



## CONCEPT OF ACHIEVEMENT EMOTIONS IN LIGHT OF NATIONAL EDUCATION POLICY 2020

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### RESEARCH ARTICLE



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### Abstract

The National Education Policy 2020 (NEP-2020) is a major reform of the education system in India. It aims to make education more holistic, equitable, and outcome-oriented. The policy also seeks to promote student engagement, motivation, and learning. By focusing on student-centred learning and a supportive learning environment, the policy aims to create a learning environment where students are more likely to experience positive achievement emotions. This, in turn, can lead to increased student engagement, motivation, and learning. Achievement emotions are the emotions that students experience in relation to their academic activities and achievements. These emotions can be positive, such as joy, pride, and satisfaction, or negative, such as anxiety, frustration, and disappointment. Therefore, we should develop positive achievement emotions among the students. The major purpose of this paper is to explore the concept of achievement emotion and its role in promoting student engagement, motivation, and learning. For this purpose, the present researcher followed a theoretical exploratory approach. The present study begins by highlighting the theoretical background of achievement emotion and its impacts on student motivation, engagement, learning, and well-being. The findings of this research paper contribute to the understanding of achievement emotion in education and provide insights for educators and policymakers to create supportive learning environments that promote holistic development and maximize the potential of NEP-2020.

**Keywords:** Achievement Emotions; NEP 2020; Student Engagement; Student Motivation; Student Learning; Student Well-being

### Introduction

Emotions are essential in our daily lives, influencing our experiences (Moini et al., 2024), decisions (Da Silva & Almendra, 2022), and interactions with the world around us. It is usually defined as a multifaceted phenomenon that includes subjective feelings, cognitions, motivational tendencies (Pekrun, 2017), physiological processes, and expressive behaviour (Scherer, 2009). Emotions significantly impact our behaviour, decision-making, and overall well-being (Ross et al., 2023; Da Silva & Almendra, 2022; Sandler, 2023). In educational settings, emotions are vital in influencing student attitudes toward learning and academic outcomes (Sayed, 2024; Gunawan et al., 2022). In the context of emotion, achievement emotion is a new concept in the field of education; it is directly linked to achievement activities or achievement outcomes (Pekrun et al., 2011; Chen et al., 2024). Achievement emotions encompass the feelings and psychological states experienced by students in response to their academic successes or failures (Pekrun, 2017; Shakki, 2023). These emotions, such as joy, pride, anxiety, and frustration, significantly influence students' motivation, learning outcomes, and overall well-being (Forsblom et al., 2022; Daumiller et al., 2023; Sachdeva, 2023). In recent years, education policies have increasingly prioritised emotional well-being (Finneran, 2024), acknowledging its significance to academic success (Adi et al., 2022; Wright, 2019). These policies aim to create supportive learning environments that foster cognitive and emotional development (Ventista & Siddiqui, 2016). The National Education Policy (NEP) 2020 of India reflects a contemporary approach by advocating holistic (Nandi, 2023; Sharma et al., 2024) student-centric learning experiences (Glavind et al., 2023; Vanarsdale, 2020). The NEP 2020 emphasises experiential learning, critical thinking (Hamid & Sharma, 2024), and the development of social and emotional skills (Kumari, 2024) to enhance student engagement and reduce academic stress (Patel & Agrawal, 2024; Goyal & Singhal, 2024). It also enhances teacher

training, curriculum and assessment reforms, and the inclusion of digital education (Sethi, 2024; Choudhuri, 2024). NEP-2020 promotes inclusivity, equitable access, and the preservation of Indian languages and culture, aiming to modernise the education system and prepare students for the 21st century (Kalita, 2024; Pathak & Maity, 2024; Betsurmath & Chidambaram, 2024). This study aims to explore different perspectives on achievement emotion and examine how its principles and objectives are manifested in NEP 2020.

### Concept of Achievement Emotions

Achievement emotions (AEs) are closely associated with achievement activities or outcomes (Pekrun et al., 2011). Achievement Emotions refer to the specific emotions and feelings that individuals experience in response to achievement-related situations, tasks, or goals (Pekrun, 2006). These emotions may emerge when an individual recognises advancement or achievement in attaining a specific goal or when facing challenges and obstacles (Pekrun & Stephens, 2010). Achievement emotions can be both positive emotions (e.g., pride, happiness, excitement) and negative emotions (e.g., frustration, disappointment, anxiety, shame, and boredom), and they play a vital role in shaping individual’s motivation, behaviour, and overall achievement outcomes (Pekrun, 2006). The integration of achievement emotions into the educational discourse is an essential step toward fostering holistic and inclusive learning environments that emphasise not only academic success but also emotional well-being (Pekrun et al., 2011).

#### Three-Dimensional Taxonomy of Achievement Emotions

Object focus	Positive		Negative	
	Activating	Deactivating	Activating	Deactivating
Activity (Present)	Enjoyment Excitement	Relaxation	Anger Frustration	Boredom
Outcome—prospective (Future)	Hope Anticipatory joy	Assurance	Anxiety	Hopelessness
Outcome—retrospective (Past)	Pride Retrospective joy Gratitude	Relief Contentment	Shame/Guilt Anger	Disappointment Sadness

Source: Pekrun et al. (2023)

Positive activating emotions like enjoyment and excitement arise from competent performance in achievement activities, while negative activating emotions such as anger and frustration stem from obstacles hindering performance. Boredom, a negative deactivating emotion, can result from either overchallenge or underchallenge. Prospective Outcome emotions focus on future success and failure. Hope and anxiety involve uncertainty, while assurance and hopelessness entail subjective certainty about outcomes. Assurance is proposed as a term for a pleasant, relaxed emotional state with subjective certainty about upcoming success, distinct from mere confidence. Retrospective Outcome emotions reflect past success and failure. Pride, joy, gratitude, shame, guilt, and anger are activating emotions, with pride, shame, and guilt involving self-responsibility and gratitude and anger recognising other-responsibility. Relief, disappointment, and sadness are deactivating emotions, with relief stemming from unexpected success and disappointment from unexpected failure (Pekrun et al., 2023).

### Significance of Achievement Emotions in NEP-2020

The NEP-2020 was a landmark policy introduced by the Government of India to transform the country's education system. While the NEP-2020 does not explicitly mention "Achievement Emotions" as a term, several aspects of the policy emphasise the significance of emotions, motivation, and well-being in education. However, these are directly related to achievement emotion. The significance of "Achievement Emotions" in education is the profound impact on student’s learning experiences, motivation, and overall academic performance (Pekrun et al., 2009). Here are some key points that highlight the importance of achievement emotions in the NEP-2020:

1. *Holistic Development:* The NEP-2020 emphasises the comprehensive development of students (Sharma et al., 2024), focusing on academic learning as well as their social, emotional, and cognitive development (Nandi, 2023). Achievement emotions play a significant role in the holistic development of individuals (Pekrun, 2022). These emotions, such as enjoyment, hope, pride, anger, anxiety, shame, or boredom, are experienced by children, adolescents, and adults in various achievement situations, including school, work, and sports (Pekrun et al., 2017). This indicates an understanding of emotions' role in shaping a student's overall growth and well-being (Pekrun & Perry, 2014).
2. *Reducing Academic Stress:* The NEP-2020 aims to reduce academic stress among students by promoting holistic and multidisciplinary education (Patel & Agrawal, 2024), incorporating technology into the learning process, and emphasising experiential learning and inquiry-based approaches (Soni, 2023). The policy recognises that traditional learning methods, such as memorisation and rote learning, may not be sufficient to navigate the complexities and uncertainties of the modern

- world (Nandi, 2023). The policy aims to move away from a system that places excessive pressure on learners, as high-stress levels can negatively impact achievement emotions and hinder effective learning (Artino et al., 2012).
3. *Promotion of Critical Thinking and Problem-Solving:* Achievement emotions have a significant impact on critical thinking and problem-solving abilities (Pekrun, 2017; Pekrun, 2022; Harley et al., 2019). These emotions, such as enjoyment, hope, pride, anger, anxiety, shame, or boredom, are experienced by individuals in academic settings, work, sports, and other achievement situations (Superman et al., 2021; Prinz-Weib et al., 2023). The NEP-2020 encourages shifting from rote learning to experiential and active learning methods. By promoting critical thinking and problem-solving skills (Soni, 2023), the policy seeks to enhance students' confidence and positive emotions related to their academic accomplishments (Forsblom et al., 2022).
  4. *Flexible Curriculum and Assessment:* The NEP promotes a flexible curriculum and continuous assessment, including formative and summative evaluations. Achievement emotions, flexible curriculum, and assessment are closely related. Research has shown that achievement emotions, such as enjoyment and pride, positively affect goal-setting, time management, and self-evaluation in online learning (Yildiz & Atman, 2023; Pekrun et al., 2009). Additionally, frequent online assessments have been found to influence student emotions, with students reporting higher levels of positive emotions and lower levels of negative emotions compared to traditional classroom tests (Riegel & Evans, 2021). Emotion regulation is an important mechanism for supporting adaptive achievement emotions, and it has been linked to various outcomes, including psychological and emotional adjustment, mental health, and well-being (Jarrell & Lajoie, 2017).
  5. *Focus on Social and Emotional Learning (SEL):* The NEP-2020 acknowledges the significance of social and emotional learning within educational institutions. Emphasising social and emotional learning enhances pupils' academic performance. It has been demonstrated to promote cognitive growth, raise student motivation and concentration, improve teacher-student connections, and enhance student confidence and achievement (Simion, 2023). Social and emotional learning involves the development of abilities such as self-awareness, self-regulation, social awareness, and responsible decision-making (Zilva, 2023), which are crucial for properly regulating achievement emotions.
  6. *Teacher Training and Support:* The policy underscores the need for continuous professional development for teachers. Teacher training can enhance students' emotional well-being and foster a healthy classroom atmosphere that promotes learning and emotional development. Achievement emotions play a significant role in the effectiveness of teacher training and support programs (Stockinger & Vogl, 2021; Pekrun, 2022). These emotions are closely linked to students' academic success and can influence their cognitive, motivational, and behavioural factors (Liu et al., 2023). Positive activating emotions, such as enjoyment, promote deep learning and are positively related to learning and achievement (Bisquerra, 2018). On the other hand, negative activating emotions, like anxiety, can lead to surface learning and negatively impact learning and achievement (Jarrell & Lajoie, 2017). Therefore, understanding and effectively managing achievement emotions can enhance the effectiveness of teacher training and support programs.
  7. *Promoting Joyful Learning:* The NEP-2020 encourages a shift towards joyful and engaging learning experiences. When students find joy in their learning, positive achievement emotions (such as enjoyment, pride, and relaxation) are more likely to emerge, leading to increased motivation and enthusiasm for education (Pekrun et al., 2006; Wu & Yu, 2022).
  8. *Inclusion and Special Education:* The policy emphasises inclusivity and addresses the needs of students with disabilities and learning difficulties (Devi, 2022). By providing appropriate support and accommodations, the NEP-2020 aims to create an environment that nurtures positive emotions and a sense of achievement for all students (Panigrahi & Malik, 2020).

While the NEP-2020 does not explicitly use the term "Achievement Emotions," its focus on holistic development, reducing academic stress, promoting critical thinking, and supporting emotional well-being underscores the acknowledgement of the crucial role emotions play in the educational process. By addressing the emotional aspects of learning, the NEP-2020 aims to create a more supportive and conducive environment for student's overall growth and success (Upadhyay, 2024; Thannikkottu & Desai, 2023; Hamid & Sharma, 2024).

### **Educational Implications**

Achievement emotions refer to the range of emotions experienced by individuals in response to their accomplishments or successes in an educational setting. These emotions can include feelings of pride, joy, satisfaction or anxiety, frustration, and disappointment (Pekrun, 2006). Achievement emotions play a crucial role in educational settings as they can significantly impact students' motivation, learning, and overall academic performance.

Here are some key aspects of achievement emotions in education:

1. *Motivation and Engagement:* Positive achievement emotions, such as feelings of pride and satisfaction, act as powerful motivators (Pekrun & Stephens, 2010). Students who experience a sense of accomplishment and success are likelier to be engaged and enthusiastic about their learning journey. This intrinsic motivation enhances their willingness to put effort into their studies and pursue learning with curiosity and interest (Pekrun et al., 2023).
2. *Academic Performance:* Achievement emotions have a direct impact on students' academic performance. Students who experience positive emotions like confidence and pride are likelier to perform well in exams and assignments (Huang,

- 2011; Lichtenfeld et al., 2023). Conversely, negative emotions like anxiety and fear of failure can hinder performance, leading to underachievement (Pekrun, 2022).
3. *Goal Pursuit and Persistence:* Achievement emotions play a significant role in an individual's ability to pursue and persist in their goals. These emotions, such as enjoyment, hope, pride, anxiety, shame, hopelessness, or boredom, are experienced by children, adolescents, and adults in various achievement situations, including academic settings (Pekrun, 2022). Positive achievement emotions drive students to set higher goals for themselves and persist in their efforts to achieve them (Lichtenfeld et al., 2023). Students who experience pride in their achievements are more likely to set ambitious targets and work diligently to attain them.
  4. *Self-Efficacy and Self-Confidence:* Achievement emotions influence students' perceptions of their abilities. Positive emotions bolster self-efficacy, the belief in one's capability to succeed in specific tasks, leading to increased self-confidence (Huang, 2011). On the other hand, negative emotions can undermine self-confidence and create self-doubt (Pekrun, 2022).
  5. *Learning Experience:* Emotions are crucial in shaping the overall learning experience. Positive emotions create a positive learning environment where students feel supported, valued, and capable of learning (Camacho-Morles et al., 2021). This positive emotional climate promotes effective learning and knowledge retention (Prinz-Weiß et al., 2023; Pekrun, 2022). On the other hand, Negative emotions, such as anger, hopelessness, anxiety, shame, and boredom, are associated with poorer learning performances and learning outcomes (Dai, 2023; Vo & Nguyen, 2023).
  6. *Social Interaction and Peer Relations:* Achievement emotions can influence students' social interactions and peer relations. Positive emotions like pride and joy in their achievements can increase social confidence and improve peer relationships (Pekrun, 2000). These positive interactions contribute to a positive classroom environment, promoting student cooperation and collaboration (Yang, 2000).
  7. *Well-being and Mental Health:* Achievement emotions significantly impact mental health outcomes in individuals (Pekrun, 2017). These emotions, such as enjoyment, hope, pride, anger, anxiety, shame, and boredom, can profoundly affect learning, achievement, and psychological well-being (Pekrun et al., 2019). The experience of positive achievement emotions is linked to overall well-being and positive mental health (Suldo et al., 2014). Students who frequently experience positive emotions tend to have better emotional regulation, reduced stress levels, and higher life satisfaction (Artino Jr et al., 2012).
  8. *Lifelong Learning:* Achievement emotions have a significant impact on an individual's intrinsic motivation for lifelong learning. Positive achievement emotions foster a love for learning and encourage students to become lifelong learners (Artino & Jones, 2012; Pekrun, 2022). Students who associate learning with positive emotions are more likely to seek learning opportunities beyond formal education.

Achievement emotions are essential in education as they influence student motivation, engagement, learning processes, self-regulation, and overall academic performance (Artino et al., 2012; Pekrun & Perry, 2014). Recognising the impact of achievement emotions, educators and policymakers can design strategies to promote positive emotions, provide support during challenging times, and create an emotionally enriching learning environment (Artino & Jones, 2012). By fostering positive achievement emotions and providing support for managing negative emotions, educators can create a nurturing and empowering learning environment that equips students with the emotional tools and academic skills needed to succeed in their educational journey and beyond (Pekrun et al., 2023).

## **Conclusion**

In conclusion, this research article sheds light on the concept of achievement emotions within the context of the NEP-2020. We have observed that achievement emotions, both positive and negative, significantly influence student's learning experiences and academic outcomes. The NEP's visionary approach to education reform aligns with principles of emotional well-being, inclusivity, and holistic development, acknowledging the critical role of emotions in the learning process.

Through an in-depth analysis, we have explored how the NEP addresses emotional aspects by emphasising joyful learning, reducing academic stress, and promoting social and emotional learning (SEL). Recognising the interplay between educational policy and achievement emotions, we have outlined practical strategies to create a conducive learning environment.

Educators, policymakers, and stakeholders can foster positive achievement emotions, enhance student motivation, and support overall well-being by integrating emotional considerations into the NEP's implementation. As the NEP 2020 paves the way for transformative changes in education, addressing achievement emotions will undoubtedly contribute to a thriving educational ecosystem in India.

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