The Influence of Color Priming and Forewarning on Anagram Performance

Jeffrey Augustin

[Institutional Affiliation(s)]

Author Note

[Include any grant/funding information and a complete correspondence address.]

The alternative hypothesis of study 1 one that the participants who are tested with red ink will eventually perform worse than those who use green and black ink. The null hypothesis was presented by Elliot in which results showed that the performance was impaired by exposure to red color compared to green or black.

Each participant was provided with anagram questionnaires which comprised of instructions in green, black and red. The independent variable in study 1 was these variables.

There are many dependent variables involved in the process but the dependent variables in the processes are important. The number of anagram participants and participant’s beliefs of color is our dependent variable.

The general outcome of the study one is in accordance with the predicted result. The outcome is that participants having instructions in red ink will unscramble fewer words compared to black and green.

The alternative hypothesis of study two is that the performance of the participant declines when used red color as a forewarning. The null hypothesis was that the performance of the individuals will boost using forewarning of different colors.

Independent variables are red v. black, forewarning vs. no forewarning, forewarning conditions, and no forewarning condition,

The dependent variables in this project are the number of participants who have solved the answers to the questionnaire correctly.

The general outcome of study 2 is related to the effects of forewarning on the performance of an individual. Results show that the performance of the forewarned individuals was worse than that of others.

All the references are according to APA formatting styles hence nor correction needed.

# Abstract

In study one, we are aimed to assess and analyze the effect of color priming on anagram performance in order to understand the importance of colors and the use of different schemes for learning and other purposes. In study two, the objective is to understand and assess the importance of coloring and the use of different coloring strategies in order to observe their effects on the performance of the participants by forewarning. In the first study, 115 people participated in the range of 12-69 from different genders, countries, and ethnicities while in the second study, 227 people participated. The range of age group of the participants in 2nd study is 15-63. The colors red, green and black were used as independent and the number of anagram participants was the dependent variable in the study related to color priming. The colors red vs. black and condition before and after forewarning are independent and the number of participants who correctly unscramble the anagram is the dependent variable in study two. Results show that the use of red color in the background will render few people to solve the anagram which shows the performance decreases as far as the color priming is concerned. In study two, it is observed that the use of forewarning resulted in comparatively bad performance of the participants which shows the importance of colors and their impact on learning.

Keywords: color priming, forewarning, anagram, dependent/independent variables, participant’s performance.

References

Elliot, A. J., & Niesta, D., (2008). Romantic red: Red enhances men’s attraction to women. Journal of Personality and Social Psychology, 95(5), 1150-1164.

 Elliot, A. J., Maier, M. A., Binser, M. J., Friedman, R., & Pekrun, R. (2009). The effect of red on avoidance behavior in achievement contexts. Personality and Social Psychology Bulletin, 35(3), 365-375.

Elliot, A. J., Maier, M. A., Moller, A. C., Friedman, R., and Meinhardt, J. (2007). Color and psychological functioning: The effect of red on performance attainment. Journal of Experimental Psychology: General, 136(1), 154-168.

Fetterman, A. K., Robinson, M. D., Gordon, R. D., & Elliot, A. J. (2011). Anger as seeing red: Perceptual sources of evidence. Social Psychological and Personality Science, 2(3), 311- 316.

 Jefferis, V. E., & Fazio, R. H. (2008). Accessibility as input: The use of construct accessibility as information to guide behavior. Journal of Experimental Social Psychology, 4(44), 1144- 1150.

Leon, D. T., Rotunda, R. J., Sutton, M. A., & Schlossman, C. (2003). Internet forewarning effects on ratings of attraction. Computers in Human Behavior, 19(1), 39-57.

 Petty, R. E., & Cacioppo, J. T. (1977). Forewarning, Cognitive Responding, and Resistance to Persuasion. Journal of Personality and Social Psychology, 35(9), 645-655.

COLOR PRIMING AND FOREWARNING 22 Schacter, D. L., & Rajendra, D. B. (2001). Neuroimaging of priming: New perspectives on implicit and explicit memory. Current directions in psychological science, 10(1), 1-4

Steele, K. M. (2014). Failure to replicate the Mehta and Zhu (2009) color-priming effect on anagram solution times. Psychonomic Bulletin & Review, 21(3), 771-776.

Weber, C.J., & Bizer, G. Y. (2006). The effects of immediate forewarning of test difficulty on test performance. Journal of General Psychology, 133(3), 277-285