

Abstract

The project hoped to raise academic exam performance of the students by using a technique called “Manifestation”. While existing research about manifesting is sparse, there is a body of research suggesting a “moderate, positive relationship” between hope and academic outcomes.⁽²⁾ In specific demographics, self-affirmations have been shown to increase self-integrity⁽³⁾ which in theory should increase test scores and overall grades. The data was gathered from an experimental group and a control group. It was collected using surveys and analyzed using a two-sample unpaired T-test. The analysis leads us to believe that manifestation has little to no effect on exam result, however as the control group and experimental group were close, students seem to be able to reasonably gauge their abilities

Introduction

Manifesting is a modern idea about speaking one’s goals into existence. Practitioners believe speaking their goals increases confidence in their ability to achieve it. “Manifesters” attribute their success to the hope that manifesting helps them achieve. Manifesting may also be correlated with a growth mindset which, in certain groups, has been shown to increase other academic outcomes.⁽¹⁾ This project aimed to extend the manifesting habit and the existing research to exam grades in college level STEM courses.

Methods

The class sections associated with facilitators in this project were split between control and experimental groups. Each group administered surveys to the students. The control group received a survey after receiving their exam grade for self-reporting purposes. Experimental classes received two surveys. One before the exam asking the grade they would like to receive on the exam, and an additional after they received their scores to self-report grades. After the data was collected, the mean score and standard deviations for all three surveys. Additionally, Grubb’s test was performed to identify any possible outliers. Finally, two unpaired t-tests were run to compare the two experimental surveys. The other was to compare the mean scores between the post-exam experimental survey and the control survey to determine if the data was statistically significant.

Results

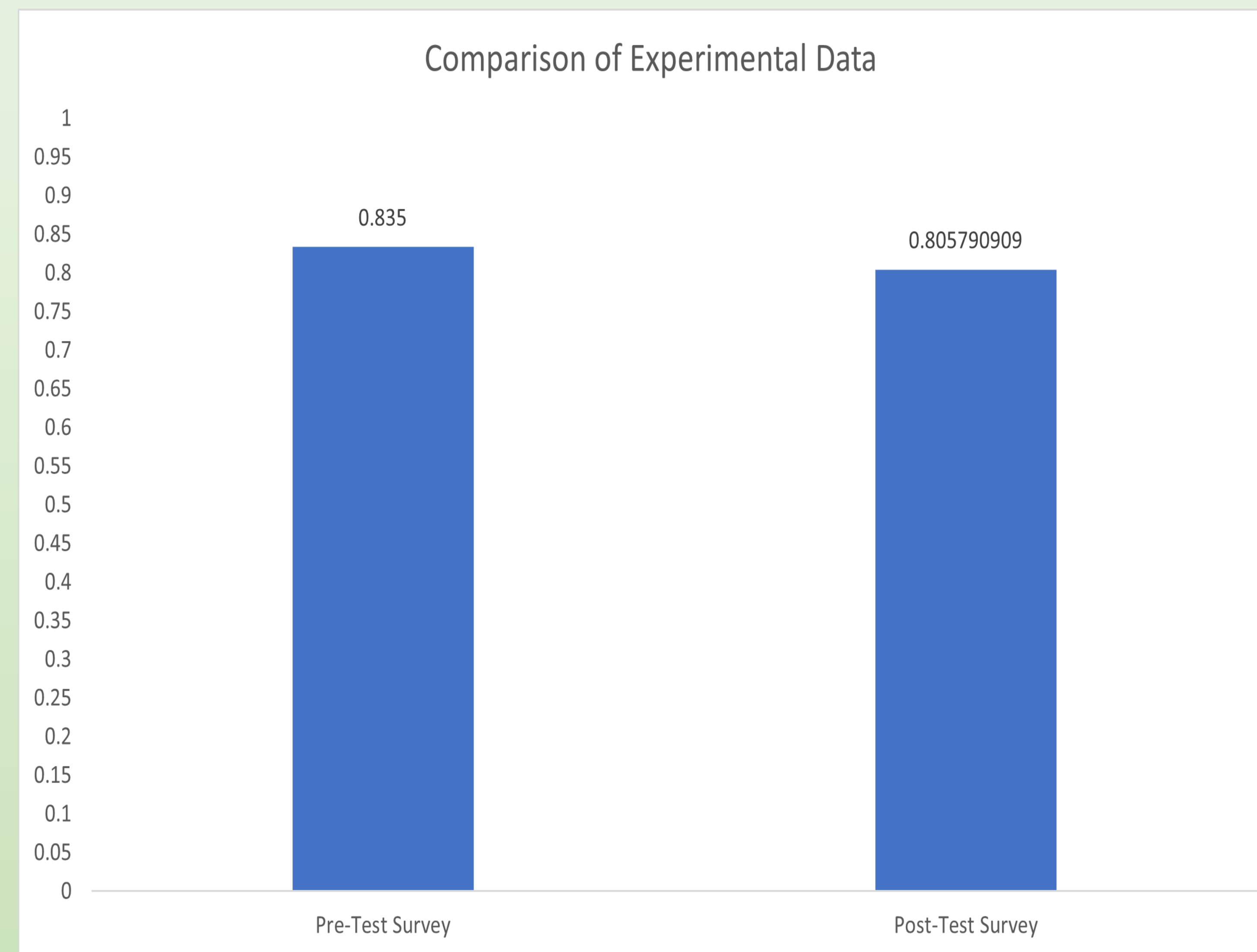


Figure 1: A bar graph comparison between mean prediction (83.5%) and mean test score (80.5%).

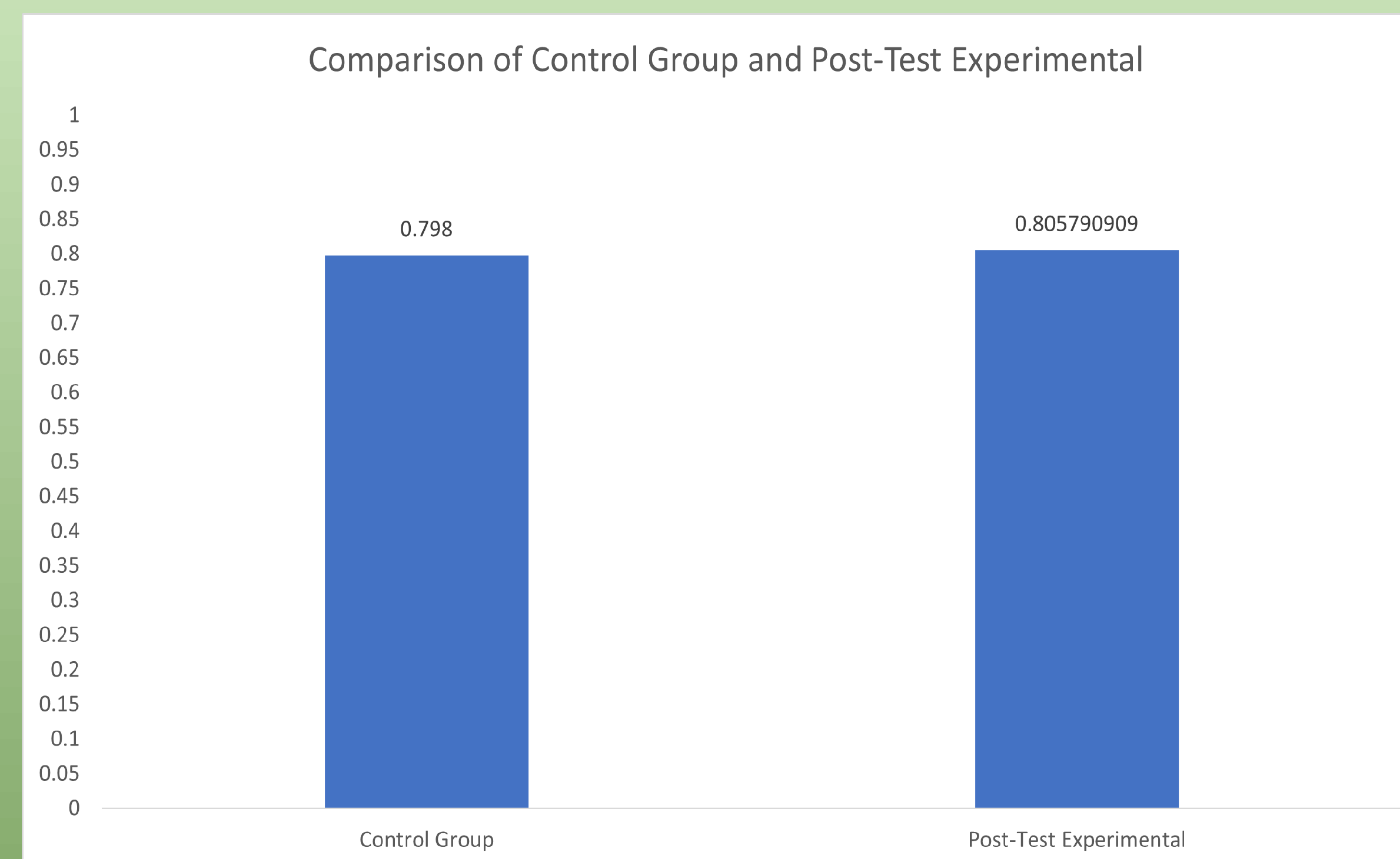


Figure 2: A bar graph comparison between mean experimental (80.5%) and mean control (79.8%).

Conclusion

With all the data collected, we can conclude that manifestation has little to no effect on the achieved exam grade. When we look at the Pre-Test and Post-Test survey results, we can see that there is a three percent drop between the results. The drop indicates that the experimental group had a higher expectation of exam grades than the result achieved. This may seem negative, but by looking at the rest of the data we see that the achieved exam grades are within a percent of the control group exam grades. Based on this, one might conclude that manifestation does nothing, but a secondary take away from this research is that people can reasonably gauge what result they believe they will achieve.

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References

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