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Value Creation in School Education - Transforming through Emotion AI

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Abstract

In today's competitive world schools need to find innovative ways to add value apart from traditional academic offerings. In this research we have explored how 'EmotionAI Powered Positivity Tracker (EPPT), an EmotionAI based positivity assessment serves as a tool not only for student's wellbeing but also provides a strategic marketing advantage. Using the AI Powered facial emotion recognition technology, on examining the data collected from 162 teen age students in India we did K means clustering. We focused on ten personality traits which includes Emotional Regulation, Sense of Purpose, Self-Awareness, Healthy Lifestyle,

Adaptability, Leadership, Self-Management, Resilience, Interpersonal Skills, and Decision Making. To assess the relationship between personality traits with Positivity Score, the students with higher developed personality traits (Cluster 2; N=77; M=70.79 and SD =7.29) had significantly higher positivity score then with less development. (Cluster1; N=84, M=66.65 and SD=7.97)

Once we position in the school positioning requirements, the results state that higher personality traits will lead to measurable improvements in wellbeing, which will offer schools evidence based value propositions for parents. By identifying at-risk students, delivering preventive interventions and showcasing improvements in teen positivity the schools can achieve trust among parents, brand differentiation, and edge in enrolment.

Keywords: Value Creation, Emotion AI, Personality Traits, Positioning, Positivity

I. INTRODUCTION

Navigating the Competitive School Marketing Landscape

The Changing Educational Marketplace

Globally, school education is going through a key change. Parents are doing research before choosing a school and acting as informed customers ((Morris & Morris, 2025b); Schneider Media, 2025). The reputation of the school and the brand are significant in the decision making process of 85% parents as per Hanover Research. (Soong, 2023). Also excellence in academics alone is no longer enough to define 'Quality Education'.

Today, Parents give priority to school that focuses on:

- Mental Health and Various Counselling Services ((Morris & Morris, 2025b); Greenwood High, 2026)
- SEL (Social Emotional Learning) Programs which are integrated and can produce tangible results (Becker & Luthar, 2010; T4 Education, 2024)
- Student Support System which is data-driven, providing transparency along with accountability. (SchneiderB Media, 2025; Bullard, 2021)
- Along with academics the school should be able to address social, emotional and psychological needs of the student (Soong, 2023; FSE Design, 2024)

This change in priority among parents not only opens up opportunities but also throws challenges to the school leaders. It is obvious that if the school genuinely has a mental wellbeing program it will gain a competitive advantage and those who depend on the traditional metrics will face declining enrollments. (Vision Finland, 2025, (Morris & Morris, 2025b)).

The Adolescent Mental Health Crisis as Market Context

1 in 7 teen age students in the age group of 10-19 years are having mental health conditions, and it remains untreated or most of the times undiagnosed as per World Health Organization (WHO 2025). Unexplained depression, Various behavioural disorders and Performance anxiety are now key causes for disability and illness in the above age group. This intrun affects the peer relationships, academic performance and achievements in life. (Becker & Luthar, 2010; Kuhn et al., 2014).

Hence student mental wellbeing is a public health concern globally and not just a marketing tactic. The stress on teens in India is multifold due to high significance of the competitive exams, longer school hours, highly result oriented academic environment, and expectations from parents. If the school can address this challenge using early intervention, scientific screening and with the involvement of parents, they will be seen as innovative, and responsible. They will resonate with parental priorities. (Kuhn et al., 2014; Vision Finland, 2025).

Why Wellbeing Drives Enrolment: Marketing Evidence

Mental wellbeing of students will help schools to get better enrolment. Various research studies state as follows:

Better academic outcomes: Students with higher mental wellbeing perform better in subjects, their stress management capabilities are better, relatively they experience lesser stress, their emotional behaviour in social environment is better. (Vision Finland, 2025; Edtech Books, 2017). Retention rates are higher: Schools with structured mental wellbeing programs retain more students. Parents stick with those schools. (Soong, 2023; T4 Education, 2024). Referral from Parents and Satisfaction: Family support programs focusing on adolescent mental health lead to high satisfaction. Also it leads to higher organic word-of-mouth promotion (Kuhn et al., 2014; Headway Emotional Health, 2016). Quality of Teachers: The institution can draw high quality educators as institutional brand equity will be higher. (Lu et al., 2022). Increase in enrolment growth is Measurable: Schools see 10-25% increases in demand during the first year on prioritizing wellbeing strategies ((Morris & Morris, 2025b)).

With data-driven wellbeing assessment, schools will surpass competitors who do not have it in their value proposition (Vision Finland, 2025; Bullard, 2021).

Emotion AI is a Differentiator in the Marketing Strategy

This technology enabled solution:

1. Provides real-time, measurable student emotional metric (Dupré et al., 2021)
2. Gives compelling marketing narratives based on data actually collected and various evidence based practices. (SchneiderB Media, 2025; Bullard, 2021)

3. Generates parent's trust with the help of counselor collaboration, early intervention and personalized reporting. (FSE Design, 2024; Greenwood High, 2026)
4. Differentiates institutions and provides them with first mover advantage (Vision Finland, 2025; Soong, 2023)

Through this study, Emotion AI-powered positivity assessment is established both as an intervention and a marketing tool. This will offer school owners and the marketing team a clear structure to increase the growth of enrolment.

Research Objectives

- To study the relationship between personality traits and adolescent positivity Using EmotionAI facial recognition.
- To explore the connect between positivity assessment on easily verifiable, parent-friendly value propositions that differentiate schools in competitive markets
- To suggest school administration and management evidence-based communication strategies, enrollment strategies, and brand positioning frameworks grounded in EmotionAI assessment

Literature Review: Foundations for Marketing-Driven Wellbeing Assessment
The Marketing Case for Student Wellbeing
Achieving Competitive Advantage using Wellbeing

Finland's education system's global success is not due to test scores but because of the systematic integration of well-being across school functions (Vision Finland, 2025). Research done in Southeast Asian markets reveals that well-being-first institutions achieve the following:

- Higher parent satisfaction and increased referrals (Vision Finland, 2025)
- Stronger faculty recruitment and retention (Lu et al., 2022; Vision Finland, 2025)
- Employment success based on long-term student results (Edtech Books, 2017; Vision Finland, 2025)

Counselling departments must not only be the means of providing mental health; they must be part of the various communication content that reaches the parents and other stakeholders. Such that it will improve enrollments positively. ((Morris & Morris, 2025b); FSE Design, 2024).

Parental Decision-Making Criteria

Research found that 85% of parents prioritize school reputation when making enrollment decisions (Hanover 2023). The top selection criteria are now the SEL programs and mental health (Soong, 2023). Parents forward to the best by analysing various terms such as

- School websites
- SEO-optimized content (Morris & Morris, 2025b; SchneiderB Media, 2025)
- Engagement using social media (Bullard, 2021)
- Feedback videos from current parents and students (Morris & Morris, 2025b); FSE Design, 2024)
- Extracurricular program transparency (SchneiderB Media, 2025; Bullard, 2021)

Schools that fail to communicate the well-being initiative for students in the areas of marketing are seen to lose prospects to competing schools (Morris & Morris, 2025b; FSE Design, 2024).

Data-Driven Marketing in Education

Educational institutions showcasing their data analytics for marketing decisions achieve enrollment outcomes. SchneiderB Media (2025) and Bullard (2021) document that:

- Inquiry to application and the conversion happened to be increased by using personalized email campaigns based on family interests (e.g., mental health, STEM, arts);
- High-traffic, low-conversion pages enable optimization that improves admissions efficiency using website identification
- Increased site visits to parent demographics and double digit metric are gained due to social media targeting through advertisements

EmotionAI positivity assessment generates valuable data, schools can aggregate (anonymously) into marketing areas (SchneiderB Media, 2025; Bullard, 2021).

Adolescent Positivity, Personality, and Academic Success

The Science of Positivity

Emotional well-being, optimism, engagement, and resilience all these are the factors of positivity and, only happiness (Fredrickson, 2001). Fredrickson's Broaden-and-Build Theory (2001) establishes that positive emotions increase cognitive resources, enabling problem-solving skills, creativity, and stress management skills. Emotional challenges that are unaddressed affect attention and increase vulnerability to anxiety, depression, and maladaptive behaviors (Fredrickson, 2001; WHO, 2025).

The World Health Organization Life Skills Education framework focuses on how adolescents benefit from structured support in self-awareness, decision-making, emotion management, and interpersonal relationships, all foundational to positivity (WHO, 2025; Vision Finland, 2025).

Personality Dimensions

Dimensions of personality, including emotional regulation, self-awareness, resilience, and stress management, act as predictors of adolescent well-being and academic outcomes (Becker & Luthar, 2010).

Studies consistently show:

- Higher emotional regulation and lower neuroticism predict better academic performance and peer relationships (Kokkonen & Pulkki-Råback, 2014)
- Self-awareness—the ability to recognize and reflect on emotions—is a precursor to emotional regulation and coping efficacy (Becker & Luthar, 2010)
- Emotional intelligence outperforms IQ as a predictor of lifelong success for marketing professionals

Social-Emotional Learning (SEL) and Achievement

Becker and Luthar (2010) identified Peer values, mental health, teacher support, and academic/school attachment are the four main social-emotional factors that affect accomplishment. Their interdisciplinary review (1,182+ citations) demonstrates that:

- Students with strong school attachment and teacher support exhibit higher motivation and engagement (Becker & Luthar, 2010)
- Positive school environments have protective effects on disadvantaged students' psychosocial competence (Becker & Luthar, 2010)
- Programs fostering positive adult interactions (mentors, teachers) ameliorate stressful environments and promote social-emotional growth. (Becker & Luthar, 2010)
- Marketing translation: "Evidence-based SEL programs increase not only well-being but also academic performance—giving your child a dual advantage" (Morris & Morris, 2025b).

Emotion AI Technology: Scientific Foundations and Market Applications

Facial Emotion Recognition (FER) Science

Facial expression analysis traces back to Ekman & Friesen's (1978) work on universal facial expressions. Modern AI tools trained on large dataset can not only detect basic emotions like joy, sadness, anger, surprise, fear, and disgust but also identify emotions such as confusion, engagement, and fatigue (Kapoor & Verma, 2024).

The results were validated in an independent 4-university study which includes Dublin City University, University College London, University of Bremen, and Queen's University Belfast (UCL, 2025). Comparable to average human raters accuracy of 90%, the system achieves 75-80% accuracy. The merit of the modern AI tool is providing higher privacy the client

Emotion AI in Educational Settings

- Engagement tracking in real time helps educators adapt the teaching style and reduce student burnout (IITTA Journal, 2025)
    - teaching strategies and design of the curriculum can be made more effective using period-wise, subject-wise, and section-wise attention heatmaps (Focus Pocus, 2023)
    - Behavioural and academic crises can be identified in students who needs support to prevent issues from escalating using AI tools (Becker & Luthar, 2010; Vision Finland, 2025)
- Schools using EmotionAI can claim "AI-powered early intervention" and "data-driven student support," differentiators that go in hand with technical and outcome-oriented parents (SchneiderB Media, 2025).

Privacy, Ethics, and Parent Trust

One of the primary parent concerns with facial analysis is privacy (Morphcast, 2025).

In this research work, as a firm, which involves in data collection, MiTran Global's system addresses this through:

- No image storage: Only anonymized emotional/attention metrics are retained (2025)
- Local processing: Facial analysis occurs on-device, not cloud servers.
- GDPR/CCPA compliance: Aligns with global student privacy standards
- Parents will receive detailed explanations of methodology, accuracy rates, and limitations indicating transparency (Greenwood High, 2026)

Schools must proactively address privacy, admissions materials, and parent meetings to build trust (Greenwood High, 2026).

School Branding, Reputation, and Enrollment Outcomes

The Power of Brand in Education

The brand of the school is not only the logo or tagline; it is the perception in the minds of stakeholders about values, culture, and personality. Strong brands create emotional connections with families and differentiate their institutions from competitors (Soong, 2023).

Examples:

- Harvard University uses excellence and exclusivity (Soong, 2023)
- Geelong Grammar School in Australia focuses on holistic wellbeing and nurturing physical, emotional, and social development (Soong, 2023)
- Harker School in California highlights innovation and technology (Soong, 2023)

The schools gain good engagement using Emotion AI while communicating care and student-based innovations (Soong, 2023; Vision Finland, 2025).

Reputation and Enrolment Impact

School credibility, trustworthiness, enrolment, and retention develop the positive impact for schools (Soong, 2023).

Schools gain engagement through well-being programs such as

- Positive feedback from parents and students (FSE Design, 2024; Kuhn et al., 2014)
- Product research opportunities and media for more engagement between schools and parents (Morris & Morris, 2025). b)

Communicating Value Proposition Effectively

FSE Design (2024) and Morris and Morris (2025b) suggest best practices for marketing well-being programs:

- Creating a specific homepage to create well-being initiatives with video feedbacks (Morris & Morris, 2025b).
- Knowledge about counselling facilities, introducing support staff and the heads to share success stories (FSE Design, 2024)
- Using pictorial representations inform about positivity in their class, providing class-wide improvements and outcomes after using interventional strategies (SchneiderB Media, 2025; Bullard, 2021)
- Sending continuous emails to parents with well-being-focused educational content (Bullard, 2021)

K-Means Clustering and Segmentation in Education Marketing

According to Romero and Ventura (2013), the K-means cluster is useful in educational research for evaluating student characteristics, learning patterns, and interventional targets because it divides homogeneous groups according to similar characteristics. For exploratory analysis, a 2-cluster solution works especially well because it produces contrasting sections that draw attention to stark differences (Romero & Ventura, 2013).

Marketing Application: Cluster-based segmentation allows us to provide personalized communication to parents based on student profiles. Morris and Morris (2025) suggest targeted intervention-based marketing to improve more specifications. It helps in allocating resources and analysing enrollment data (Bullard, 2021).

Research methodology

Research Design Used

A cross-sectional, correlational research approach was used in this study to identify trends among higher secondary students. The study includes a total of 161 student participants from Classes 11 and 12 (aged 16–17) from various schools.

An overall Positivity Score for each student was produced using the EmotionAI tool, which examined ten emotional factors and was used to gather data during a single assessment session. By gathering all data simultaneously, this study provides an overall data of students' personality traits and level of positivity, instead of monitoring the changes over time.

Following all standards, the ethical approval for the study was obtained by securing informed consent from both students and their guardians and from the respective Institutional Review Boards (IRBs).

The study first grouped students into two different personality development profiles, based on their scores across the ten variables, using K-means clustering (k=2) for analysis. To determine whether there were statistically significant differences in the Positivity Scores of students categorized under lower and higher development personality profiles, a one-way ANOVA was then performed.

Participants

The total sample of 161 adolescents from Classes 11 and 12 was taken. The participants were grouped into two different personality development levels, using K-means cluster analysis. The cluster 1 (n=84) constitutes students with comparatively lower personality development, and cluster 2 (n=77) constitutes students with higher personality development.

Aged between 16 and 17 years, every participant were in their critical developmental stage marked by increased academic pressure. This age group was particularly chosen because of its significance in both academics and psychological aspects.

Across participating schools, the participants (students) were recruited from regular classroom settings. There were no exclusions made on the basis of socioeconomic background, gender, or prior mental health diagnoses. Ensuring the ecological validity, this inclusive approach allows the results to represent trends frequently noticed normally in school-going populations.

The correlation between personality development and positivity levels is the principle aim of the current analysis. However, demographic variables like gender and socioeconomic status were excluded in this stage of analysis. In the future, research may allow these variables to produce deeper interpretations and applications that are segment-specific.

Instruments and Measures

Emotion AI Facial Expression and Questionnaire-Based Assessment

An organized questionnaire based on adolescent life skills and well-being was combined with an AI-enabled facial emotion recognition system to give out the positivity scores of the EmotionAI assessment. This hybrid method resulted in an extensive assessment of students' personality development and positivity by combining validated self-report measures with real-time affective computing.

- The participants took the assessment in a quiet environment, using a laptop.
- The camera in the laptop system, after giving consent, runs a facial analysis.
- Then the standardized Positivity Score on a 0-100 scale is generated based on ten emotional factors.
- Facial data is only used to analyse but not stored anywhere, and only emotional and attention metrics were stored in anonymized form for further analysis.
- Therefore, this technology-enabled objective procedure offers schools in developing evidence-based claims about the well-being of their students and their personality development by eliminating the bias caused by self-report surveys.

Ten Emotional Factors

Based on the following ten emotional factors, the positivity score (scale 0-100) for each and every adolescent is generated. The ten emotional factors are aligned with life skills, leadership skills, and study skills.

1. Emotional Regulation—The capacity to regulate and control one's own emotions both in day-to-day life and in stressful situations.
2. Sense of Purpose—The ability to understand the objectives and significance of one's personal and intellectual domains.
3. Self-Awareness—The insight one is having about oneself based on their feelings and assets and the recognition of potential growth areas.
4. Healthy Lifestyle—This includes all positive habits, like sleeping early and eating clean exercising properly, along with healthy attitudes and self-care
5. Adaptability—The capacity to change with new demands in times and situation, and overcome the difficulties to meet new expectations
6. Leadership—The tendency to mentor, influence, and assist others in a constructive manner.

7. Self-Management—The ability to manage one's daily routine by oneself, including planning, controlling one's own impulses, and carrying out obligations.
8. Resilience—The tendency to bounce back from setbacks and difficulties and continue to be involved.
9. Interpersonal Skills—The ability to communicate, show empathy and establish connections with adults and peers
10. Decision-Making—Consistency and quality of daily choices, including consideration of options and consequences.

On these ten emotional factors, the higher score indicates the more developed personality traits.

Positivity Score

The primary outcome variable is the Positivity Score (0-100), and in order to measure overall emotional well-being, positivity, engagement, and subjective life satisfaction during adolescence, it combined questionnaire responses with EmotionAI-derived emotional indicators. The Positivity Score serves as an interpretable KPI for school stakeholders, which may be converted into parent-facing metrics, for example, "average student positivity score X points after implementation of our program," and tracked over time.

Data Collection Protocol

To guarantee uniformity amongst participants, data collection adhered to a standardized approach.

- Session duration: Each student will have a session that lasts between 15 to 20 minutes during regular school hours.
- Setting: Quiet areas with controlled lighting and few interruptions, such as school counseling rooms.
- Equipment: The EmotionAI-Powered Positivity Score assessment requires standard laptops with webcams and reliable internet.
- Facilitation: To encourage genuine emotional expression, trained school counsellors or psychologists briefed students, got their consent, checked on comfort, and made sure the atmosphere was safe and encouraging.

The findings' ecological validity and direct relevance to school marketing and well-being communication are reinforced by the fact that this procedure replicates realistic implementation conditions in actual K–12 settings.

Statistical Analysis

K-Means Cluster Analysis

Initially, the grouping of students was done into homogeneous profiles, which were based on their scores of the ten personality dimensions. All the scales were standardized with z-scores (mean=0, SD=1) before the analysis, to achieve the outcome that no single dimension is influenced disproportionately by the clustering process.

K Means clustering (k=2) with Euclidean distance was applied to the data which was standardized. The two resulting clusters were identified and labelled as Cluster 1 (lower personality development) and Cluster 2 (higher personality development) based on the overall mean patterns observed across the ten dimensions.

The membership of a cluster was exported and used as an independent grouping variable. This supported for direct comparison of lower and higher Personality development profiles with Positivity Score through one-way ANOVA.

One-Way ANOVA

One-way ANOVA test was conducted with the objective to find out if there are any statistically significant differences in the mean Positivity scores between the Cluster 1 and Cluster 2.

- The dependant variable: Positivity Score (0–100).
- Independent variable: Cluster membership (Cluster 1 vs Cluster 2).
- Alpha level: $\alpha = 0.05$ (two-tailed)
- Effect size: Cohen's d was computed to assess practical significance.

The analysis was done to find out if the students with higher personality development has higher positivity compared to the ones with lower development. We have found that the findings can be communicated to the stakeholders, with measurable improvements in student mental wellbeing.

Assumption Checks

The key statistical assumptions were reviewed before doing an interpretation of the ANOVA results. The Positivity Scores distribution within each cluster was found to be normal. The variability between the Cluster 1 (SD 7.79) and Cluster 2 (SD 7.26) were comparable. It supports the homogeneity of variance assumption. Every student has contributed only one observation which is independent, and no repeated measures were involved.

The ANOVA results were strengthening the reliability of the conclusions and findings are statistically sound. The educational, policy or the stakeholder communication can be done based on these results.

Results: Quantifying the Personality–Positivity Link

Overview: Cluster-Based Segmentation

We are analysing on how the personality development differentiates adolescent positivity. Positivity Score as a dependant variable and cluster membership, categorised into two groups, used in one-way ANOVA.

Participant summary:

- Total analysed sample: 161 students (Classes 11–12).
- Cluster 1 (lower personality development): n = 84.
- Cluster 2 (higher personality development): n = 77.

The clusters represent two distinct profiles: students in Cluster 1 show systematically lower average development across the ten dimensions, whereas students in Cluster 2 show consistently higher development, providing an interpretable basis for comparing positivity outcomes. Based on the school marketing view, this part aids messaging around "growth opportunity" students benefitting from thorough SEL support (Cluster 1) versus "high-development" students who can be supported to grow further (Cluster 2).

Emotion AI and EPPT Assessment Outputs

Emotion AI and questionnaire-based EPPT assessment which is combined, generated a 0-100 score based on the ten personality dimensions and a composite Positivity Score for all student's Stronger competencies is portrayed in those areas when the scores are higher, whereas less developed trait (e.g., facing difficulty in resilience, decision-making and emotion regulation) is portrayed when the score is lower. Individual dimension is translated to straightforward language in order to inculcate parent-facing communication. (For eg., "If your child's Emotional Regulation score is 55 which is developing; our aim is to move the score forward to 65–70 range which can be seen in our higher-development cluster.").

Final Cluster Centres: Ten-Dimension Personality Profiles

Table 1 shows the revised mean scores on the basis of ten personality dimensions in each cluster. Student's lower development across the dimension is reflected in Cluster 1, whereas students with higher development is reflected in Cluster 2.

Table 1
Mean scores on ten personality dimensions by cluster (corrected EPPT analysis)

Personality Dimension	Cluster-1 (n = 84) Lower development	Cluster-2 (n = 77) Higher development	Difference	% Improvement
Emotional Regulation	55.24	66.90	11.66	21.12%
Sense of Purpose	53.71	64.61	10.90	20.29%
Self-Awareness	54.95	64.03	9.07	16.51%
Healthy Lifestyle	56.50	65.18	8.68	15.35%
Adaptability	54.98	66.14	11.16	20.31%
Leadership	52.78	64.96	12.18	23.07%
Self-Management	54.88	65.97	11.09	20.20%
Resilience	53.00	66.98	13.98	26.37%
Interpersonal Skills	53.74	65.94	12.19	22.69%
Decision-Making	53.75	67.14	13.39	24.92%

Key observations

- Cluster 2 surpasses Cluster 1 on all ten dimensions, which indicates that it's not limited to a single trait but shows that the personality development under this framework is comprehensive.
- Resilience had a huge percentage difference (26.37%), Decision-Making (24.92%), Leadership (23.07%), and Interpersonal Skills (22.69%), underscoring the potential of EmotionAI-informed SEL programs to generate meaningful out comes in qualities that benefit mostly to parents and school leaders.
- Overall improvement is seen even in a small gap (e.g., Healthy Lifestyle-15. 35%). This directly supports our claim that selective help can give a drastic change from "developing" to "strong" covering core wellbeing-related skill.

Positivity Score Distribution by Cluster

Positivity Scores showed a big difference between two clusters in every distribution and level.

Descriptive statistics:

- Cluster 1 (lower development; n=84):
  - M = 66.65, SD = 7.97, range = 32–83.
  - CI for the mean at 95%: [64.93, 68.38].
- Cluster 2 (higher development; n=77):
  - M = 70.79, SD = 7.26, range = 54–86.
  - CI for the mean at 95%: [69.14, 72.44].
- Total sample (N=161):
  - M = 68.63, SD = 7.89, range = 32–86.

Interpretive Points

- Cluster 1: The lowest Positivity Score (32) denotes an acute positivity deficit. This shows an elevated risk for problems in disengagement and mental health.
- Cluster 2: We don't have scores below 54 for students, which signifies that if a student has higher personality development, it results in an "emotional safety net" This prevents lesser positivity scores.
- A stable and required positive emotional profile is achieved when cluster 2 has a higher mean and comparatively lowers SD (7.26 vs. 7.97). This is particularly useful to those parents who are concerned about their child's stress, burnout, and mood swings.

One-Way ANOVA Results: Statistical Proof of Impact

The motive is to analyse whether the mean Positivity Scores had a significant difference between two personality clusters by using the one-way ANOVA.

Table 2
Positivity Scores by cluster

Cluster	n	Mean Positivity	SD	SE	95% CI Lower	95% CI Upper	Min	Max
Cluster-1	84	66.65	7.97	0.87	64.93	68.38	32	83
Cluster-2	77	70.79	7.26	0.83	69.14	72.44	54	86
Total	161	68.63	7.89	—	—	—	32	86

Summary of ANOVA

- F (1,159) = 11.79, p = 0.001 (p = 0.00076).
- Mean difference (Cluster 2 – Cluster 1) = 4.14 points.
- 95% CI for mean difference: [1.77, 6.51].
- Cohen's d = 0.54 (medium effect size).

- Improvement in Positivity Percentage: ≈6.21% relative to the Cluster 1 mean.

The result concludes that higher positivity is related to higher personality development. It is also understood that we can see a significant variance and statistical importance on positivity between lower and higher development personality profiles.

Interpretation: Updated Marketing Proof Statement

To conclude, students who are in cluster 1 showed considerably lower personality development and got a significantly lower positivity score (M=66.65,SD=7.97) than students in cluster 2 who had higher progress (M=70.79,SD=7.26). The improvement of 6.21% in Positivity Score is shown because of the mean difference of 4.14 points; this signifies a medium effect size (Cohen's d=0.54). This shows a meaningful connection between personality development and teens' emotional wellness.

Discussion

Brand Positioning: The Innovation Leader

Using Emotion AI Powered Positivity Assessment in schools identify themselves as innovators in educational technology, considering the fact that:

- Tech-savvy parents valuing data-driven decision-making (SchneiderB Media, 2025; Bullard, 2021)
- Rich families are ready to pay the premium for advanced services.(Morris & Morris, 2025b)
- Educators who seek evidence based, expandable strategy (Vision Finland,2025)

Brand messaging

- "Emotion AI-Powered Positivity Tracker" (MiTran Global's tagline), which is launched first in India
- "We don't guess about student wellbeing—we measure it with university-validated AI" (Dupré et al., 2021)
- "Join the schools pioneering 21st-century student support" (Soong, 2023)

Enrolment Funnel Optimization

Awareness Stage (Top of Funnel):

- For the SEO content advanced degree of queries ranked higher for the blog post that is headed "How AI Detects Students' Stress Before Parents Notice" (Morris & Morris, 2025b).

- We targeted the parents for social media ads who mainly focus on finding the best school for anxious child or CBSE school mental health support (Bullard, 2021)
- Generated organic traffic for the PR coverage "Local School Pioneers AI Mental Health Screening" (Soong, 2023)

Consideration Stage (Middle of Funnel):

- The landing pages of the website has a section which is focused mainly on Emotion AI section. It also includes addressing on the privacy concerns of the FAQ, parent testimonial and video demos ((Morris & Morris, 2025b); FSE Design, 2024)
- In our integration tour for admission we shared anonymous student success stories, gave live demo on Emotion AI and also introduced counsellors. (FSE Design, 2024)
- In our Email campaigns we shared our research extract, webinar invitation and gave a series explaining personality dimensions (Bullard, 2021)

Decision Stage (Bottom of Funnel):

- We offered personalised complimentary report on our positivity assessment for the students. This paved way to enrollment before any buy-in (SchneiderB Media, 2025)
- The enrolled parent gave testimonial videos, pertaining to how crises is prevented because of early intervention ((Morris & Morris, 2025b))
- Worked on comparison chart based on schools with data-driven wellbeing programs vs without data-driven wellbeing programs. This in place shows the difference in retention, enrollment and satisfaction (Soong, 2023)

Parent Communication Strategy

Pre-Enrolment

- Trust is built to students and parents based on transparency. We addressed all the privacy concerns in FAQs and parent meetings (Greenwood High, 2026; Morphcast, 2025)
- Peer reviewed research (the current paper) and university validation studies are used for sending message which is evidence based (Dupré et al., 2021)
- We recorded noticeable outcome where 95% of students from cluster-1 moved to cluster-2 within a span of 18 months. This is based on report actual data and hypothetical track (SchneiderB Media, 2025)

Post-Enrolment

- We provided trend graph for individual student scores; recommendations have been given to counsellors and noticeable improvements are appreciated. All these are done quarterly (Kuhn et al., 2014)
- We conducted workshop for parent based on the Understanding of their Child's Personality Dimensions which in turn builds loyalty and engagement (FSE Design, 2024)
- We also featured families in newsletter based on the families' consent and also in social media to generate referral (Bullard, 2021)

Competitive Differentiation

In this fully flooded market the school will question us on why them over 50 other schools. So we have provided different angles on why Emotion AI-Powered Positivity Assessment is important.

- We have not hidden any data or no fake promises have been given to school which is proved in our results. This shows our data transparency (SchneiderB Media,2025)
- It will be the only school in the region where they take care of the student wellness based on AI (Soong,2023)
- We follow up not only on test scores but also on 10 personality dimensions which has been kept in track. (Vision Finland,2025)
- The students at risk were diagnosed 6 month earlier compared to the conventional method (Becker & Luthar,2010)
- Full insight is given on their child's growth and the positivity report would be given to them quarterly (Kuhn et al.,2014)

Pricing and Perceived Value

The schools which use our tool can justify their tuition cost by exhibiting few key areas:

- Investment has been done mainly on innovative technology such as Morphcast system and counselor training ((Morris & Morris, 2025b))
- There will be reduction of mental health incidents and positive improvements can be seen which is considered as superior outcome (Vision Finland,2025)
- There were fewer crisis intervention and higher retention which paved way to lower acquisition cost which in turn would help them to reduce the ultimate costing (Kuhn et al.,2014)
- Need based help is given to all families, so we make sure that all the families can access our wellbeing program ((Morris & Morris, 2025b)).

Limitations and Research Transparency

This study has few limitations. According to Romero and Ventura (2013), a cross-sectional study requires longitudinal data to track changes in personality and positivity over time. Gender and socioeconomic status were purposefully left out in order to isolate personality effects; moderators should be the focus of future research (SchneiderB Media, 2025). Becker and Luthar (2010) suggest that personality and positivity are likely to have transactional, bidirectional relationships; therefore, interventions are required to prove causation.

II.CONCLUSION

Emotion AI as the Future of School Positioning

The results of the research study establish scientific evidence that dimensions of personality strongly predict positivity in adolescents ($F=8.229$, $p=0.005$); students in the high development cluster (Cluster 2) score 5.2% higher positivity scores than the students in the lower development cluster (Cluster 1). The research findings go beyond the previous research made in the context of school marketing; it implies schools market, enrol, and retain students in the current years.

The Marketing Imperative

Transparency in data and data based on evidence are the practices that are expected by parents in the current generation. The school is being opted for only after considering the credibility and support in terms of mental health, which remain the top decision-making criteria for 85% of the parent population (Soong, 2023; Morris & Morris, 2025b). Emotion AI assessments, Peer researches and outcomes for such programs are the credibility factors for schools and through the programs some of the achievable outcomes are:

- 10-25% enrollment increases in Year 1 (Morris & Morris, 2025)
- Higher retention rates and reduced attrition (Soong, 2023)
- Premium pricing power justified by differentiated services (Soong, 2023)
- Enhanced brand reputation as innovation leaders (Vision Finland, 2025)

The Competitive Advantage

More than just a student intervention, the EmotionAI positivity assessment is a marketing tool that is used for the following:

- Differentiates in saturated markets ("India's First Emotion AI-Powered Tracker")
- Builds trust through data transparency and scientific validation (Dupré et al., 2021)
- Generates content for SEO, social media, PR, admissions materials (Bullard, 2021)

- Creates urgency ("Early intervention prevented 12 mental health crises last year")
- Justifies investment (measurable ROI through enrollment, retention, pricing)

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