

THE EFFECTS OF INCORPORATING NOSTALGIA ACTIVITIES INTO THE CLASSROOM MANAGEMENT COURSE OF IN-SERVICE PRESCHOOL TEACHERS EDUCATION PROGRAM

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ABSTRACT

This study explore the effects of incorporating nostalgia activities into the classroom management course of In-Service Preschool Teachers Education Program (ISPTEP) (與後面翻得不一致). Nonequivalent pretest-posttest control group design was used in this study, and we recruited a convenience sample including 44 in-service preschool teachers. Twenty -four of them take the incorporating nostalgia activities into the classroom management course of ISPTEP, while the other don't take the classroom management course of ISPTEP. All the measurement data resulting from the three scales, Positive Emotion, Negative Emotion, and Life Satisfaction were collected for statistical analysis. According to the results, ISPTEP significantly enhance the in-service preschool teachers' positive emotion, life satisfaction. And ISPTEP significantly reduce preschool teachers' negative emotion. ISPTEP and future researches were suggested based on the research result of this study.

Keywords: In-service education program, nostalgia activities, preschool teachers.

INTRODUCTION

In Towards the Learning Society White Paper, Taiwan's Ministry of Education (1996) disclosed and expanded the chances for the adults to return to participate in higher education in order to establish the prospect of a life-time learning society. In 1999, the National Educational Reform Review Committee confirmed the in-service educational program is the fundamental strategy of university recurrent education system. In 2004, the draft of "Educational Policy White Paper" further emphasized that higher education institutes should process in-service educational program to provide the in-service personnel the channels of advanced study.

Regarding nostalgia activities can help people to seek for the forgotten happy experiences through reminiscences of the past events so as to elevate positive emotions and life satisfaction, and reduce negative emotions (Ebersole, Hess, & Luggen, 2004; Haber, 2006). If we incorporate nostalgia activities into ISPTEP to explore whether In-service preschool teachers' positive emotions and life satisfaction can be raised, and the negative emotion can be reduced, it will become an important research issue for curriculum design of the ISPTEP of early childhood education department in the university.

Therefore, through nostalgia activities, this study took one of the core courses in the early childhood education, class management, as the example, to discuss that after in-service preschool teachers took part in in-service preschool program's activities, whether their positive emotions and life satisfaction could be elevated, and whether their negative emotions could be decreased.

LITERATURE REVIEW

The Meaning of Nostalgia

Studies on nostalgia employ exploration of human nature and meaning of life as the starting point, leading to people's stressing on nostalgia in many disciplines. However, it also causes complication of the concept of nostalgia (Hepper, Ritchie, Sedikides, & Wildschut, 2012). Nowadays, nostalgia has become a fashion, a kind of consumptive psychology needs, and even a kind of cultural phenomena. Therefore, nostalgia in this research is based on psychological viewpoint, not involving with other perspective of nostalgia extended extensively.

To view the literal meaning, nostalgia is a compound word, which is derived from the Greek words, *nostos* (returning to homeland) and *algos* (pain). Originally, nostalgia means "homesick". It was until the end of the 20th century that the scholars distinguished nostalgia from homesickness (Jackson, 1986). Later, nostalgia was regarded as the individual's longing for the past, and such longing might be an event, a person, or a place, yet all interconnect with warm good time in the past (Zhou, Sedikides, Wildschut, & Gao, 2008). Currently, the definition of nostalgia in the academic circle is mainly composed by two dimensions; that is, "inclination to yearning for past days" as well as "positive emotions generated from connection with the ancient memory".

To view from the angle of inclination to yearning for past days, nostalgia is considered as desire for the past, reminisces, and favorites, emphasizing on nostalgia proneness (Holbrook, 1993; Ji, Guo, & Zhang, 2009). As far as positive emotions generated from connection with the ancient memory is concerned, nostalgia is regarded as a kind of positive emotion experiences, a kind of positive feelings for past related things, objects, situations, experiences, thoughts, and so on, where positive feelings and emotions derive (Bryant, Smart, & King, 2005; Leboe & Ansons, 2006; Sedikides, Wildschut, & Baden, 2004). Integratively speaking, nostalgia can be seen as a positive-reaction tendency and a kind of positive emotions; it is originated from the past things, objects, people, or experiences. In academic studies, nostalgia can be defined as the positive thoughts in past tense. In the meantime, it is also a kind of past-sense positive emotional experiences brought by past-tense positive thoughts.

The Nostalgia Activities

Practical operation of nostalgia is made through triggering the "past tense" stimulator (the thing, object, situation, experience, and thought) to guide the individual to review life, re-experience and interpret the segments of life in the past in order to assist the individual to elevate the positive experiences and satisfaction of life (Chiang, Chu, Chang, Chung, Chen, Chiou, & Chou, 2010 ; Wildschut, Sedikides, Arndt, & Routledge, 2006). In other words, operation of nostalgia has to rely on the nostalgia activities.

Generally speaking, the nostalgia activity refers to the activity with positive psychological reaction tendency and positive emotions generated through the people, thing, and object used to recall the past memory. In reality, the nostalgia activities can be categorized into diverse types, and the categorization methods vary in accordance with different schools. For example, Baker and Kennedy (1994) classified nostalgia activities into three forms; that is, real nostalgia, stimulated nostalgia, and collective nostalgia.

Real nostalgia so called by Baker and Kennedy (1994) simply signifies the tendency of returning to the good time in the past, or the positive feelings that idealize the past memories. Stimulated nostalgia means to the tendency of memorizing the past not experiencing directly through the local legend, historical stories, or cultural relics, together with the positive feelings of getting indulged. As for collective nostalgia, it is similar with the concept of collective memory indicated by Olick and Robbins (1998), a tendency and good experience regarding memorizing the culture, generation, group, or nation. To conclude, the nostalgia activity signifies the activities with positive reaction tendency and positive experience that the individual experiences directly or indirectly, including three forms-- real nostalgia, stimulated nostalgia, and collective nostalgia.

Design of Class Operation Program Integrated with Nostalgia Activities

Nostalgia takes place in various kinds of situations. Without thoughtful design, it may result in ill outcomes. Therefore, during proceeding integration of nostalgia activities into class operation program in this research, the class subject must be taken into consideration so that positively instructed nostalgia activities could be implemented. In this research, the class subject are the In-service preschool teachers. The community of class subjects possessed rich life experiences, and they were adult learners who love to share experiences and engage in implementation activities (Knowles, 1989). As a result, in regard of nostalgia involving personal experiences, imaginative experiences, and collective experiences, the program could not merely design nostalgia of reminiscence activities. Rather, in real nostalgia, stimulated nostalgia, and collective nostalgia, program design must allow In-service preschool teachers to obtain positive experiences through narrating their personal experiences and conducting implementation activities. In the meantime, after narration and implementation of nostalgia, the learning sheet must be filled out, so that such expressive writing can bring up positive emotions, reduce negative emotions, and raise life satisfaction (Gilman, Huebner, & Furlong, 2009; Layous & Lyubomirsky, 2014). In other words, after nostalgia activities, the beauty of life were re-interpreted through imagination, oral narration, writing, manufacture, or creation in order to expand the function of nostalgia. According to relative studies, the nostalgia activities with addition of expressive writing can remove the painful memory in nostalgia, and awaken the positive experiences in the past (Bryant et al., 2005; Leboe & Ansons, 2006; Sedikides et al., 2004; Vivero-Chong, 2002).

In addition, although most scholars consider that nostalgia is connected with good memories, and will bring up positive emotional experiences, some scholars think that nostalgia may cause negative emotional experiences (Sedikides et al., 2004; Zhou, Wildschut, Sedikides, Chen, & Vingerhoets, 2012). In order to prevent nostalgia from causing negative experiences, it is critical that when we proceed nostalgia activities, positive stimulators must be employed to "trigger" positive emotional experiences. That is to say, the concept of positive activities that Layous and Lyubomirsky (2014) mentioned must be included into nostalgia activities. As such, in nostalgia activity design, In-service preschool teachers will be guided to conduct positive experience narration, demonstrate positive implementation behaviors, and hold a positive attitude.

In conclusion, the nostalgia activities integrated into class operation program are not only simply memories and reminiscence. In the process of In-service preschool teachers' nostalgia, positive experience narration, implementation behaviors, and positive attitudes are all indispensable in memorize and remind of the truth, imagination, and collective experiences in the past. Most importantly, after nostalgia activities, through expressive writing, the beauty

in life will be interpreted and endowed with positive meaning. In such way, In-service preschool teachers can obtain positive emotions, enhance life satisfaction, and ultimately eliminate negative emotions.

THE INFLUENCE OF NOSTALGIA ACTIVITIES INTEGRATED INTO CLASS OPERATION PROGRAM

The Influence of Nostalgia Activities Integrated into Class Operation Program on Positive Emotions

The influence of nostalgia activities integrated into class operation program relates to how the function of nostalgia activities is brought into play. Regarding the function of nostalgia, the academic research's point focuses on the wonderful feelings of positive emotions brought by nostalgia activities. As Bryant et al (2005) indicated, actually, positive nostalgia is originally a kind of activities that aim to raise positive emotions. Wildschut et al's (2006) research findings also claimed, nostalgia is the storeroom of positive emotions. Moreover, it is found in Leboe and Ansons(2006), Sedikides, Wildschut, Arndt and Routledge's (2008) research that nostalgia is highlighted as the engine of positive emotions that providing non-stop stream of positive emotions. Finally, Sultan, Muehling and Spratt (2010) proved in their investing.

The Influence of Nostalgia Activities Integrated into Class Operation Program on Life Satisfaction and Negative Emotions

On the basis of nostalgia activities integrated into class operation program will raise the individual's positive emotions, borrow theory was exerted to illustrate the Influence of nostalgia activities Integrated into class Operation program. In accordance with Atchley's (1996) continuity theory as well as Routledge, Arndt, Sedikides and Wildschut's (2008) terror management hypothesis, for the purpose of maintaining the feeling of life's going on or the sense of life's meaning, the individual must proceed nostalgia activities to recall the past memories or review their life. Consequently, nostalgia activities integrated into class operation program can enhance the individual's sense of life's meaning, which can provide important mental energy to raise the present life satisfaction, and alleviate the existing negative emotions. Researchers including Jenko, Gonzalez & Seymour (2007), Juhl, Routledge, Arndt, Sedikides and Wildschut (2010), Routledge, Wildschut, Sedikides, Juhl and Arndt(2012) demonstrated by their study discoveries the solidity of continuity theory and terror management hypothesis.

In addition with Fredrickson's (2005) the building hypothesis in the theory of broadening-and-building, positive emotions brought by the nostalgia activities integrated into class operation program can construct the individual's cognition, body, psychology, and social resources to help the individual acquire life satisfaction. As for the Fredrickson's theory of broadening-and-building, positive emotions brought by nostalgia activities integrated into class operation program, negative emotions can be eliminated. As Bohlmeijer, Roemer, Cuijpers and Smit (2007), Cohn, Fredrickson, Brown, Mikels and Conway (2009), Coleman (2005) and Chiang et al's (2010) studies found the positive emotion's construction hypothesis that supports theory of broadening-and-building, explaining that positive emotions can elevate life satisfaction. Furthermore, Chao, Liu, Wu, Jin, Chu, and Huang et al (2006), Jonsdottir, Onsdottir, Steingrimsdottir & Tryggvadottir (2001), Fredrickson, Mancuso, Branigan and Tugade (2000), Folkman and Moskowitz (2000), Tugade and Fredrickson's

(2004) research findings support the hypothesis of positive emotion elimination in the theory of broadening-and-building, showing that positive emotion can remove negative emotions.

In short, to conclude the above-mentioned relative studies and the theoretical hypothesis, this research assumes that implementation of nostalgia activities integrated into class operation program can enhance In-service preschool teachers' positive emotions, and decrease negative emotions.

EXPERIMENTAL DESIGN AND IMPLEMENTATION

Research Subject

This research adopted the In-Service Preschool Teachers in two On-the-Job Training Program in a university as the research subjects; one was assigned as the Experimental Group, and the other as the Control Group. There were 24 people in the Experimental Group, and 20 people in the Control Group. The testees were all females aged from 30 to 52 years old. The testees' average age in the Experimental Group was 43.32 years old, while those in the Control Group was 43.05 years old.

Experimental Design

This research employed nonequivalent pretest-posttest control group design to clarify the implementation effect of nostalgia activities integrated into class operation program. The experimental design model is as shown in Table 1, and the variable control involved in the experimental design is further explained subsequently.

Table 1 Experimental Design

Group	Pre-test	Experimental Treatment	Post-test	Delayed Post-test
Experimental Group	O1	X	O3	O5
Control Group	O2	C	O4	O6
Time	Week 0	Week 1-18	Week 19	Week 27

O1, O2 : Experimental Group and Control Group's Pretest

O3, O4 : Experimental Group and Control Group's Post-test

O5, O6 : Experimental Group and Control Group's Delayed Post-test

X: Experimental Group accepts 18 weeks' nostalgia activities integrated into manipulation of class operation program

C : Control Group accepts week's In-Service Preschool Teachers in On-the-Job Training Program of Class Operation:

Experimental Variables

In this research, whether nostalgia activities were integrated into class operation program is the independent variable. The Experimental Group accepted manipulation of 18 weeks' nostalgia activities integrated into class operation program, while the Control Group proceeded 18 weeks' general In-Service Preschool Teachers' On-the-Job Training Program. The testees in two groups conducted 100 minutes' course entity on Sundays. The Experimental Group took 15 weeks' nostalgia activities integrated into class operation program, as Shown in Table 2, while control group adopted the traditional lecture according to the textbook content.

Table 2 Summary of nostalgia activities integrated into class operation program

Week	Summary of nostalgia activities integrated into teaching
1	<ol style="list-style-type: none"> 1. Everybody recall the real or make-up stories of the charming leaders in the past. Think of those charming leaders' characteristics that make others willing to follow. 2. Everybody imagine and discuss that, if we are really charming, will the kids like you as a teacher more 3. Record the wonderful mood after such imagination on the learning sheet 4. Everybody share the incredibly happy feeling that the kids fall in love with you with the charming traits.
2	<ol style="list-style-type: none"> 1. Everyone share the tips to manage the class successfully by telling a story. Provide some pictures or data to explain how wonderful these tips are 2. Everyone, discuss how to get those tips 3. Recall your good mood after using those tips, and write them down on the learning sheet 4. Pass the learning sheet to one another, and write down some words to praise others.
3	<ol style="list-style-type: none"> 1. Everyone, recall the real or make-up stories of the cooperative partners (or team) with extremely good mutual understand 2. Everyone, imagine that if you really have a coworker with mutual understanding with you, will you be easier and happier in operating the class? 3. Record the wonderful mood after such imagination on the learning sheet 4. Discuss and share together that you are happy with seamless cooperation with others
4	<ol style="list-style-type: none"> 1. Everybody, provide the Observable Artifacts of successful parent-teacher cooperation in the past, and explain the functions. 2. Everybody,, discuss and share why you treasure those parent-teacher cooperation artificial works made in the past. 3. Recall the common memories and nostalgia emotions that those artificial works arouse your mood, and write down the words to praise others on others' learning sheet. 4. Pass the learning sheet to one another, and write down some words to praise others.
5	<ol style="list-style-type: none"> 1. Everyone shares his/her own method that successfully exerted the community resources to proceed class operation, and provides some pictures or data to explain that those methods are very useful. 2. Recall sense of achievement that you successfully exerted the community resources to proceed class operation 3. On the learning sheet, with text narration method, present how you effectively used community resources effectively and the glorious sense of achievement 4. Pass the learning sheet to one another, and write down some words to praise others.
6	<ol style="list-style-type: none"> 1. Everyone provides the man-made works for successful classroom space planning in the past and explain the meaning that those works represent. 2. Everyone shares why he/she treasures those man-made works for the classroom space planning in the past. 3. Compare and contrast the scientization of the classroom space planning, and recall the antique and cherry feelings that those man-made works aroused. Write it down on the learning sheet. 4. Pass the learning sheet to one another, and write down some words to praise others.

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- 7
1. Everyone shares his/her own effective method of maintaining the tidiness of classroom when he/she proceeded various kinds of activities in the past. Provide some pictures or data to explain how those methods effectively maintain the classroom's tidiness.
 2. Recall your sense of achievement when you successfully maintain the classroom's tidiness.
 3. On the learning sheet, with text narration, present the effective way to maintain classroom's tidiness.
 4. Pass the learning sheet to one another, and write down some words to praise others.
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- 8
1. Everyone shares how he/she successfully plan the learning environment in the past. Provide some pictures or data to explain how those methods effectively help children learn.
 2. Recall your sense of achievement when you successfully help children effectively learn.
 3. On the learning sheet, with text narration or drawing pictures, present the planning that help effective learning and glorious sense of achievement.
 4. Pass the learning sheet to one another, and write down some words to praise others.
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- 9
1. Everyone recalls the real or make-up stories of the model set up by the normal rules of the class. Think about the characteristics of those successful models.
 2. Everyone imagines that if you adopt the methods set up by the normal rules of the class, will the class
 3. Use words to express the good mood after imagination on the learning sheet
 4. Discuss and share the good feeling of happy teacher-student interaction
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- 10
1. Everyone shares his/her own strategies of effective time management in the past. Provide some pictures or data to explain how these strategies help children effectively proceed a day's learning activities
 2. Recall successful time management strategies in the past, the sense of achievement to make the children smoothly complete a day's learning.
 3. On the learning sheet, with text narration, present effective management of time and the glorious sense of achievement
 4. Exchange the learning sheet with one another, and write down something to praise others.
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- 11
1. Everyone shares his/her own methods to effectively record and exert children's development and activity data. Provide some pictures or data to explain how these methods help us control the children's movement and actions.
 2. Recall how you effectively recorded and exerted children's development and activity data in the past. Make yourself own sense of achievement of controlling children's each action.
 3. On learning sheet, with text narration, present effective record
 4. Exchange the learning sheet with one another, and write down something to praise others.
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- 12
1. Everyone shares his/her own methods to effectively mentor the children's deviation of behaviors. Provide some pictures or data to explain how these methods control the children with deviation of behaviors.
 2. Recall the glorious history or story about how you effectively mentor children with deviated behaviors
 3. On learning sheet, with text narration, present how you effectively mentor children with deviated behaviors, and the proud sense of achievement
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	4. Exchange the learning sheet with one another, and write down something to praise others.
13	<ol style="list-style-type: none"> 1. Everyone shares his/her own methods to effectively mentor the children in the past through some pictures or data 2. Recall the glorious history or story about how you effectively mentor children with special need. 3. On learning sheet, with text narration, present how you effectively mentor children with special need, and the proud sense of achievement 4. Exchange the learning sheet with one another, and write down something to praise others.
14	<ol style="list-style-type: none"> 1. Everyone recall the real or make-up stories of the successful model that successfully treated issues regarding children's ethic issues or proceeded diverse culture. Think that what creative methods that those successful models adopted (eg: taste tasty food cooked by the new immigrants, simulate the aboriginals' festival activities, and use Taiwanese or Hakka to recite the Chinese poems) 2. Everyone imagines that if he/she adopts the methods the successful model used to treat the children's ethic issues or proceed diverse cultural education, whether he/she will be successful more easily and make children from different ethic groups interact better. 3. To express the good mood after imagination with text on the learning sheet 4. Discuss together the wonderful feeling from the children from different ethic groups' interaction
15	<ol style="list-style-type: none"> 1. Collect the learning sheet in each learning activity and make them into "My Book", hold the outcome show for children to admire and encourage the learning outcome one another. 2. Make the segment of each learning activity into a micro-movie called "The beauty of dream", and recall the nostalgia activities in this semester 3. Share everyone's biggest harvest 4. Everyone recalls the profoundest joy this semester.

Dependent Variables

The dependent variables this research explores include positive emotions, negative emotions, and life satisfaction.

Control Variables

Experimental Control

In order to prevent Hawthorne effect, John Henry effect, and the demand characteristics that the researcher's assumptive intention may present. Particularly, we employed the disguising technique. Since the two classes of on-the-job training program that took part in the experiment were opened by Division of Education Promotion and Further Study Division, respectively, we explained to the In-service preschool teachers who took part in the experiment that this was the program design requirement by different learning system. In addition, the teachers in two classes were both researchers, and the environment and the equipment for the two classes were all the same, with the same class time 100 minutes every Sunday.

Statistic Control

In respect with statistic control part, the covariates are the pretest score of Positive Emotion Scale, Negative Emotion Scale, and Life Satisfaction Scale to modify the difference of each group before the experiment.

Research Tools

Positive Emotion Scale and Negative Emotion Scale

The scale consulted Watson, Clark & Tellegen's (1988) The Positive and Negative Affect Schedule (PANAS) adapted as Traditional Chinese Version, with 18 positive emotion items and 18 negative emotion items (Skelton of adjectives), and the items in Likert 4 point design. According to "Extremely incompliant", "Incompliant", "Compliant", and "Extremely Compliant", 1 to 4 points are given, respectively..

With 200 In-service preschool teachers to conduct the test, collect data for factor analysis, two factors were extracted. The explanatory variance were 37.22% and 29.47%, respectively, and the internal consistency shows that α coefficient was .92 and .92, respectively.

Satisfaction with Life Scale

The scale consulted Diener, Emmons, Larsen and Griffin's (1985) Satisfaction with Life Scale, and adapted it as Traditional Chinese Version, with totally 9 items. The scale design adopted Likert's 4-point Scale, from "Extremely Compliant", "Compliant", "Incompliant", and "Extremely incompliant" to give 4, 3, 2, and 1 point(s), respectively.

With 200 In-service preschool teachers to proceed the test, and collect data for factor analysis, we could get one factor, and the explanatory variance was 74.70%. The analytical result of the internal consistency showed that coefficient α was .96.

DATA ANALYSIS

In this research, through covariance analysis, the influential effect of nostalgia activities integrated into class operation program on positive emotions, negative emotions, and life satisfaction was tested. Meanwhile, before covariance analysis was conducted, the test of regression coefficient's heterogeneity was estimated, while covariance analysis and Effect size and statistic power of the experimental effect amount and statistic test power was estimated.

RESULTS AND DISCUSSION

The instant effect analysis manipulated by the experiment

With covariance analysis experiment manipulation of the instant effect of positive emotion, negative emotion, and life satisfaction, we obtained $\Lambda(1, 3, 37) = .30, p = .000$, achieving significant different, which means that after eliminating the influence of covariance, and after the experimental group accepted nostalgia activities integrated into class operation program, the performance in positive emotions, negative emotions, and life satisfaction is significantly different from the control group, so the experimental manipulation has instant effect. Both groups' testees' pretest/posttest mean, standard deviation, and the adjusted mean in regard of positive emotions and negative emotions are shown in Table 3.

Table 3 The two groups' posttest mean, standard deviation, and adjusted mean

Variable		Experimental group		Adjusted mean	Control group		adjusted mean
		<i>M</i>	<i>SD</i>		<i>M</i>	<i>SD</i>	
Positive emotions	Pretest	23.08	4.34	27.41	25.20	4.08	24.71
	Posttest	26.75	4.05		25.50	3.28	
Negative emotion	Pretest	19.00	5.83	16.08	19.60	6.33	18.09
	Posttest	15.83	5.99		18.40	5.74	
Life satisfaction	Pretest	24.54	4.22	27.92	24.75	4.51	24.54
	Posttest	27.83	4.37		24.65	4.23	

To further understand the experiment's manipulative effect, we proceeded comparison of each group's adjusted mean, as shown in Table 4. All tested value *F* achieve significant difference, while no 0 are included in the confidence area, showing that after the experimental group accepted nostalgia activities integrated into class operation program, the testees' performance in positive emotions and life satisfaction is superior to the control group's. As for negative emotions, the performance of the experimental group is inferior to the control group.

Table 4 The comparison results of the difference in two groups' pretest and posttest mean

Variable	Difference of adjusted mean	<i>F</i> (1, 40)	<i>p</i>	95% Confidence Interval		η^2	1- β
				<i>UL</i>	<i>LL</i>		
				Positive emotions	2.69		
Negative emotions	-2.01	15.18	.000	-3.05	-.96	.27	.97
Life satisfactiob	3.38	85.76	.000	2.64	4.11	.55	1.00

Analysis of effect of delay manipulated by the experience

We proceeded two groups' main effect test, $\Lambda(1, 3, 37) = .32$, $p = .000$, achieving significant difference, showing that after eliminating the covariance's influence, and after the experimental group accepted nostalgia activities integrated into class operation program, the performance in positive emotions, negative emotions, and life satisfaction is significantly different from the control group. Both groups' testees' pretest/posttest mean, standard deviation, and the adjusted mean in regard of positive emotions, negative emotions, and life satisfaction are shown in Table 5.

Table 5 Two groups' pretest, delayed post-test mean, standard deviation, and adjusted mean

Variable		Experimental group		adjusted mean	Control group		adjusted mean
		Mean	Standard deviation		Mean	Standard deviation	
Positive emotion	Pretest	23.08	4.34	26.25	25.20	4.08	24.25
	Delayed post-test mean	26.25	4.41		24.65	3.51	

Negative emotion	Pretest	19.00	5.83		19.60	6.33	
	Delayed post-test mean	15.88	6.59	16.13	18.70	5.84	18.38
Life satisfaction	Pretest	24.54	4.22		24.75	4.51	
	Delayed post-test mean	26.92	4.76	27.01	24.50	4.37	24.38

To further understand the experiment's manipulative effect of delay, we proceeded comparison of each group's adjusted mean, as shown in Table 6. All tested value F achieve significant difference, while no 0 are included in the confidence interval, showing that after the experimental group accepted nostalgia activities integrated into class operation program, the testees' performance in positive emotions and life satisfaction is superior to the control group's. As for negative emotions, the performance of the experimental group is inferior to the control group.

Table 6 The two groups' pretest VS delayed post-test mean difference's after-event comparison results

Variable	Difference of adjusted mean	$F(1, 40)$	p	95% CI		η^2	1- β
				<i>LL</i>	<i>UL</i>		
Positive emotions	3.35	28.08	.000	2.07	4.63	.40	.99
Negative emotions	-2.25	9.78	.003	-3.71	-.79	.21	.90
Life satisfaction	2.63	60.64	.000	1.96	3.29	.51	1.00

COMPREHENSIVE DISCUSSION

According to covariance's analytical result, nostalgia activities integrated into class operation program can raise In-service preschool teachers' positive emotion and life satisfaction, and lower negative emotions. As far as nostalgia activities integrated into class operation program can raise positive emotions is concerned, this research result corresponds to Sedikides et al (2008), and Wildschut et al's (2006) research findings. It also reflects Bryant et al (2005), Leboe & Ansons (2006), and Sedikides et al's (2004) definition of nostalgia, showing that nostalgia activities can create positive emotions for In-service preschool teachers.

For the finding that nostalgia activities integrated into class operation program can raise life satisfaction, it is consistent with the research findings of Bohlmeijer et al (2007), Cohn et al (2009), Coleman, (2005), Chiang et al (2010), Juhl et al (2010), and Routledge et al (2008), corresponding to expanding--constructing theoretical hypothesis of construction that demonstrates In-service preschool teachers' positive emotions can bring the personal resources that life satisfaction requires. In the same time, it reacts to the continuity theory and terror management hypothesis, indicating that sense of meaning in life enhanced by nostalgia activities can serve as the important resources that In-service preschool teachers use to enhance life satisfaction.

For nostalgia activities integrated into class operation program can reduce negative emotions, it corresponds to the research findings of Folkman and Moskowitz (2000), Fredrickson (2005), Tugade and Fredrickson (2004), and demonstrates the broaden-and-build theory's undoing

hypothesis to explain that In-service preschool teachers can make use of positive emotions to remove the negative influence of the negative emotions.

Nostalgia as a positive psychological memorization and reminiscence has been extensively applied to marketing, tour development, cultural creativity industry, and other practical territories. In this research, it is the first time to introduce nostalgia activities to the on-the-job training program of the In-service preschool teachers to add the positive activity element into the learning activity design, select the stimulator that can bring to us positive emotions, and proceed expressive learning sheet composition. In the experiment in this research, it is found that class management program that is integrated with nostalgia activities certainly can raise In-service preschool teachers' positive emotion, life satisfaction, and decrease negative emotions.

In-Service Preschool Teachers' On-the-job Training Program not only has to achieve the philosophy of recurrent education and life-time learning, but also needs to raise the mental quality of the In-Service Preschool Teachers, so that the vital functions of early childhood education and the caring quality can be improved continuously. Consequently, the program design cannot stay at the thoughts that depend on early childhood knowledge's instilling. Instead, on-the-job training program must further consider to integrate with nostalgia activities, so that In-service preschool teachers' positive emotions, life satisfaction may be elevated, while negative emotions can be reduced, so that the teachers can become a professional helper with subjective sense of well-being that can substantially raise the quality of early childhood education.

The next point, the In-Service Preschool Teachers in on-the-job training program are all adult learners whose fluid intelligence has deteriorated, and crystallized intelligence increased. In addition, they mostly have strong dignity, and low learning confidence. Therefore, while the current university early childhood education related departments open the on-the-job training program, they have to follow the normal education by applying the undergraduate program to on-the-job training program, emphasizing on the logic thinking mode, since it is improper to proceed learning activities with only one correct answer or solution. Actually, such measure will only cause learning anxiety as well as negative emotions to In-service preschool teachers who take part in the on-the-job training program. At this point, nostalgia activities are extremely suitable for the adult learners with abundant life experiences. Namely, In-service preschool teachers' crystallized intelligence can react to the rich life experiences in the past. In the meantime, to remind of and memorize the bright years in nostalgia activities is extremely compliant with those teachers with strong dignity. That is to say, nostalgia activities are worthy of our application to the activity design of In-Service Preschool Teachers in the on-the-job training program.

Lastly, targeting at early childhood education, the related departments in the university can open on-the-job training program for In-service preschool teachers to participate in recurrent education to recounting this issue. Since the government presently only notices providing educational chances, but rarely consider to design the teaching materials, teaching projects, and learning methods that fit In-service preschool teachers in the on-the-job training program. It is therefore expected that the preliminary findings in this research can serve as the example for proceeding the innovative design of such programs in the early childhood education related departments.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Subject to the analytical results of covariance before and after experiments, the main findings in this research relate to nostalgia activities integrated into class operation program's practice in order to raise In-service preschool teachers' positive emotions, and life satisfaction, and mediate their negative emotion on the other side.

Suggestions

Based on illumination of the primary research results, suggestions aiming at practical implementation and future research have been proposed as follows:

1. Practice nostalgia activities integrated into In-service preschool teachers' class operation courses in on-the-job training program

It is found in this research that when nostalgia activities connected with the positive activity element are integrated into In-service preschool teachers' class operation courses in on-the-job training program, In-service preschool teachers' positive emotions and life satisfaction can be raised, and negative emotions can be lessened. Therefore, various kinds of nostalgia integrated activities can be designed for the In-Service Preschool Teachers' on-the-job training program.

2. Suggestions for the future studies

This research is preliminary property-based; in the future, the subsequent studies can consider to include program design with integration of nostalgia activities, and concentrate on whether the number of participant should be controlled in order to seek for proper group scale, and achieve that every participant can effectively interact and sufficiently participate. Accordingly, the practical effect of nostalgia activities integrated into class operation program can be ever better.

In addition, in the program design that issues regarding class operation integrated with nostalgia activities, it is necessary for us to explore which issues are more proper to integrate with nostalgia activities, which has better practical effect. Certainly, in order to understand the feasibility and effectiveness of nostalgia activities integrated into other courses in the on-the-job training program, the future research can further integrate nostalgia activities into other practical effect in the on-the-job training program. As for examining the so-called practical effect, in addition to positive and negative emotions and life satisfaction, the subsequent researchers can develop suitable evaluation measuring tools to get a clear idea of In-service preschool teachers' learning effect.

Finally, in regard of nostalgia activities' course design and refinement, the researchers in the future can consider to include the viewpoint of strength perspectives. In guiding In-service preschool teachers to proceed positive experience recounting, the so-called "dominant language" can be utilized to concretely explain how the individual takes advantage of his/her own strengths as well as the dominant abilities to create beautiful memories. As such, in filling out the learning sheet, other outlets or the remaining selection space can be found, creating space for adaptation of life stories.

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