STABILITY AND VARIABILITY OF MOODS

During the early adolescence period, the experience of homes and moods is often unstable and unpredictable. Evidence from studies on mood and temperament suggests that the stability of mood is influenced by a variety of factors, including genetic predispositions, environmental influences, and psychological variables. The stability of mood is also affected by the individual's ability to regulate emotions, a process that can be influenced by both genetic and environmental factors.

The study of mood stability and variability is important in understanding the development of emotional regulation and psychological well-being. Understanding the factors that contribute to mood stability and variability can help individuals and clinicians develop strategies for promoting emotional health and resilience.

March 30, 2019


to the Department of Psychology

The work presented in this paper was supported by a grant from the National Science Foundation.
No significant findings.

ESR in morning 8 am, 2 hr.

**B**

It is observed that some support for the hypothesis was found for the association between LI and mood. The pattern of results observed was consistent with previous findings, suggesting a possible link between LI and mood. Further research is needed to confirm these findings.

LI was reported at higher levels in the morning and evening, possibly indicating a circadian rhythm. The observed pattern was consistent with previous studies.

Significant negative relationship was observed between LI and aggression in the evening.

LI in evening: 9 am, 2 hr.

In conclusion, the findings suggest a possible link between LI and mood, with LI levels being higher in the morning and evening. Further research is needed to confirm these findings and to explore the potential mechanisms underlying the observed associations.

**Table 1**

<table>
<thead>
<tr>
<th>LI (am)</th>
<th>LI (pm)</th>
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<td>5</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
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<td>9</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
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</table>

**Figure 2**

The graph shows the relationship between LI and aggression over a 24-hour period. The y-axis represents aggression levels, while the x-axis represents time of day. The line indicates a negative correlation, with aggression levels increasing as LI levels decrease.

**Discussion**

The findings suggest a possible link between LI and mood, with LI levels being higher in the morning and evening. Further research is needed to confirm these findings and to explore the potential mechanisms underlying the observed associations.
between subjective measures concerning for repeated measurement

The experimental design

1. Procedure
2. Participant Information
3. Pre-experiment Procedure
4. Post-experiment Procedure
5. Data Analysis
6. Conclusion

Appendix A: Supplementary Material

Figure 1: Flowchart of the Experimental Design

Table 1: Demographic Information of the Participants

References

Appendix B: Questionnaire Items
between association and moderation. This approach is often referred to as the "mediation" or "moderation" approach. However, it is important to note that the distinction between association and moderation is not always clear-cut, and there is often overlap and interaction between the two.

In summary, the key points to remember are:

1. Association refers to the strength of the relationship between two variables, while moderation refers to the extent to which the relationship between two variables is influenced by a third variable.
2. Association is a measure of the linear relationship between two variables, while moderation is a measure of the non-linear relationship between two variables.
3. Association is a measure of the direct effect of one variable on another, while moderation is a measure of the indirect effect of one variable on another through a third variable.
4. Association and moderation are distinct concepts, and it is important to consider both when analyzing data.
Table 3

Line Item Questions Comprising Mood and Behavior Composites

I. ENERGY COMPOSITE:
   A. Today I was mostly:
      1 = Tired
      5 = Full of energy
   B. Today, I felt mostly like doing something:
      1 = Very quiet or relaxing
      5 = Very active
   C. Today I had:
      1 = Less energy than usual
      5 = More energy

II. ANGER COMPOSITE:
   A. How often did you feel frustrated today?
      1 = Not at all
      5 = Very often
   B. Today I felt (Angry):
      1 = Not at all angry
      5 = Very angry
   C. Today I felt (Impatient):
      1 = Not at all impatient
      5 = Very impatient

III. MOOD COMPOSITE:
   A. This morning I was in a:
      1 = Very bad mood
      5 = Very good mood
   B. This afternoon I was in a:
      1 = Very bad mood
      5 = Very good mood
   C. This evening I was in a:
      1 = Very bad mood
      5 = Very good mood

IV. AGGRESSION COMPOSITE:
   How often did you do each of the following?
   A. Yell, at a friend, brother or sister?
      1 = Never
      2 = Once or twice
      3 = Three or more times
   B. Yell at your mother or father?
      1 = Never
      2 = Once or twice
      3 = Three or more times
   C. Throw something because you were angry?
      1 = Never
      2 = Once or twice
      3 = Three or more times
   D. Hit or push someone?
      1 = Never
      2 = Once or twice
      3 = Three or more times

---

Means, Standard Deviations, and Ranges for Mood Composites at Wave 1:

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Note: Log transformations were performed for anger and aggression composite.

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Means, Standard Deviations, and Ranges for Mood Composites at Wave 1:

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<th>Minimum</th>
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Note: Log transformations were performed for anger and aggression composite.
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**Table 6**

**Table 5**
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For Item 1211, 1212, and 1201: Area and Entry.
Figure 6