Each affective term included in the scale may be associated with various acts of valuation expressed by an individual. The list comprises the following 24 affective states: joy (P) care (O) sense of inferiority (N) helplessness (N) love (O) intimacy (O) sense of self-worth (S) internal breakdown (N) sense of security (P) fear (N) tenderness (O) anger

(N) satisfaction (P) guilt (N) pride (S) sense of strength (S) self-confidence (S) energy (P) shame (N) loneliness (N) inner peace (P) pleasure (P) trust (P) and sense of freedom (P).

Participants were asked to rate, on a scale from 0 (not at all) to 5 (very much), the extent to which each of the 24 emotions described the valuations they were reflecting on. This assessment enables the calculation of several indicators for each valuation, the core which are (Hermans 1991; Hermans and Hermans-Jansen 1999; Hermans and Kempen 1993):

S – the sum of scores for emotions reflecting a tendency towards self-enhancement (S for “self”).

O – the sum of scores for emotions concerning contact and union with others (O for “other”).

P – the sum of scores for generally positive emotions.

N – the sum of scores for generally negative emotions.

Scores for the S and O indicators range from 0 to 20, while scores for P and N range from 0 to 40. Together, the four indicators (S, O, P, N), calculated for a particular valuation, form its affective pattern. Based on this pattern, various types of valuation can be distinguished. The most significant of them are (Hermans and Hermans-Jansen 2000):

- +S – *autonomy and success* occur when emotions related to self-enhancement dominate over emotions related to contact and union with others ($S-O \geq 6$), and positive emotions prevail over negative ones ($P-N \geq 10$).
- -S – *aggression and anger*: – present when emotions related to self-enhancement dominate over emotions related to contact and union with others ($S-O \geq 6$), but, at the same time, negative emotions prevail ($N-P \geq 10$).
- +O – *union and love*: when emotions related to contact and union with others dominate over emotions related to self-enhancement ($O-S \geq 6$), and positive emotions prevail over negative ones ($P-N \geq 10$).
- -O – *unfulfilled longing*: when emotions related to contact and union with others dominate over emotions related to self-enhancement ($O-S \geq 6$), yet negative emotions prevail ($N-P \geq 10$).
- -LL – *helplessness and isolation*: when the both self-enhancing and relational emotions related to contact and union with others are suppressed (S and $O \leq 7$), which gives rise to negative emotions ($N-P \geq 10$).
- +HH – *strength and union*: when the both self-enhancing and relational emotions related to contact and union with others are fulfilled (S and $O \geq 12$), which gives rise to positive emotions ($P-N \geq 10$).

The Self-Confrontation Method allows for the calculation of these indicators, which help to characterize the emotional and motivational quality of a person's experience. It is worth noting that if no clear dominance of positive (P) or negative (N) emotions is observed, the valuation is considered *ambivalent* (+/-), regardless of the S and O values.

The study also used the **Positive Orientation Scale (P Scale)** developed by Caprara et al., and adapted into Polish by Łaguna, Oleś, Filipiuk. This tool is used to examine positive orientation as a fundamental disposition to notice and value positive aspects of life, experience and self. The reliability of the scale, as measured by Cronbach's alpha, ranges from 0.77 to 0.84. The P-scale consists of 8 eight diagnostically significant statements. Respondents indicate their level of agreement on a five-point scale ranging from 1 – strongly disagree to 5 – strongly agree; with one item (statement 4) being reverse-scored. The total score, ranging from 8 to 40, reflects the overall level of positive orientation – the higher the score, the stronger the orientation.

Both the Hermans' 24 Emotions Scale and the Positive Orientation Scale were used in this research, alongside sociodemographic variables. Data analysis included basic descriptive statistics, the Shapiro-Wilk tests, correlation analyses with Pearson's r coefficient and Spearman's ρ rank correlation. Cronbach's Alpha coefficient was also calculated for the data collected during the study.

The selection of study participants was based on a purposive-random sampling criterion. For the purposes of this research, one university in the Podlaskie Voivodship – the Faculty of Education at the University of Białystok – was purposefully selected. Students specialising in various fields of pedagogy were randomly selected. A diagnostic survey method was used and a survey questionnaire containing the P Scale and Hermans' 24 Emotions Scale was developed. The survey questionnaire was developed on the Google Forms platform and then distributed to students with a request to complete and return it. The questionnaire also included sociodemographic variables.

Table 1. Sociodemographic characteristics of study participants (based on the adopted independent variables)

Total	N				%					
	114				100					
Sex	M				F					
	N		%		N		%			
	4		3.5		110		96.5			
Age	19-22		23-26		27-30		31-34		35 or more	
	N	%	N	%	N	%	N	%	N	%
	58	51	40	35	3	2,6	5	4,3	8	7
Year of study	I MA		II MA		I 5-years' MA		II high school		III high school	
	N	%	N	%	N	%	N	%	N	%
	44	38	4	3,5	27	23,6	32	28	7	6,1
Specialty	Preschool and Early School		Care and Education Pedagogy		Cultural Animation with Art Therapy		Resocialization Pedagogy			
	N	%	N	%	N	%	N	%		
	70	61,4	25	21,9	10	8,7	9	7,9		

Source: Own research

The research was conducted at the turn of 2022 and 2023, with a total of 114 participants ultimately taking part. Half of the respondents were young adults aged between 19 and 22 (50.1%), while nearly one in three (35%) were aged between 23 and 26. The vast majority of respondents (61.4%) were enrolled in Preschool and Early School Pedagogy. All respondents were full-time (daytime) students.

5. RESULTS OF OWN RESEARCH

At the beginning of the statistical analysis, the distribution of the studied variables was examined against normal distribution using the W. Shapiro-Wilk test. The results of the analysis allowed to select appropriate tests for further data analysis.

It is also worth noting here that the measures of central tendency (mean, median, mode) were relatively consistent with one another, and the standard deviations were generally low (with the exception of the variable N – emotions considered negative), which indicates that the respondents’ answers were quite focused around the average with the extreme values (outliers) having little impact on them.

Table 2. Descriptive Statistics – P Scale and Hermans’ 24 Emotions Scale

Values	Total of P-scale	Total score N	Total score O	Total score P	Total score S
Mean	27.9649	19.3947	14.9912	27.3947	11.8246
Median	28.00	20.0000	16.00	29.00	12.0000
Dominance	28.00	12.00	17.00	29.00	13.00
Standard deviation	5.64892	7.52061	3.85924	5.95799	3.29989

Source: Own research

Cronbach’s Alpha coefficient was also calculated for the data collected during the study to confirm the reliability of the given scales, and specifically to what extent the answers given by respondents were consistent within the individual scales.

Table 3. Reliability Statistics

Cronbach’s alpha P-Scale	Cronbach’s alpha Subscale N	Cronbach’s alpha Subscale S	Cronbach’s alpha Subscale O	Cronbach’s alpha Subscale P
0.853	0.844	0.804	0.821	0.858

Source: Own research

As indicated by the data in Table 3, the study demonstrated high reliability and the results across individual variables are quite similar. The highest level of reliability was noted in the variable relating to emotions regarded as positive (indicator P – positive emotions).

The relationship between positive orientation and emotions experienced among pedagogy students

To examine the relationship between positive orientation and emotions experienced by pedagogy students, the Pearson r linear correlation coefficient was calculated. Correlations were also sought between the variables of the P Scale and the subscales of the Hermans' 24 Emotions Scale (S – emotions expressing a tendency towards self-enhancement (*S* from *self*); O – emotions related to contact and union with others (*O* from *other*); P – emotions generally considered positive; and N – emotions generally considered negative).

All analyses were conducted using IBM SPSS Statistics 27. The conventional threshold of statistical significance was set at $\alpha = 0.05$. In addition, results with probability values within the range of $0.05 < p < 0.1$ were interpreted as indicative of a statistical trend.

The analysis of research results revealed a statistically significant relationship between positive orientation and emotions experienced by pedagogy students (Table 4).

The findings indicated that a higher level of positive orientation was positively correlated with both self-enhancing emotions and positive emotions. The correlation between the P Scale and the S subscale was $r=0.752$ with a confidence level of $p<0.05$, while the correlation between the P Scale and the P subscale (positive emotions) was $r=0.741$ with $p<0.05$. A further significant relationship was identified between positive orientation and emotions related with contact and union with others ($r=0.458$ with $p<0.05$). In contrast, the correlation between the P Scale and emotions generally regarded as negative was negative ($r=-0.584$ with $p<0.05$), indicating an inverse relationship.

Table 4. Relationship between the P Scale and Hermans' 24 Emotions Scale (Pearson's linear correlation coefficient)

		Hermans' 24-Emotions Scale			
		Subscale N	Subscale S	Subscale O	Subscale P
Scale P	r	-0.584	0.752	0.458	0.741
	p	.000	.000	.000	.000

Correlation significant at 0.05 level (bilateral).

Source: Own research

The analysis of the collected empirical data indicates a statistically significant positive relationship between the positive orientation of the surveyed pedagogy students and their experienced emotions. This is demonstrated by the correlations found between scores on the Positive Orientation Scale and the subscales S, P and O of the Hermans' 24 Emotions Scale.

CONCLUSIONS

The aim of this research was to explore the relationship between positive orientation and emotions experienced by pedagogy students. It was hypothesised that students with a high level of positive orientation would more frequently report emotions linked to self-enhancement, contact and union with others, and positive experiences, while being less likely to report negative emotions.

The basic assumption of the theory of positive orientation is that when individuals perceive themselves, their present and future in a positive light, they are more capable of coping with difficulties, managing adversities and pursuing increasing levels of well-being (Alessandri, Caprara and Tisak 2012). Experiencing positively connoted emotions plays a crucial role in this process. Emotions shape our inclination to reflect on ourselves, others and the world around us; they can be uplifting and empowering, or, conversely, disheartening and isolating. Based on this, a hypothesis was proposed that positive orientation would correlate with experienced emotions in the subscales (S – emotions reflecting self-enhancement, O – emotions related to contact and union with others, P – emotions generally considered positive, N – emotions generally considered negative).

The more positive the experienced emotions, the more focused on strengthening oneself and on friendly contact with others, the greater the tendency to positively perceive, evaluate and construct one's own life, one's future and oneself (Caprara, Alessandri and Eisenberg 2012).

Given that analysis of the existing literature does not explicitly confirm (or deny) such relationships, the present study aimed to fill this gap by indicating the relationship between positive orientation and experienced emotions of pedagogy students. A total of 114 pedagogy students participated in the survey, the majority of whom were women (n=110).

The research findings provide the basis for formulating the following conclusions. At the outset, it is worth noting that all hypotheses were confirmed, and the correlations were statistically significant. Detailed conclusions are presented below:

- Hypothesis 1 was confirmed: it turned out that pedagogy students with higher levels of positive orientation more frequently experienced emotions related to the motive of self-enhancement.
- Hypothesis 2 was confirmed: the research proved that pedagogy students with higher levels of positive orientation more often report emotions related to the motive of contact and union with others.

- Hypothesis 3 was confirmed: pedagogy students with higher levels of positive orientation more frequently report emotions related to positive experiences.
- Hypothesis 4 was also confirmed: pedagogy students with high positive orientation less often experience emotions related to negative experiences.

The teaching profession is one in which an individual's attitude to life not only influences their own well-being but also plays a crucial role in shaping the life attitudes of young people – pupils, students, wards. A teacher who lacks the internal resources to view their life positively is unable to promote among young people an attitude to life in which setbacks are viewed as simply obstacles to overcome, rather than causes for depressive episodes or a sense of meaninglessness of life. The findings of conducted research indicated the relationship between positive orientation and the emotions experienced by pedagogy students. They also align with the work of G.V. Caprara et al. (2010), who found that positive orientation is positively correlated with experienced emotions. Positive orientation is largely responsible for adaptive functioning because it is associated with positive self-esteem, high satisfaction with life and high assessment of the quality of life (Łaguna, Oleś and Filipiuk 2011). It is therefore an essential personal resource that helps build a fulfilling life.

This is particularly significant for educators, who work closely with children and young people – individuals at a formative stage of personality development. Teachers have the power either to help children recognize and cultivate their potential, strengthen their self-esteem and satisfaction with life or, conversely, to hinder the development of even innate abilities and predispositions.

The presented own research has its limitations. The sample size was relatively small and dominated by young women, mostly first-year students at a single university, the vast majority of whom were enrolled in Preschool and Early School Pedagogy. Future studies, would therefore benefit from a broader and more diverse sample, including other pedagogical specializations, or different locations of universities. The form of study may also be significant. It is possible that students of part-time studies would present different levels of positive orientation or experienced emotions.

The findings of the presented study confirm that positive orientation is correlated with positive emotional experiences. These in turn support positive life experiences, enhance awareness of internal resources and promote openness towards others. Therefore, it is worthwhile to consider how positive emotions can be cultivated and under what conditions they arise. In line with the assumptions of positive orientation, fostering such emotional states may equip individuals to better cope with life's challenges, even those that are especially demanding.

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