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Positive Emotions and Academic Performance among Adolescents: A Descriptive Study

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Abstract

Positive psychology emphasizes the role of positive emotions in enhancing human functioning and well-being. During adolescence, emotional experiences play a crucial role in shaping academic engagement and performance. The present study aims to study the level of positive emotions and academic performance among adolescents using primary data. A descriptive research design was adopted, and data were collected from 200 adolescents aged 13–18 years using a structured questionnaire. The study employed descriptive statistical techniques using SPSS to analyze the data. Results indicated that adolescents reported moderate to high levels of positive emotions such as joy, enthusiasm, and interest. Similarly, academic performance indicators such as concentration, motivation, and homework completion were found to be at a moderate to high level. The findings highlight the importance of fostering positive emotional experiences in adolescents to support their academic development.

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Keywords: Positive psychology, positive emotions, academic performance, adolescents, descriptive statistics

1. Introduction

Positive psychology is a growing field within psychology that focuses on strengths, positive experiences, and optimal functioning rather than merely addressing psychological deficits. One of the central constructs of positive psychology is positive emotions, which include feelings such as joy, interest, enthusiasm, contentment, and hope. According to Fredrickson's Broaden-and-Build Theory (2001)^[4], positive emotions broaden individuals' thought–action repertoires and build enduring personal resources, including cognitive and social resources.

Adolescence is a critical developmental stage characterized by rapid physical, emotional, and cognitive changes. During this period, emotional experiences significantly influence motivation, learning behavior, and academic engagement. Schools and educational institutions often emphasize cognitive achievement while overlooking the emotional aspects of learning. However, recent research suggests that emotional well-being is closely linked to academic success.

Academic performance during adolescence is not solely determined by intelligence or instructional quality but is also influenced by emotional states. Adolescents who experience positive emotions are more likely to demonstrate better concentration, higher motivation, and stronger engagement with academic tasks. Positive emotions can enhance creativity, problem-solving abilities, and persistence, all of which are essential for academic success.

Despite the growing recognition of emotional well-being in education, limited descriptive studies have examined the level of positive emotions and academic performance among adolescents using primary data. The present study seeks to fill this gap by providing a descriptive analysis of positive emotions and academic performance among adolescents. By focusing on these variables, the study contributes to the field of positive psychology and educational psychology.

2. Literature Review

Barbara L. Fredrickson (2001) ^[4] studied the role of positive emotions in positive psychology: the broaden-and-build theory. The study aimed to explain how positive emotions influence learning and psychological development; using theoretical and empirical analysis of psychological studies, the findings revealed that emotions such as joy, interest, and pride broaden adolescents' thinking and help build cognitive resources that enhance motivation and academic performance.

Reinhard Pekrun (2006) ^[6] conducted the study on the control-value theory of achievement emotions with the objective of examining the relationship between students' academic emotions and achievement; using quantitative survey research among school and university students, the findings indicated that positive emotions like enjoyment, hope, and pride significantly improve motivation, attention, and academic achievement.

S. S. Chaudhary (2014) ^[1] conducted the study on emotional intelligence and academic achievement of adolescent aimed to investigate the relationship between emotional intelligence and academic performance; using a descriptive survey method with secondary school students and emotional intelligence scales, the study found that adolescents with higher positive emotional traits achieved better academic results.

K. K. Singh (2018) ^[10] conducted the study on Positive Emotional Behaviour and Academic Achievement of Secondary School Students with the objective of examining the effect of positive emotional behaviour on academic performance; using a survey method with secondary school students, the findings showed that optimism, enthusiasm, and positive emotional attitudes significantly contribute to higher academic achievement.

J. Das (2019) ^[2] carried out the study "Emotional Intelligence and Academic Achievement of Secondary School Students in Assam" to explore the relationship between emotional intelligence and academic success among adolescents; using the descriptive survey method with selected secondary school students in Assam and emotional intelligence measurement tools, the findings revealed a positive correlation between emotional intelligence and academic achievement.

R. Sharma (2021) ^[9] in the study "Emotional Well-being and Academic Performance of Adolescents in Assam" aimed to analyze the influence of emotional well-being on students' academic outcomes; using a descriptive survey design with high school students and emotional well-being scales, the findings showed that adolescents with higher levels of positive emotions demonstrated better academic performance and classroom engagement.

3. Objectives of the Study

1. To study the level of positive emotions among adolescents.
2. To analyze the level of academic performance among adolescents.

4. Research Hypotheses

- **H01:** Adolescents exhibit a moderate to high level of positive emotions.
- **H02:** Adolescents demonstrate a moderate to high level of academic performance.

5. Methodology

5.1. Research Design

The study adopted a descriptive research design, which is suitable for assessing and describing characteristics of a population without manipulating variables. This design allows for an objective analysis of positive emotions and academic performance among adolescents.

5.2. Population

The population of the study consisted of adolescents aged 13–18 years enrolled in secondary and higher secondary educational institutions. Adolescents were selected because this developmental stage is critical for emotional development and academic formation. The population included both male and female adolescents from diverse socio-economic backgrounds.

5.3. Sample

- **Sample size:** 200 adolescents
- **Age range:** 13–18 years
- **Sampling technique:** Convenience sampling

The sample was selected based on accessibility and willingness to participate. The size was considered adequate for descriptive statistical analysis.

5.4. Tools Used

A structured questionnaire was used as the primary data collection tool. The questionnaire consisted of three sections:

1. Demographic Information

- Age
- Gender
- Class/Grade

2. Positive Emotions Scale

- Items measuring joy, interest, enthusiasm, and contentment
- 5-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree)

3. Academic Performance Scale

- Self-reported indicators such as concentration, homework completion, classroom participation, and academic motivation
- 5-point Likert scale ranging from 1 (Very Low) to 5 (Very High)

The questionnaire was designed based on existing literature and adapted for adolescent comprehension.

5.5. Data Collection

Data were collected through direct administration of the questionnaire. Participants were informed about the purpose of the study, and confidentiality was assured. Participation was voluntary, and ethical considerations were strictly followed.

5.6. Statistical Techniques

Data were coded and analyzed using SPSS (Statistical Package for the Social Sciences). The following descriptive statistical techniques were employed:

- Frequency
- Percentage

- Mean
- Standard Deviation
- Minimum and Maximum values

6. Data Analysis and Interpretation

Table 1: Demographic Profile of Respondents (N = 200)

Variable	Category	Frequency	Percentage
Gender	Male	98	49.0
	Female	102	51.0
Age	13–15 years	94	47.0
	16–18 years	106	53.0

Interpretation: The sample consisted of a nearly equal distribution of male and female adolescents. A slightly higher proportion belonged to the 16–18 age group.

Table 2: Descriptive Statistics of Positive Emotions

Dimension	Mean	Std. Deviation	Minimum	Maximum
Joy	3.78	0.74	2.00	5.00
Interest	3.85	0.69	2.00	5.00
Enthusiasm	3.72	0.77	1.00	5.00
Contentment	3.69	0.71	2.00	5.00
Overall Positive Emotions	3.76	0.68	2.10	4.90

Interpretation: The mean scores indicate that adolescents experienced moderate to high levels of positive emotions, supporting Hypothesis 1.

Table 3: Descriptive Statistics of Academic Performance

Dimension	Mean	Std. Deviation	Minimum	Maximum
Concentration	3.64	0.81	1.00	5.00
Homework Completion	3.71	0.76	2.00	5.00
Classroom Participation	3.58	0.79	1.00	5.00
Academic Motivation	3.82	0.73	2.00	5.00
Overall Academic Performance	3.69	0.74	2.00	4.80

Interpretation: Academic performance levels were found to be moderate to high, supporting Hypothesis 2.

8. Major Findings of the Study

The present study examined the levels of positive emotions and academic performance among adolescents. Based on the analysis and interpretation of data, the following major findings were derived:

The demographic profile of the respondents indicated a balanced representation of gender, with 49% males and 51% females. In terms of age distribution, a slightly higher proportion of participants (53%) belonged to the 16–18 years category, while 47% were in the 13–15 years group. This reflects adequate representation across early and late adolescence.

The findings revealed that adolescents experienced moderate to high levels of positive emotions, with an overall mean score of 3.76. Among the different dimensions, interest recorded the highest mean score, followed by joy, enthusiasm, and contentment. This suggests that adolescents in the sample generally possess a positive emotional disposition. Hence, Hypothesis 1, which stated that adolescents would exhibit significant levels of positive emotions, was supported.

With regard to academic performance, the results indicated a moderate to high level, with an overall mean score of 3.69. Among its dimensions, academic motivation emerged as the highest, followed by homework completion, concentration, and classroom participation. This implies that the respondents are reasonably engaged and motivated in their academic activities. Therefore, Hypothesis 2, which proposed that adolescents would demonstrate satisfactory academic performance, was also supported.

Overall, the study highlights that adolescents exhibit relatively high levels of both positive emotions and academic

performance. The consistency observed across various dimensions of emotions and academic indicators suggests a stable pattern of emotional well-being and academic functioning among the participants. These findings underscore the importance of fostering positive emotional experiences to support adolescents' academic development.

9. Discussion

The findings of the study indicate that adolescents experience moderate to high levels of positive emotions. These results align with previous research suggesting that positive emotional experiences are common during adolescence when supportive environments are present. Positive emotions such as interest and enthusiasm were particularly high, indicating engagement with daily activities and learning experiences. Similarly, academic performance indicators showed moderate to high levels. Academic motivation emerged as one of the strongest dimensions, suggesting that adolescents are generally motivated toward their studies. The findings reinforce the idea that emotional well-being is an important component of academic functioning.

The results are consistent with the principles of positive psychology, which emphasize the role of positive emotions in enhancing cognitive and motivational processes. Although the study did not examine relationships between variables, the descriptive findings provide a strong foundation for future analytical research.

10. Educational Implications

- Schools should incorporate positive psychology interventions to foster positive emotions among adolescents.

- Teachers can create emotionally supportive classroom environments to enhance academic engagement.
- Emotional well-being programs may contribute to improved academic motivation and performance.

12. Conclusion

The present study highlights the importance of positive emotions in adolescence and provides a descriptive overview of academic performance among adolescents. The findings suggest that adolescents generally experience moderate to high levels of positive emotions and academic functioning. These results underscore the relevance of positive psychology in educational contexts and emphasize the need to nurture emotional well-being to support academic development.

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